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ENHANCING SELECTED LITERACY PROGRAMS OF A UNIVERSITY

VOLUNTEER SERVICE PROGRAM THROUGH OUTCOMES-BASED EDUCATION

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## APPROVAL SHEET

The graduate thesis attached hereto, entitled "ENHANCING SELECTED LITERACY PROGRAMS OF A UNIVERSITY VOLUNTEER SERVICE PROGRAM THROUGH OUTCOMES-BASED EDUCATION," prepared and submitted by KATHERINE M. GONZALES, in partial fulfilment of the requirements for the degree of Master of Arts in Language and Literacy Education, is hereby accepted.

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## **BIOGRAPHICAL SKETCH**

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Aside from teaching, she is involved in various extension and public service initiatives, mostly catering to underserved communities. She is the head of the public service and extension committee of DHUM, the Faculty Coordinator of UPLB Pelikulab which is the media arts arm of DHUM, and the Festival Director of Pelikultura: The Calabarzon Film Festival. She is also an active Faculty Volunteer of the UPLB Ugnayan ng Pahinungod, the volunteer arm of UPLB. At the moment, she is also collaborating with different organizations and institutions in the design, implementation, and evaluation of an Online English Bridge Program for junior and senior high school students from low performing schools and an Online Reading Program for K-3 students from public elementary schools in Bay, Laguna.

Her experience as a higher education professional and her consistent involvement in extension and public service particularly in the education sector made her realize that she intends to pursue a PhD in Educational Policy to be better equipped with the expertise to craft laws and policies that will lead to better reform the Philippine educational system.

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## ABSTRACT

The research focused on integrating the Outcomes-Based Education (OBE) approach to enhance the two selected literacy programs namely, the Reading Enhancement and Appreciation Development Program (READ) and the Environmental Awareness Program (EAP) that are being implemented by a university volunteer service program. Utilizing a multi-case research design, the study identified and described the components of the two selected literacy programs in terms of the programs' plan, design, implementation, and assessment and evaluation. The above-mentioned components of the selected literacy programs were evaluated to be either consistent or inconsistent with the OBE approach. From the findings, a literacy program model that integrates the nature and principles of the OBE approach was provided. The recommended literacy program highlighted the need for the program outcomes to be aligned with the Institutional Vision, Mission, and Goals (VMGs) and with the global and national education standards. Clear specific program outcomes for all the main beneficiaries which include the volunteer facilitators and the learners should be identified. For the plan, reviewing current literacy program objectives, identifying modified literacy program objectives, identifying target learners, conducting needs assessment, accomplishing learner profile with the aid of reliable instruments, including various stakeholders in the program plan, identifying the strategies to ensure program sustainability, and constructing a clear process map for the key people involved were recommended. For the design, identifying the program outcome, integrating specific literacy models and theories in the development of the program and learning outcomes and modules, integrating the OBE framework in the development of the program and learning outcomes and modules, including various stakeholders in the program design, and retooling of key people on module development were recommended. For implementation, integrating experiential learning and participatory

approaches and of OBE in teaching-learning systems were recommended. For assessment and evaluation, identifying performance indicators and targets and tools for assessment and integrating program, effectiveness, impact, and policy evaluations were recommended.

*Keywords: outcomes-based education, institutional outcomes, course outcomes, learning outcomes, program outcomes, content and methodologies, teaching-learning systems, multi-case research design*

## **Chapter I**

### **INTRODUCTION**

#### **Background of the Study**

In 2019, World Bank and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) stated that there exists a so-called “learning poverty” globally. More than 617 million children and adolescents, or equivalent to 55 percent of the total population, fail to attain minimum proficiency in reading and mathematics, one third of which are constituted of out-of-school adolescents while the remaining two thirds attend formal education (UNESCO, 2019).

Although the Philippines has consistently improved its basic and functional literacy rates in comparison to other South East Asian countries according to UNESCO (2015, 2019), this literacy problem continues to plague the country. The Department of Education (DepEd) had implemented numerous literacy initiatives in basic education such as Every Child A Reader Program (ECARP), The Library Hub, K-3 curriculum program design focusing on language development, Mother Tongue-based Multilingual Education (MTB-MLE) and a list of activities integrated in the academic curriculum such as the Book Week and the National Reading Month. Despite these numerous literacy initiatives, the Philippines still ranked the lowest in reading literacy among 79 countries in the 2018 Programme for International Student Assessment (PISA) which was initiated by the Organization for Economic Co-operation and Development (OECD). The Philippines only scored a dismal 340 considering the OECD average which was 487. Based on the PISA 2018 report, the Overall Reading Literacy average of the Philippines is only within Proficiency Level 1a, which means that Filipino students are only capable of understanding literal meanings, identifying main ideas, and establishing simple connections

with numerous information sources available. The poor performance of Filipino students in PISA 2018 can be connected to World Bank's 2019 data. A high percentage of children reach 10 years old without even being able to read and understand simple stories. It can be assumed that the children were not able to acquire foundational skills that are related to basic literacy.

In the DepEd 2018 National Report of the Philippines, DepEd recognized that the Philippines is still transitioning the quality of its basic education to meet global standards and mentioned that the results gave a clearer account for the areas to be improved on for better actions and policies. The government agency also mentioned that the poor results were expected because of the previous low scores of Filipino students in standardized tests.

As presented in the DepEd PISA 2018 report, key areas that will be focused on to improve the basic education system in the Philippines as well as the country's performance in other standardized tests were already determined by DepEd. This will be made possible with *Sulong EduKalidad*, which include objectives such as "1. K to 12 curriculum review and updating; 2. Improvement of the learning environment; 3. Teachers' upskilling and reskilling through a transformed professional development program; and 4. Engagement of stakeholders for support and collaboration." However, it is still important to more intensively identify and understand the conditions that have led to the students' performance.

Developing countries continue to have problems due to the insufficient infrastructures and facilities that support successful learning (UNESCO, 2019). In the Philippines, other unresolved issues such as underfunding, overcrowding, and poor planning from the administration continue to haunt public schools (Manlapig, 2020). Consequently, PISA 2018 report noted that Filipino students who are economically disadvantaged were also found to be low performers.

Perez (2019) of the Reading Association of the Philippines enumerated several reasons that can be attributed to the Philippines' unsatisfactory performance in the 2018 PISA. These included the teacher's lack of training in reading instruction, particularly for those handling content areas, the students' lack of experience in reading expository texts as narrative texts are more integrated in the curriculum, and the inaccessibility of the internet and texts both in print and digital form.

For OECD (2005), the quality of teachers is the most vital component that affects student performance. In basic education instruction, teachers should be well-versed in facilitation, learner diversity, learning environment, curriculum, and assessment (Bilbao, 2019). Furthermore, teachers should be provided with continued opportunities for development, particularly on best practices in 21<sup>st</sup> century teaching and learning. If teachers possess the necessary "technical skills, complex knowledge, sophisticated tools, and research-based techniques", learning among students will be successful (Archibald, Coghall, & Croft, 2011; Siena, 2019).

According to Siena (2019) of the National Educators Academy of the Philippines, although training and other professional development initiatives such as Teacher Induction Program (TIP), in-service training programs that are conducted during semestral and summer breaks, and other program-specific trainings are provided to teachers in the Philippines, these mass training remain insufficient as DepEd cannot keep up with the large teacher population, which increased due to the K to 12 program implementation. Siena (as cited in Cristobal, 2015) mentioned that DepEd provides learning materials, guidelines, and training to teachers who are involved in reading programs, most especially for those who handle early literacy programs. Although DepEd has pushed for the increase of reading experts, there remains no clear

mention if teachers who are handling content areas are given training on reading instruction. Despite the promising strategies, Siena (2019) added that the size of the education system, the complexities in terms of practices at different levels, the differences in leadership and policy changes pose threats in the attainment of successful teacher professional development in the Philippines.

In 2018, Barrot mentioned that the new English curriculum utilized in K-12 is inconsistent with traditional language teaching and learning principles. With this, the K-12 curriculum should be improved particularly in its specificity and coherence. Twenty-first century learning and language teaching principles should also be integrated. Moreover, Rivera (2017) cites that an in-depth review of the K-12 curriculum in the Philippines is necessary as the teaching pedagogies practiced are not aligned with the curriculum contents. According to Perez (2019), literacy instruction in the Philippines still focuses more on narrative texts despite the changing demands in literacy. This is manifested in the perceived association that reading is mostly or if not limited to reading stories. However, 21<sup>st</sup> century learning demands better exposure to expository texts as students need to process various information sources.

Perez (2019) also emphasizes that teaching and learning environments should foster reading culture by integrating strategies that promote consistent practice that will eventually lead to independent reading as well as critical thinking particularly in the discerning of the credibility of texts.

With the above mentioned conditions, the need for literacy programs that can be complementary and/or supplementary to global and local literacy goals which are tailor-fitted to the reading ability improvement of the learners specifically for those who belong to low and middle income populations has become even more relevant.

Literacy initiatives cannot be handled by government agencies such as DepEd alone. One institution that has been offering various extension programs to improve student literacy is the University of the Philippines (UP) system. UP has pioneered not just in research and instruction, but in extension as well. Such is consistent with UP's vision as the national university to be "a leading regional and global university in an environment that sustains 21st century learning, knowledge creation, and public service for society and humanity" as stated in the University of the Philippines Strategic Plan 2017-2023 under UP President Danilo Concepcion.

The university's benchmarking in the community service landscape is made even more consistent by Ugnayan ng Pahinungod, particularly the volunteer service arms supervised by UP Manila and UP Los Baños. It is then deemed vital that the literacy programs offered by Ugnayan ng Pahinungod are reviewed and designed based on more innovative and timely educational approaches which are consistent with the mandates of UP as a state university and can address the diverse and changing needs of the 21<sup>st</sup> century learners.

Consequently, the UP system has also embraced a paradigm shift in its formal educational system and integrated the Outcomes-based education (OBE). OBE, an educational framework that emphasizes the need to accomplish predetermined learning outcomes before the end of the learning experience, has long been utilized in non-academic programs. The paradigm specifically transformational OBE has now replaced traditional input-based teaching approaches in academic programs as well. As stated by Spady (1994), OBE leads to more productive learning with its defined outcomes and expanded opportunities for learners. The success of the student depends on the demonstration of the exit outcome that should be accomplished by the end of the course. All the other learning outcomes, along with the criteria

for validation, are carefully structured based on the established exit outcome. "Success for all" is promoted with the emphasis on instructional coaching as teachers are to model the techniques on how to accomplish outcomes and are to provide necessary feedback to students. Also, teachers are to observe peer coaching and students are encouraged to practice teamwork and collaborative learning.

A number of countries like America, South Africa, Australia, and neighboring countries from the ASEAN have adopted OBE as a policy in their primary, secondary, and tertiary education curricula and have observed its many advantages as well as its disadvantages (Chabelli, 2006; Donnelly, 2007; Shuaib, Anuar, Singh, and Yusoff, 2009, Ogena, 2013).

The UP system has fully implemented OBE in 2018. UP recognizes the many advantages of OBE, as endorsed by CHED and implemented by nations that are part of the ASEAN integration. The paradigm shift is also in line with the goals set by the UP system to provide more relevant, balanced and internationally-benchmarked academic programs, as published in the UP Strategic Plans from 2011-2016 and 2017-2023, respectively.

UPLB Ugnayan ng Pahinungod, one of the volunteer arms of the UP system, has been offering literacy and service programs to requesting parties who are mostly from Region 4A-CALABARZON. Several schools who cater to underserved populations, particularly in Laguna, have been participating in the above-mentioned literacy programs for several years now. With the growing population of students who have participated in the literacy programs mentioned, the study intended to intensively review these programs to verify if the desired program outcomes are met and to enhance the plan, design, implementation, and assessment and evaluation components by integrating OBE. Moreover, the enhancement is deemed necessary as there is a need for a more updated literacy model that integrates best practices that can be

adopted by Ugnayan ng Pahinungod with their partner schools in their intervention programs to further assist in student literacy improvement.

With this, the research focused on developing and integrating the OBE paradigm to two selected literacy programs that have been implemented by the UPLB Ugnayan ng Pahinungod since 2013 namely, the Reading Enhancement and Appreciation Development Program (READ) and the Environmental Awareness Program (EAP).

### **Statement of the Problem**

Several problems observed are targeted to be addressed by the study.

The United Nation's Sustainable Development Goal 4 which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for" has become even more relevant as problems like the high population out-of-school youth and the inability of students to meet the minimum proficiency standards remain unresolved as stated in UN's progress of Goal 4 in 2019.

Moreover, with the changing educational landscape brought about by globalization and technological advancements, education strategies like literacy programs should adapt to novel demands and integrate methodologies that would lead to a more balanced literacy framework and aid in the attainment of SDG 4. Furthermore, it is necessary to review and evaluate the program design and specific components of the literacy programs such as the curriculum, content and methodologies, teaching-learning systems, and assessment and evaluation to be able to identify strengths, weaknesses and opportunities and to provide recommendations for program enhancement. The quality and impact of literacy programs may they be offered in formal, informal, or non-formal settings should always be properly evaluated and assessed.

The success of the literacy programs can be based on uniform parameters such as it is aligned to global learning standards and if it addresses issues related to global and national literacy. Other criteria like integration the mandates of the institution and if it meets the specific needs of its target learners are also to be prioritized.

Although UPLB Ugnayan ng Pahinungod has spearheaded various public service initiatives, only limited quality and impact assessments have been conducted. To be able to conduct quality and impact assessments, organized archives and dated documentations of the plan, design, implementation, and assessment and evaluation of the service and literacy programs should always be available. This, however, is not the case with UPLB Ugnayan ng Pahinungod's literacy and service programs as the data provided were either very limited or not yet interpreted. Furthermore, the service and literacy programs offered by UPLB Ugnayan ng Pahinungod have been utilizing the same literacy framework since 1994.

An example of a framework that can be incorporated is OBE which has been an educational trend in both academic and non-academic programs. The potential of the literacy programs implemented by UPLB Ugnayan Pahinungod to be aligned with the OBE education framework and policy has not been explored. Research on how OBE alignment can benefit both the volunteer service arm and UPLB as a university is still not available. This integration can assess the possibility of the literacy programs to become course-based extension programs and aid the university to meet the operational criteria mandated by CHED.

To address the problems mentioned above, the following research questions will be answered:

1. What are the components of the selected UPLB Ugnayan ng Pahinungod literacy programs?

2. Are the components of the UPLB Ugnayan ng Pahinungod literacy programs aligned with the OBE approach, particularly in terms of institutional outcomes, program outcomes, and program design and learning outcomes?
3. How can the components of the UPLB Ugnayan ng Pahinungod literacy programs be enhanced by integrating the OBE approach?

### **Objectives of the Study**

The general objective of the study is to enhance the selected literacy programs of UPLB Ugnayan ng Pahinungod by integrating the OBE approach.

This will be achieved by accomplishing the following specific objectives:

1. to describe the components of the selected UPLB Ugnayan ng Pahinungod literacy programs such as program outcomes, design, plan, implementation, and assessment and evaluation;
2. to evaluate the components of the selected literacy programs in terms of program plan, design, implementation, and assessment and evaluation and identify which are consistent and not consistent with the OBE approach; and
3. to enhance the selected UPLB Ugnayan ng Pahinungod literacy programs based on the nature and principles of the OBE approach by providing a literacy program model.

## **Significance of the Study**

Even before the UP Charter of 2008 that mandated UP to lead as a public service university, the university has already been spearheading in public service which has consequently molded its very identity and solidified its role to the country as the national university since its establishment in 1908. In UP's revised UP institutional vision which is to be "a leading regional and global university in an environment that sustains 21st century learning, knowledge creation, and public service for society and humanity" as presented in the University of the Philippines Strategic Plan 2017-2023 under UP President Danilo Concepcion, UP continues to situate public service at its core. Four strategies were enumerated in the UP Strategic Plan 2017-2023 that will be implemented to assure that the university's public service initiatives remain pertinent. These include molding its students to become ethical leaders in the future, enriching public service, increasing policy researches, and assuring the accessibility and availability of UP researches.

To enhance UP public service initiatives, the importance of institutionalization and system-coordination and improvement of community engagement were highlighted in the UP Strategic Plan 2017-2023. Moreover, improvement in the public service domain can be achieved by collaborating with partners and stakeholders, evaluating public service initiatives conducted, deploying university experts to requesting parties and assisting other government agencies, and improving processes conducted.

As the volunteer service arm of the UP system that has conducted numerous public service and extension initiatives, the programs of UPLB Ugnayan ng Pahinungod should be reviewed and evaluated in terms of its alignment to UP's mandate as a public service university particularly on the abovementioned strategies to assure public service quality. The results of

the study can significantly assist in the policy-making of a regulatory framework for literacy and service programs facilitated by academic institutions to promote a more holistic, national integrated system of education and training which is based from local and international standards.

In 2016, Bisares presented that 21 years since its establishment, UPLB Ugnayan ng Pahinungod has assisted the following: "32 provinces, 49 municipalities, 300 barangays, 12 grassroots organizations, 7,000 NSTP students, and 5,000 individuals, and mobilized resources from 45 stakeholders." However, since its establishment in 1994, UPLB Ugnayan ng Pahinungod has been utilizing a participatory approach through Activity-Discussion-Input-Deepening-Synthesis (ADIDS) in all its service and literacy programs (Pahinungod, 2011). The study regarding the enhancement to OBE is an opportunity for the volunteer service arm to verify if its programs are still consistent with the mission and vision of UP and review important components in the conduct of service and literacy programs like program plan and design, content and methodologies, teaching-learning systems, and assessment and evaluation. Upon an intensive evaluation, incorporation of the OBE framework or components of OBE that can positively result to the strengthening of their programs to be more consistent to their goals as a volunteer service arm can also be accomplished.

In 2016, Bisares presented *Using Extension Modalities in Aid of Instruction: The Ugnayan ng Pahinungod and Volunteerism in the University of the Philippines Los Baños* during the Colleges and Universities Public Service Conference (CUPSCon). Several challenges encountered by UPLB Ugnayan ng Pahinungod were enumerated: "(1) establish volunteerism as a legitimate field of study; (2) devise course-specialized service learning activities; (3) continually improve recruitment and information dissemination strategies; (4)

monitor impacts to the communities as well; and (5) pressure avenues to elevate the discourse and practice of volunteerism.” All the academic programs offered by UPLB are already aligned with OBE, the restructuring of the selected literacy programs to OBE can propel to course-based extension programs which would address the second challenge mentioned by Bisares in 2016.

With this, the volunteer service arm that involves UPLB faculty, staff, students, and alumni can significantly be tapped by the rest of the UPLB community to meet the mentioned minimum operational criteria. However, to achieve maximum success, UPLB Ugnayan ng Pahinungod should also align its educational framework and its service and literacy programs to be utilized by the academic programs, hence, the need for the study.

### **Scope and Limitation of the Study**

For this study, only two UPLB Ugnayan ng Pahinungod literacy programs, Reading Enhancement and Appreciation Development Program (READ) and Environmental Awareness Program (EAP), were focused on. READ and EAP were chosen mainly due to the various language and literacy components integrated in the programs. The length of the implementation, the number of learner-beneficiaries, the number of volunteer facilitators deployed, and the conduct of the literacy programs during the data gathering stage of the researcher were also considered.

A multi-case study research design was utilized to achieve a more extensive understanding of program components of the selected programs. The program components described were only limited to the plan, design, implementation, and assessment and evaluation.

The description of the different program components was achieved by various data gathering and data analysis methods. Content and thematic analysis of primary sources such as learning modules and various secondary sources which included progress, annual, and terminal reports, and impact assessments were done. For the learning modules, only three sets were analyzed for READ, one set for the Eco-learning session component of EAP, and two sets for the Eco-camp component of EAP. Face-to-face interviews with respondents which were identified through purposive sampling were also observed. However, due to time constraints, only 20 interviews were conducted. Class observations were also only limited to five READ 2018 sessions which were conducted from October to December 2018 and EAP-Eco-camp sessions which were held on February 2019.

Data regarding the program components were analyzed based on Halbleib and Jepson (2015) seven-step OBE instructional design, OBE framework provided by CHED (2014), and various secondary sources as presented in the conceptual framework and further elaborated in the Chapter 3 of this study. Only a model that can be adopted by UPLB Ugnayan ng Pahinungod and other parties that intend to plan, design, assess and evaluate, and implement a literacy program that utilizes participatory approach and OBE framework was provided in the end of the study.

## **Definition of Terms**

**Content and Methodologies-** This refers to the development of the syllabus and the learning plan that will help achieve the program and learning outcomes.

**Course Outcomes (CO)-** Course outcomes are the goals that are to be achieved upon the end of a course or subject.

**Culminating Outcomes-** As per Spady (1994), culminating outcomes also known as exit outcomes refer to “results and their demonstrations occur at or after the end of a significant learning experience.”

**EAP-** EAP is an acronym for Environmental Awareness Program, an education enhancement program offered by UPLB Ugnayan ng Pahinungod.

**Institutional Outcomes (IO)-** The institutional outcomes are the objectives that the institution intends to achieve based on its vision, mission, and goals.

**Learning Outcomes (LO)-** The learning outcomes are the goals to be achieved in a course or lesson. LOs should be aligned with the Institutional Vision, Mission, and Goals, the Institutional Outcomes, and the Program Outcomes.

**Non-Academic Programs-** Non-academic programs pertain to “programs for student support, faculty (professional) development, and extension programs as lifted from CHED Handbook on Typology, Outcomes- Based Education, and Institutional Sustainability Assessment.

**Outcomes-** Outcomes are specific learning competencies that a student should perform or accomplish before the end of a learning experience.

**Outcomes-Based Education (OBE)-** OBE is an educational framework that prioritizes that outcomes have been determined first as it will be the basis for all the other components such as strategies, processes, techniques and means. OBE is more student-centered approach that

focuses and organizes teaching and learning on what is essential for all learners to know, value, and demonstrate based on the identified level of competence.

**Program Assessment and Evaluation-** This refers to the strategies done after the program implementation to gauge over-all program success.

**Program Design-** This refers to the contents and themes, learning objectives and/or outcomes, and different teaching and learning approaches integrated in the learning modules.

**Program Implementation-** This refers to the actual conduct of the program in the chosen locales.

**Program Plan-** This refers to the different factors considered by the volunteer arm like the need, learner group, and resources necessary before deciding to conduct a program.

**Program outcomes (PO)-** The program outcomes are the goals to be achieved by a degree or program that should be aligned with the Institutional Vision, Mission, and Goals as well as the Institutional Outcomes. As per CHED (2014), POs refer to competencies (related knowledge, skills, and attitudes) that all learners are expected to demonstrate by the end of the degree or program.

**READ-** READ is an acronym of Reading Enhancement and Appreciation Development program, a literacy program of UPLB Ugnayan ng Pahinungod.

**Teaching-Learning Systems-** This refers to the different approaches utilized to deliver and assess learning.

**VMG-** VMG is an acronym for Vision, Mission, and Goals.

**UPLB Ugnayan ng Pahinungod-** This refers to the volunteer service arm of UPLB that offers different service and literacy programs.

## **Chapter II**

### **REVIEW OF RELATED LITERATURE**

The first section of this RRL presented the definition of literacy and elaborated on the components of effective literacy programs. Literacy programs were also selected and reviewed based on their best practices as well as their similarities to the program elements of READ and EAP.

The next section focused on literacy and literacy programs in the Philippines integrated in formal education. Several literacy programs, particularly reading programs implemented in the Philippines, were analyzed to understand the educational landscape in the country better and determine the different components that constitute effective literacy programs.

Several related literatures provided information regarding the nature and principles of Outcomes-based Education (OBE) along with its many advantages as an educational framework and policy. Most of the studies presented OBE as a more progressive approach contrary to traditional education methods in academic and non-academic programs. With this, OBE has been practiced in numerous universities and institutions internationally and has been adopted locally. Some literacy programs that have already integrated OBE in its design were also introduced in this section of the RRL.

The next parts of the RRL focused on OBE implementation in the Philippines and on UP as the premiere state university setting standards in academic standards and integrating OBE in its education system and UP as a public service university setting standards in public service initiatives and engagements with UPLB Ugnayan ng Pahinungod. However, it is to be noted there is only limited literature available regarding UPLB Ugnayan ng Pahinungod's

service and literacy programs as the volunteer service arm had problems in the past in terms of documentation.

### **Definition and Nature of Literacy**

Literacy is conventionally defined as the ability to read, write, and count. According to Fransman (2005), in a concept paper written for UNESCO, this view of literacy, particularly basic literacy focuses on accomplishing of several outcomes to verify if the skill has been acquired and even teaching and learning inputs and processes were integrated. Important elements like other uses of the skills and the presence of different contexts were not prioritized. This failure to situate is further observed as only official languages are utilized to teach without further consideration of the language preferred by the learners.

With the deficits of literacy that focus only on the attainment of a set of skills, a definition that is more directed to meaningful and practical applications of literacy to the lives of the learners emerged. Functional literacy is defined as the development of reading, writing, and numeracy skills that would be instrumental for the learner to develop as an individual, to function in the community, and to aid in the development of the community (UNESCO, 2006). Unlike the former, this definition of literacy highlights its applied, social, and situated nature.

At present, the term literacy has been used to refer to the acquisition of any kind of skill or competence. The concept of multiple literacies that are suitable to the demands of the 21st century has emerged, including but not limited to information literacy, new media literacy, digital/computer/ICTs literacy, visual literacy, environmental literacy, cultural literacy, and political/civic/citizenship literacy.

UNESCO provided a more extended definition of literacy as “the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.” From the conventional acquisition of reading, writing and counting skills, literacy now refers to the attainment of multiple skills with the intent of empowering people to develop their knowledge and potential to be able to accomplish their goals and to take part not just in their respective communities but in the society as a whole (UNESCO 2004, 2018).

The above-mentioned definition of literacy from UNESCO states several unique features. First, literacy should be instrumental for people to be able to effectively communicate and express themselves by utilizing various types of media. Second, literacy should be context and purpose-based. This gives emphasis on considerations such as the appropriateness of language for instruction to assure that optimal learning will occur. Third, literacy should work on the premise of so-called “continuum of learning”. This continuum emphasizes that there are different levels and measurements of literacy proficiency that should be focused on (UNESCO, 2018). Other international organizations and assessment giving bodies like the European Literacy Policy Network and OECD support this more complex literacy definition as presented in the UNESCO 2018 Defining Literacy report by (Montoya, 2018). European Literacy Policy Network acknowledges that literacy has evolved from basic to functional and now to multiple literacy such as digital literacy. Literacy means comprehensible reading and writing done by utilizing different types of media. Additionally, OECD also supports the key features of UNESCO’s extended definition of literacy as the attainment of literacy skills like “understanding, evaluating, using and engaging with written text” is seen as instrumental for active engagement in the society in general and the achievement of individual and collective goals.

Although worldwide literacy rates particularly referring to the core subject which is reading have been steadily improving, World Bank (2019) stated that the attainment of Sustainable Development Goals (SDGs) remains far from reality as approximately 260 million children do not attend school and the so-called learning crisis continues to occur. Learning crisis refers to deficiencies in education quality and quantity that have led to “human capital deficits” as individuals do not acquire the necessary skills to improve their careers and economic status. Consequently, the learning crisis also obstructs the aim for a country's sustainable growth and poverty reduction.

Learning poverty is an important concept that should be elaborated to further understand the severity of the crisis. According to World Bank (2019) with the UNESCO Institute for Statistics, learning poverty refers to the failure of the learner to read and comprehend simple texts when they reach the age of 10. By the end of primary school, 53 percent of children who belong in low and middle-income countries still suffer from learning poverty and the percentage will even go up to 80 percent for children who reside in poor countries.

With this alarming levels of illiteracy, effective literacy programs which are all geared to fully eradicate learning poverty should be implemented. Moreover, literacy programs which are already implemented should be consistently reviewed and their components and best practices that can be adopted should be identified.

### **Theoretical Foundations and Principles of Language and/or Literacy Education**

Literacy development involves various stages. Chall (1983; 1996) presented six stages of reading development which happens from birth to adulthood. Stage 0 or pre-reading occurs between the ages of 6 months to 6 years old. In pre-reading, the learner is observed to pretend

to read, develop how to retell stories, name letters of the alphabet, print own name, and play with books, pencils, and paper. When the learner reaches six years old, it is expected that at least 1000 words can already be comprehended, and several of which can already be read by the learner. During this stage of literacy development, adult support by scaffolding and providing reading materials are encouraged to enhance the child's verbalizations. Dialogic reading was also mentioned as an important strategy to achieve pre-reading. Stage 1 (Initial Reading and Decoding) which occurs between the ages of 6 to 7 years old is the next stage. In Stage 1, the learner gets a clearer grasp of the relation between letters and sounds as well as printed and spoken words. With phonemic awareness being slowly developed, the learner starts to read simple texts which are mostly constituted of high frequency words and phonically regular words. When the learner reaches Stage 1, it is expected that 4,000 words can be comprehended and 600 words can be read. During this stage of literacy development, adult support by direct phonics instruction and practice should be done. The adult should also consciously read in a level higher than what the learner already possesses to promote independent reading. Stage 2 (Confirmation and Fluency) occurs between ages 7 and 8 years old. The learner is observed to be able to read simple stories with improving fluency. Skills in decoding, utilizing sight vocabulary, and understanding contexts in familiar stories can already be observed. When the learner reaches Stage 2, it is expected that 9,000 words can be comprehended and 3,000 words can be read. During this stage of literacy development, adult support by providing direct instruction in more complex decoding and promoting both instructional and independent reading are important. Various materials that improve fluency should also be provided. Stage 3 (Reading for Learning the New) occurs between ages 9 and 13 years old. In this stage, reading is utilized by the learners to acquire new knowledge, ideas,

and attitudes from texts that offer one viewpoint. Reading and listening are observed to be equal for proficient readers. The accessibility of diverse and more complex types of text that showcase new knowledge and values and include unfamiliar vocabulary syntax is vital to achieve mastery of Stage 3. The learners should also be given opportunities to react and answer questions about the texts. Stage 4 (Multiple Viewpoints) occurs between ages 14 and 17 years old. By this stage, the learner should be able to read more complex reading materials such as narratives and expository texts with different viewpoints. Moreover, the learner is observed to acquire better reading comprehension than listening comprehension. To gain mastery of this stage, more exposure to reading materials for content areas and other types of texts should be provided. The last stage is Stage 5 (Construction and Reconstruction) which occurs from 18 years old and beyond. In this stage, reading is already utilized for the learner's professional and personal needs and purposes. The learner can already synthesize and create new information. Adult support should be by encouraging learners to synthesize information and write outputs that apply multiple perspectives (Chall, 1983; 1996).

The National Reading Panel (2000) mentioned five essential components that should be focused on to achieve effective reading instruction. These include phonemic awareness, phonics, fluency, vocabulary, and comprehension. Phonemic awareness is the most complex out of the four developmental levels of phonological awareness which include word awareness, syllable awareness, and onset-rime awareness. In phonemic awareness, students should be able to manipulate phonemes. Phonemes refer to the smallest units that constitute spoken language are combined to form syllables and words. Phonemic awareness can be manifested if the learner is capable of doing isolation, identification, categorization, blending, segmentation, deletion, substitution, and addition of phonemes. On the other hand, in phonics, learners should

be able to identify the systematic and predictable relationships between phonemes (sounds) in spoken language and graphemes (the letters that represent the sound) in written language. The learners are expected to acquire decoding skills. In decoding, the learner should be able to establish letter and sound correspondences, pronounce words correctly, and make meanings from the words and sentences. In fluency, reading with speed, accuracy, and proper expression is deemed vital. A learner is expected to be able to read and speak while understanding the text without having to decode per word.

Guided and repeated oral reading is recommended so the learners will be able to recognize the words in a text rapidly and accurately and utilize phrasing and emphasis like spoken language. Vocabulary refers to words that should be known to communicate with others. A larger vocabulary means comprehension of the text will more likely occur. Vocabulary enriching strategies should be done both directly and indirectly by storybook reading, listening, explicitly introducing new words before reading, repeating and exposing to multiple types of texts, and contextualized learning. Comprehension is the ultimate goal of reading instruction. It refers to the learner's ability to understand what they have read. This complex cognitive process involves meaning making and establishing connections with what the learner has read and the learner's existing background knowledge (National Reading Panel, 2000).

National Reading Panel (2000) enumerated several approaches that are utilized to deliver these critical components, among which systematic instruction and explicit instruction were found to be the most effective. Systematic instruction is characterized by teaching in an organized, sequential, and progressive manner, while explicit instruction refers to clearly stating what is to be taught and effectively modelling what the students should learn.

Furthermore, the different theories and models involved in literacy development particularly in reading should be further elaborated as it supports the explanation of literacy development and will provide grounded basis on the promotion of literacy. Three are three reading models typically used in reading instruction: traditional, cognitive, and metacognitive.

Traditional view of reading also known as bottom-up model gives more highlight on the written or printed text. The learner is expected to acquire a number of skills that would ultimately lead to reading comprehension. According to Gough (1972), reading proceeds from part to whole. The learner starts with the identification and recognition of small, discrete units of words (graphemic representation) and sounds (phonemic representation) before moving on to words. After decoding the word, it would only be then that the learner can achieve higher-level decoding and make sense of sentences and paragraphs.

Both phonics and phonemic awareness which were previously mentioned as vital components in reading instruction play a vital role in the traditional view. Readers utilize the formal features present in a language to make meanings out of the text. Learning materials influenced by this perspective integrate activities that focus on literal comprehension. With this, reading is viewed as a passive activity.

Cognitive view of reading includes both top-down and interactive models. In the top-down model, the concept and process of reading is learned first. Reading proceeds from whole to part which is contrast with the bottom-up model that the breaking down of text elements into parts. The importance of the learner's background knowledge and the activation of this background knowledge to comprehend the text are also unique features of the top-down model. With this, reading is viewed as a dynamic activity.

On the other hand, the Interactive Model (IRM) is a combination of bottom-up and top-down processes. Both the learner's background knowledge and knowledge on word structures are deemed important in comprehending the text. In IRM, the dynamic interaction between the text and the reader is emphasized. Dimensions like the cultural background and value systems, which can affect reading comprehension are considered.

Based on Rosenblatt (1986), reading should involve transactions between the reader and the text as it is only with these types of transactions can meanings be derived. The Transactional Theory highlights a "reciprocal, mutually defining relationship" between the reader and the text. Pillared from the transactional model by Rosenblatt (1986), Goodman (1994) enumerated that the characteristics of writer, text, and reader will all influence meaning-making. Although the reader has an the active role, understanding may be limited based on the reader's existing schema. Goodman (1994) elaborated schema as "what the reader knows, what the reader is, what values guide the reader, and what purposes or interests the reader." All of these mental representations play a vital role in the reading process as supported by the Schema Theory (Rumelhart, 1977).

Metacognitive view of reading highlights the control of the learner to comprehend the text as he is conscious of his reading processes before, while, and after reading. As mentioned by Klein et al. (1991), a strategic reader incorporates a number of strategies in understanding the text. Before reading, the learner should be able to identify the purpose of reading and identify the form or type of text. Teacher-directed pre-reading, interactive activities, and reflective activities are recommended in the before reading stage. While reading, the learners should be able to think about the characters and features of the form or type of the text, which can be observed in the ability to identify the topic sentences as well as subordinate details that

would lead to a conclusion Also, the reader should be able to project the author's purpose for writing the text, incorporate strategies like choosing, scanning, or reading in detail, and consistently predict the event that will happen next based on the information previously obtained. For during reading, activities that make predictions and selections, integrate prior knowledge, re-read, and make use of context are necessary for the learners to better practice metacognition. In after-reading, developing the learner's comprehension that would direct them to analyze the text more than the surface level should be prioritized. This can be done with the integration of activities such as discussions, summaries, question and answers, written outputs such as learning logs, and role plays.

Teaching and learning systems should always be tailor-fitted based on the reading development stages, effective reading program components, and reading theories and models.

### **Components of Effective Literacy Programs**

UNESCO (2006) enumerated several components that are observed in several innovative literacy programs. Both the teaching and learning aspects of the programs should integrate the knowledge and skills of the learners that they have acquired from personal experiences. Independent learning should also be manifested in the presence of self-motivation and active involvement, production and the affirmation of economic, social, and cultural meanings, and indigenous knowledge and resources present in the community. The program's content is expected to include contextualized information and the baseline of the program is the learner's level of competence and the rest of the design is tailor-fitted to support the learner's achievement of higher proficiency. The program should also promote a flexible schedule for the learners. Participation, discussion, and cooperative learning are specifically

mentioned as strategies prioritized in the programs to result in interactive relationships among the teachers and participants.

Based on a program development model by USAID (2010) on literacy programs for youth, which was utilized specifically for out-of-school youth, five important steps should be followed. Step 1 includes the development of goals with a clearly defined purpose, outcomes, and indicators. More than literacy and numeracy skills, life-long learning skills that will lead to the improvement of the way of living of the learners should be integrated in the program design. Furthermore, national development goals should also be considered. Next is Step 2 which involves the grouping of the target population to sub-groups depending on their learning needs and conditions and deciding which group will be the specific focus of the program. This is then followed by the third step, which highlights designing literacy programs which are both cost-efficient and effective. After the identification of learning objectives that will serve as the basis of the instructional design to be developed, the institution will then assess its capability to achieve the objectives and implement the program design based on the budget, policy framework, and possible linkages and networks. Next is the fourth step, which focuses on program implementation. If necessary, the review and the revisions of essential program components such as objectives, instructional design, budget, policy framework, capacity of the in-charge institution, and networks, also occur in this step. This is then followed by the last step, which involves the consistent monitoring and evaluation of tools and instruments utilized to measure the success of the program based on the achievement of outcomes and impact. Relevant data are to be collected and analyzed, and the results and recommendations are to be disseminated.

There are four stages frequently utilized in youth literacy programs according to USAID (2010). Building decoding skills and basic word recognition are the focus of the first stage of a literacy program. This pertains to learning the symbols that are used for specific sounds, may they be words that are spelled phonetically or not phonetically and are learned with sight. Such is evident in literacy programs for learners with 1st to 3rd grade reading levels. The second stage is building fluency and increasing word recognition. Since the learners have already acquired basic decoding and word recognition skills, the next focus is improving the learner's reading speed and accuracy. The third stage is assisting the learners to acquire a more complex vocabulary. By this stage, the learners with 7th and 8th grade reading levels have obtained or even mastered basic reading and writing skills. The learners also read more for diverse reasons such as acquiring new information hence the presence of integrated literacy. The fifth and last stage focuses on improving comprehension and applying the acquired literacy skills. The learner is already capable of learning and improving independently in both verbal and written language skills. This stage usually occurs during Grade 9.

In 2017, Hanemann et al. mentioned several essential aspects to prioritize in literacy and learning programs, especially for programs that will involve extension to the family and community. These include: 1. Context, situation, and learning needs analysis, 2. Cross-cutting principles, 3. Participants, 4. Partners and partnerships, 5. Funding, and 6. Program aims, outcomes, and indicators.

Under context, situation, and learning needs analysis, the need for the program, the people who need the program, the possible motivation of the people who will participate in the program, the criteria that will be utilized to choose the community, district, and province where the program will be implemented, the type and source of funding, the measures to be

implemented to ensure the sustainability of the program, the policies or legislations that are aligned with the program, the capability of the institutions or organizations to run the program in terms of mandate, experience, and resource availability, the current teaching personnel, the existing learning materials or learning materials to be developed, the language spoken by the learners and the language that will be used for instruction, the plan on who and how will the program be organized at local level, and the learning space and community engagement (or participation) in the program planning and implementation should all be comprehensively identified. Acquiring data on the above-mentioned areas will result in an intensive situational and needs analysis, which is vital in the eventual program planning. From the situational and needs analyses presented, the aims, outcomes, and indicators of the program must be clearly established. Outcomes and indicators should greatly influence the activities to be conducted in the program as outcomes set what the program intends to achieve while indicators set what will be measured in the program (Hanemann et al., 2017).

Hanemann et al. (2017) also enumerated that respecting and promoting respect for human rights, recognizing the importance of culture, fostering gender equality, enabling and encouraging the participation of people with disabilities, respecting and empowering learning families, supporting the development of literacy and numeracy skills, and valuing linguistic diversity and promoting multilingualism are cross-cutting principles that if integrated will lead to a more holistic literacy program.

The participants involved in the program include the learners, the wider community that will benefit from the literacy program, the provider which pertains to the main organization in-charge in the program along with the facilitators, and the partners and the funders. All have specific roles to play in the success of the program. To ensure the continued participation of

the learners and the community, flexibility in terms of scheduling and the integration of participatory approach as well as recognition of success should be observed. Also, to guarantee the partners' and funders' continued support in the program, key questions such as what the partners can expect from the program, how the presence of the partnerships can lead to the success of the program, and how the partnerships can be sustained should be addressed. The facilitators or trainers' skills should also be assessed in terms of their interest in the learners, ability to engage with their learners, fluency in the required language of delivery, ability to plan interactive sessions, ability to present suitable reading and writing, materials from varied sources, previous literacy work experience particularly on literacy and numeracy practices that are applicable in real-life settings, and flexibility in working with learners with different learning profiles and socio-economic conditions. To attain or sustain (if already attained) these facilitator competencies, the institution in-charge in the over-all program management should provide facilitator orientations and venues for new skill development such as having knowledge on child development, games, play, and other dynamics, making and using materials, teaching reading and writing to elementary students (language experience, comprehension, phonological awareness), having knowledge on language development, planning and delivery of sessions, record keeping, and monitoring learner's achievements.

For World Bank (2019), with its campaign called *Literacy makes sense*, strategies such as literacy policy packages, renewed education approach, and learning assessment platforms are necessary to address the global learning crisis. Literacy policy package refers to best practices in interventions that have been successful in enhancing learners' literacy. World Bank (2019) enumerates four main strategies which are present in satisfactory interventions. First is that the intervention should guarantee necessary technical and political commitments to be

present to achieve targets and indicators of literacy success. In this strategy, a so-called system identifies national goals, and the interventions should be aligned to these goals. The national goals related to literacy should be carefully formulated to integrate strategies that have been proven to be successful in teaching reading. Assessment of the performance of the students and the system should also be done. Second is that the intervention should make sure that the most effective strategies in teaching literacy are implemented. This means resources particularly books should have “tightly structured and effective pedagogy” necessary for learning and should be streamlined so teachers can focus on improving their strategies instead of just contents to include in their lessons. Third is that the intervention should ensure that resources which are suitable to the learner's age and skills are accessible. Fourth is that the intervention should be taught utilizing the language that the learners understand. Learners achieve better reading comprehension when they are instructed utilizing the language that they speak in their homes. Strong commitment of all stakeholders in the achievement of goals, means, and measurements, effective teaching-learning strategies, accessibility and appropriateness of learning materials, and use of language spoken and understood by learners in the primary levels of instruction should therefore be criteria present in the literacy programs to be reviewed (World Bank, 2019).

### **Literacy in the Philippines**

The Philippines along with several other countries is committed in the accomplishment of Education for All (EFA), an initiative of United Nations for the international community to improve the quality of education targeting all children, youth, and adult which as proposed in

the 1990 World Declaration of EFA and sustained in the 2000 World Conference on EFA (UNESCO 2000, Philippine EFA 2015 Review Report).

To set better context, the Philippines in its Philippine Development Plans (PDP) 2011-2016 and 2017-2022 has been pushing for inclusive growth as manifested in goals focused on development of the economy, improvement of way of life, and empowerment of the marginalized. To achieve these, strategies on healthcare, labor, education, social welfare, and housing were identified. In education, more specifically, the PDPs have been benchmarked with the six goals of EFA which include improvement of early childhood care and education, provision of free and compulsory education for all children of school-going age; provision of learning and life-skills programs for OSY and adults, improvement of the adult literacy rate by 50% by the year 2015, elimination of gender inequality in education, and improvement of all aspects of education in order to provide quality education for all.

In the Philippine EFA 2015 Review Report, the performance as well as the experiences of the Philippines in its six EFA goals are further elaborated and recommendations for improvement are also provided. Under the first Philippine EFA goal which is to enhance Early Childhood Education (ECE) or Early Childhood Care and Development (ECCD), initiatives catering to the healthcare, nutrition, early education, and social services of children particularly those who belong in disadvantaged groups are presented. The RA No. 8980 or the ECCD act, a national Early Childhood Education system that emphasizes multi-sectoral and inter-agency collaboration served as the framework to achieve Goal 1. The ECCD Council along with the Department of Social Welfare and Development (DSWD) has been in charge for children from zero to four years old while DepEd is tasked with the children from five to eight years old. Different modalities are incorporated by DSWD like center-based programs which include day

care and community or church-based education programs and home-based programs which include play groups in the neighborhood and family involvement with parent education and home visits. One salient recommendation for improvement of Goal 1 is the strict observance of quality assurance in the implemented programs. For instance, DSWD has noted that only 23 percent of day care centers and 24 percent of child development workers and teachers were accredited to handle children aged zero to four.

The second Philippine EFA goal intends to achieve universal basic education as all children should be given quality education that is complete and free. This aim has led to several policies such as the Kindergarten Act, Anti-Truancy Policy, and other free and compulsory education policies and programs. The Philippines is now offering free education from kindergarten until secondary education to students, with kindergarten being compulsory. In 2012, RA No. 10157 or the Kindergarten Act was legislated which institutionalized kindergarten in the basic education curricula and required all five-year old children to attend Kindergarten before being accepted to Grade 1. On the other hand, Anti-Truancy Policy targets reforming truants and out-of-school youth and assisting them to enroll in schools. To improve the number of children who enter school, the Multigrade Program, Alternative Delivery Modes, Early Registration Day, No Collection Policy, Government, and Assistance to Students and Teachers in Private Education, Additionally, policies and programs to ensure that school-age children remain in school and cases of dropping-outs and repetition such as Child Protection Policy, School Health and Nutrition Program, Every Child A Reader Program (ECARP), Mother Tongue-Based Multilingual Education (MTB-MLE), Conditional Cash Transfer (CCT) Program, and Alternative Delivery Modalities (ADMs) are conducted. Goal 2 also prioritizes inclusive education which focuses on Madrasah education for schools catering to Muslim students,

Indigenous people's education, and Special education. However, despite the numerous initiatives, it was noted in the report that consistent with the Enhanced Basic Education Act of 2013 that the learners' cognitive and cultural differences should still be better taken into account in the over-all educational frameworks.

The third Philippine EFA goal is to achieve learning and life skills for youth and adults. DepEd in partnership with Technical Education and Skills Development Authority (TESDA) work hand in hand to offer Technical-Vocational Education and Training (TVET) of the Tech-voc track in the K to 12 Curriculum. However, comprehensive analysis of the TVET programs that can lead to better policies and a more coordinated system is yet to be done.

The fourth Philippine EFA goal is to achieve adult literacy which is addressed by DepEd by the Alternative Learning System (ALS). Encompassing both non-formal and informal education, ALS offers basic and functional literacy programs to OSY and adults by utilizing varied methods such as life skills approach, reflective approach, and 4As of adult learning to fully eradicate illiteracy. Additionally, there are a number of Non-DepEd literacy programs handled by LGUs, NGOs, government agencies, and HEIs. It is suggested that the purpose of ALS should be reviewed along with its targets and indicators. Improvement in reach, learning database, utilization of ICT in teaching and learning, community partnerships, and delivery systems should also be focused on.

The fifth goal is to achieve gender parity in education to be achieved by implementing policies on gender and development and integrating gender sensitivity in classroom curricula. Recommendations include for school staff to undergo training on gender sensitivity and for budget to be allocated for materials to promote gender equality.

Lastly, the sixth goal is to achieve quality education that would be attested in the attainment of learning outcomes particularly in key areas mentioned in the report which include literacy, numeracy, and life skills. Strategies done included increasing budget for education to solve backlogs such as classrooms, textbooks, seats, teachers etc., procuring necessary equipment for education as demanded by 21st century learning, assuring teacher quality by strict hiring and promotion standards and providing more opportunities for professional development such as the Teacher Induction Program (TIP), Test of English Proficiency for Teachers (TEPT) and other training and development programs, enriching learning outcomes to be more inclined to learners' needs, and improving methods to monitor if quality education is being achieved.

In the recommendations section of the Philippine EFA 2015 Assessment of UNESCO for Goal 6, it is emphasized that the quality of the basic education curriculum from Kindergarten to Grade 12 should be enhanced particularly in terms of curriculum, assessment, and teacher development. Measures such as strictly observing the K to 12 curriculum, improving school accreditation and aligning with the quality indicators based on international standards, improving the National Assessment framework based on the K to 12 curriculum, providing better assessment and feedback on learning outcomes, and focusing on teacher quality by providing opportunities for professional development (also in topics like child development, psychology of learning, and gender education) and capacity building should be done.

It is also to be highlighted that one of the reforms suggested by UN which is also presented in the background and significance part of this study is for existing problem in terms of unsatisfactory competence in content areas such as English, Science, and Math to be resolved by providing trainings to teachers and constructing programs that are geared to the

goals of K to 12 and 21st century learning. In terms of improving teaching and learning processes, integration of learner-centered approaches, clearer definitions, and availability of demonstrations of learner-centered approaches for teachers to follow were suggested. The importance of remedial programs for struggling students is also mentioned. Conducting this research will be more relevant in helping achieve Philippine EFA Goals 2 and 6.

Philippine Statistics Authority (PSA) with the Literacy Coordinating Council (LCC) and DepEd in its 2008 and 2013 Functional Literacy, Education and Mass Media Survey (FLEMMS) Final Report presented definitions of literacy integrated in the Philippines' educational system. Basic or simple literacy is defined as "the ability of a person to read and write with understanding a simple message in any language or dialect". Functional literacy, on the other hand, is more complex than basic literacy as besides reading and writing, numeracy skills should also be developed. These skills should further be utilized by the individual to accomplish activities in his day-to-day living. This definition of literacy also supports the previously mentioned UNESCO definition. Moreover, based on PSA's definition which was added in the FLEMMS 2013 report, a person is considered functionally literate if he or she graduated from high school or was able to complete a higher level of education. These operational definitions are adopted by DepEd as emphasized in DepEd Memorandum no. 79 s. 2009 for all department-initiated surveys, programs, and evaluations which are related to functional literacy.

Literacy was further grouped into four different types: illiterate for persons who are incapable of reading and writing, Level 1 for persons who are capable of reading and writing and fit the description of basic literacy, Level 2 for persons who are capable of reading, writing, and computing, and Level 3 for persons who are capable of reading, writing, computing, and comprehending and fit the description of functional literacy.

Based on the 2019 Functional Literacy, Education and Mass Media Survey (FLEMMS), the Philippines has a basic literacy rate of 96.5 percent while the functional literacy rate is approximately at 91.6 percent. Based on the results., 73 million in 79.7 million Filipinos with ages that range from 10-64 are functionally literate. Females are found to have higher functional literacy rate with 92.9 percent compared to its male counterparts that scored 90.2 percent. Among age groups, Filipinos who are 20-24 years old have the highest functional literacy which is 96 percent. If evaluated based on regions, National Capital Region scored the highest with 96.5 percent while Bangsamoro Autonomous Region of Muslim Mindanao scored a dismal 71.6 percent. Region 4A-Calabarzon which is where majority of the stakeholders of UPLB Ugnayan ng Pahinungod are located scored 95.4 percent.

### **Literacy Programs particularly Reading Programs Implemented in the Philippines**

Several reading literacy programs were reviewed in this section including literacy programs which were initiated by non-profit organizations, academic institutions as home-grown literacy program extension, and DepEd.

Abeberese et al. (2014) evaluated the impacts of *Sa Aklat Sisikat* (SAS) Reading Program to Grade 4 students who were randomly chosen from 100 elementary schools in Tarlac. The SAS reading program which started in 1999 is the flagship program of *Sa Aklat Sisikat* Foundation a non-profit organization. SAS strategies focused on providing age-appropriate reading materials, facilitating teacher training on reading and how it can be integrated in other content areas, and conducting a thirty-one day reading marathon in which teachers guide students to read. Assessment of program effectivity was done with follow-up surveys four months and six months after the program implementation. It was found out that

there was a significant increase in reading rates in school during the program implementation, However, there were no noteworthy effects in the performance of the students in their other subjects even after noted improvements in their reading skills. Also, no long-term effects to the reading rate of students were observed after the program ended as the positive results in terms of reading rates outside of school only lasted three months after the conduct of the program.

The dismal results were attributed by Abeberese et al. (2014) to the lack of training and support to sustain the reading program. Teacher support should be provided so they are reminded to continue to integrate strategies that will maintain and/ or improve the students' reading abilities.

Restructured Approach in Developing Early Readers Skills (READERS) Program is a 10-week reading intervention program for Grade 1 students of Pangasinan State University KD-Elementary Laboratory School who are classified as readers-at-risk. One-on-one and small group interventions were conducted and the effectiveness of the two set-ups in terms of reading elements such as book and print awareness, alphabet mastery, phonemic awareness, textual read aloud, journal writing, and comprehension were reported. It was concluded that despite the established belief that one-on-one reading intervention poses more advantages, group interventions were found to be more promising (Fernandez, 2015).

It is to be noted that the validity of the results may seem questionable as only a small sample size consisted of four students was used for this study with one student for the individual set-up and three other students for the group set-up. However, the program was designed specifically for struggling readers which is also the profile of the students targeted by the READ program. The study also provided a detailed account of its program elements such as

procedures and materials utilized in both individual and group reading intervention set-ups which can be used as a model for READ.

The Every Child a Reader Program (ECARP) is a national reading literacy program for elementary students which was initiated in 2001 and was fully implemented by DepEd in the academic year 2002-2003. Initially targeting Grade 3 Filipino students, ECARP's main objective is to make sure that the students do not get promoted to the next grade level unless they have acquired the necessary literacy skills required from the current grade level. ECARP tapped the assistance of schools to gather the reading profile of their students so that appropriate teaching and learning strategies to improve reading fluency and comprehension can be implemented (DepEd Order 45, s. 2002).

Since ECARP has been implemented along with the educational shift to K to 12, several program goals were added which included to produce students who can read in their mother tongue after finishing Grade 1, can read in Filipino after finishing Grade 2, and can read in English after finishing Grade 3. Its main objective that there will be no non-readers when students reach Grade 4 remained the same. In the DepEd Order 18, s. 2017, it was highlighted that with ECARP, students from Kindergarten to Grade 3 should acquire attitudes and literacy skills that will lead to lifelong learning.

ECARP has been utilizing the Philippine Informal Reading Inventory (Phil-IRI) as its reading proficiency assessment tool since 2004. Phil-IRI as presented in the revised Phil-IRI manual (2018) determines if the reading level and abilities of the students fall under independent, instructional, or frustrational in terms of their oral reading, silent reading, and listening comprehension skills in both Filipino and English. The assessment tool has undergone several revisions since 2004 in terms of readability and alignment with the K-12 curriculum, and

Phil-IRI continues to be administered in the present among public elementary schools nationwide. According to DepEd Order 14, s. 2018, teaching and learning strategies in the classroom as well as reading related activities should be based on the results of Phil-IRI. In the revised Phil-IRI manual (2018), it was mentioned that the assessment tool can be partnered with other reliable reading assessment tools that target more specific reading components since what Phil-IRI provides are just approximations of reading abilities of students.

However, despite the many initiatives under the national reading program, reading scores of students remain unimpressive (Sta. Romana Cruz, 2011). This was supported by several studies including an evaluation of the implementation and effectiveness of ECARP in a public elementary school in Bulacan conducted by Adriano in 2015. Adriano (2015), in an evaluation of the conduct of ECARP in a public school in Bulacan, stated that there was no significant improvement observed in the reading skills of 771 students from Grades 1 and 3 who participated in ECARP based on their pre-test and post-test scores. Several issues like the unpreparedness of the school in terms of implementing, monitoring, and sustaining the program were also noted.

Launched in January 2013 by DepEd in partnership with USAID, *Basa Pilipinas* is one of the major education initiatives for reading improvement of primary school students in two mother tongues (Ilokano and Sinugbuanong Binisaya), Filipino, and English. According to *Basa Pilipinas'* terminal report in 2018 as authored by the Education Development Center, the reading program catered to "1.8 million students from Kindergarten to Grade 3, trained over 19,000 teachers and school heads and provided over 10 million units of Teaching-Learning materials to 3,000 public elementary schools in the Philippines." Besides the large number of participants, another salient result of the reading program was the reading comprehension

improvement in Filipino of Grade 2 students and the increase in percentage of Grade 3 students who accomplished Filipino fluency and comprehension standards. It was recommended however that Grade 3 students need better interventions that will improve their reading skills in English (USAID, 2018).

Following a Transformational Classrooms Framework, *Basa Pilipinas* utilized the Basa Theory of Change. Under the Basa Theory of Change, reading proficiency of primary level students in the two previously mentioned mother tongues, Filipino, and English was established to improve if teachers have acquired necessary competencies in effective literacy teaching and learning; reading materials are accessible; and consistent support in reading delivery systems is provided by the managing parties (USAID, 2018). To improve reading instruction, public school teachers underwent intensive trainings and post-trainings for the enhancement of their capacities in giving diagnostic assessments and handling reading recovery programs. On the other hand, to enhance reading delivery systems, school administrators attended various trainings regarding supervision of early grade reading instruction and formulation and implementation of reading recovery programs. Staff from DepEd participated in language and literacy trainings that prepared them to serve as trainers to other teachers to assure the sustainability of the reading program while representatives from DepEd divisions and regions also took part in orientations and workshops on teaching and learning methods promoted by *Basa Pilipinas*. Lastly, to improve accessibility of authentic reading materials, sufficient copies of TLMs and other supplementary resources that utilized the target languages for instruction and included relevant images made by local illustrators were developed and provided to the students. The reading program also became relevant in primary level literacy and instruction

as some TLMs like English Revised Teacher's Guides were integrated in formal classroom instruction.

The design and implementation of *Basa Pilipinas* were anchored based on consistent consultations with DepEd and were aligned with the K-12 basic education and the MTB-MLE policy. Highlighting partnership and participation from division, regional, and national level representatives of DepEd, a sense of ownership among the participants was fostered which is attributed by *Basa Pilipinas* as the reason behind the reading program's successful implementation. This is a best practice that should be integrated in any literacy program.

Balinas et al. (2017) reported best practices in the Remedial Reading Program (RRP) offered by the Angeles University Foundation-College of Education (AUF-CED) from academic year 2016-2017. AUF-CED recognized that many elementary students continue to have reading difficulties as supported by a survey among Angeles City public schools which pointed out that almost 11,000 elementary students are struggling readers. Hence, there is an imperative for a remedial reading program that can improve the students' reading fluency and comprehension. RRP is an integrated extension program which is aligned to the goals of EFA and to the mandates of AUF-CED as a Center of Excellence (COE). RRP utilizes the theory of integrated curriculum or "service learning" in which faculty and their students collaborate with a partner community from the planning to the evaluating stage of the reading program. With the RRP, AUF-CED not only addressed the needs of its partner community but also directed its faculty and students to develop academic, cognitive, and social skills and to gain better understanding of their civic responsibilities. Consequently, AUF also solidified its name as a reputable academic institution that not only strives to deliver quality education but also serves the community.

The RRP presented several components namely, curriculum content, community involvement, student reflection, and feedback which were stated by Bandy (2017) as important aspects that should be prioritized for successful community service programs. Under curriculum content, learning goals and community service goals should be in synch and the different dimensions of community service should be comprehensively included in the content. Partner communities should also be encouraged to be involved in all the stages of the program while the students should be given opportunities to reflect regarding their experiences in the program. Lastly, providing feedback should also be integrated as besides creating motivation among the students, it is also a reliable type of evaluation to verify if the program goals are being achieved (Balinas et al, 2017). With these four strategies, both the students and the partner community will develop better understanding of the relevance of the program and realize their respective roles in achieving program success.

For the stages of RRP, Balinas et al. (2017) mentioned that preparation, action, reflection, and evaluation based on Bandy (2017) were implemented. In preparation, the focus is making sure that all the parties involved in the RRP are in the right direction as program objectives are made clear and logistical concerns are organized before program implementation. In action, the specific roles of the different parties are identified, and orientations and trainings are also conducted for the students and partner communities. Moreover, regular program reports and evaluations are done while the program is being implemented. In reflection, as parties involved contemplate on their experiences, it can be gauged if changes in perceptions and attitudes have occurred. Lastly, the program success as well as the best practices that can serve as model for future programs are assessed in the evaluation part (Balinas et al., 2017).

As presented by Balinas et al. (2017), 267 grade three students served as participants in the study. These students were identified as frustrated readers by the QRI-5 pre-test of Leslie and Caldwell. In the study, frustrated readers are described as students who have difficulty in five reading components: decoding, word recognition, reading speed, miscues, and comprehension. There are insignificant changes in the miscues committed and reading speed components due to the short program duration and the absenteeism of the teachers. However, over-all positive impact of the reading program was observed in the pre-test and post-results of the participants.

The RRP of AUF is reviewed intensively because of the many similarities of its program components to the literacy programs being analyzed by this research. Like RRP, READ and EAP are extension programs handled by an academic institution that also involve faculty, students, and partner schools and also utilize a more experiential approach. The report also presented best practices that can be integrated in READ and EAP which include improvements in engagement of student teachers and partner communities and better assessments of learners' attitude, difficulties, and improvements.

### **History of Outcomes-Based Education**

OBE's roots can be traced from the 1950s when Ralph Tyler in 1949 initiated the need for formulating clearly defined objectives as an essential part of the learning process for the students to be successful in mastering content. Bloom and his team in 1956 further supported the need for intellectual objectives that target the cognition of students by the famous Bloom's taxonomy (Van Schalwyk, 2015). Weddel (2006) mentions that by 1970s, Competency Based Education (CBE) became the trend in the United States. The emphasis of CBE was on specific

knowledge, skills, and behaviors that a learner should possess after the end of the learning experience. CBE is a type of outcome-based approach which is described to be constructivist in nature with its flexibility to the changing demands of the different variables involved in the learning process like students, teachers, and/or communities. Moreover, CBE also makes sure that the desired outcomes are applicable in real life situations of the students (Weddel, 2006). Soon after, a strong need for educational reform happened in the 1990s because of a radical shift in the nature of the learners due to the emergence of technology economy and workplace and the unpredictability of social and political conditions. In *Power Shifts* by Toffler (1991) as cited by Spady (1994), people no longer target steady jobs or lifetime careers but have accepted the need to adapt with the needs of the changing times which can be addressed if they specifically hone their interpersonal skills and technical skills.

Van Schaklwyk (2015) citing Van der Horst and McDonald (2004) discusses the emergence of mastery learning to also have influenced the proliferation of OBE. Mastery learning requires the instructor to aid the students to learn sufficient knowledge, skills, and attitudes and provide them suitable conditions to study. The method also uses a set of standards in evaluating if students have achieved the desired outcome.

From mastery learning, outcome-based teaching and learning (OBTL) soon followed which was further expounded by Biggs and Tang in 2007. Three important features of OBTL are established such as the intended outcomes which should serve as the basis for teaching and learning; learning outcomes which should direct the teaching process to eventual student success; and assessments which should be conducted to evaluate if the students are successful in achieving the outcomes. Also, it is in OBTL that the teacher is given a different role from just delivering input to the students into facilitator of the learning process.

## **Types of OBE**

OBE has three types: traditional OBE, transitional OBE, and transformational OBE. Traditional OBE is inspired from the traditional approach as content and classroom are devoid from real life situations as the focus is on mastery of the set curriculum. On the other hand, transitional OBE gives prime importance to the attainment of high order competencies that will be inculcated to students upon leaving the university leading to lifelong learning. Lastly is transformational OBE. In transformational OBE, the demonstration of learners by the performance of tasks in real settings is the most vital (Spady, 1994; Donnelly, 2007). The focus of this study will be transformational OBE.

## **Definition and Nature of OBE**

According to Spady (1994), the OBE paradigm is pillared on two main purposes which are to produce specifically identified set of learning outcomes and to provide a conducive environment for students to support their successful accomplishment of the outcomes. These outcomes that students should accomplish, ultimately become the basis of all other components like the curriculum, instruction, and assessment. In OBE, outcomes refer to specific learning results after the learning experience. These are tangible applications that can be actions or performances that are manifestations of what the students know and have learned. OBE works based on three important premises: that students can be successful, but the time will vary; successful learning will lead to even more learning; and schools are responsible for learning success.

Moreover, in OBE, the element of time is no longer fixed but rather flexible. Schedule can be adjusted if it is to the advantage of all learners. In OBE, standards are "clearly defined,

known, and criterion-based” which means that slower learners will not be left behind opportunities will be given for them to be able to accomplish the performance outcomes. With the above-mentioned premises, OBE is perceived as a system that “makes WHAT and WHETHER students learn successfully more important than WHEN and HOW they learn it” (Spady, 1994).

According to Lawson and Askill-Williams (2007), Spady designed OBE to improve the totality of the education system. OBE is future-oriented because in the curriculum design process, the curriculum designer should imagine what the future will be like as well as how the students will become after finishing the course. In OBE, beliefs and values that should be acquired by students are identified by the school system; A mission statement that is consistent with the purpose of the institution is emphasized; A framework which is realistic to the conditions that the students will face upon graduation is constructed; A number of outcomes that present the skills that will be learned and acquired upon graduation and will eventually be utilized to improve living conditions are established; and A vision statement that will be accomplished by the school in the future is present.

There are four main principles that constitute OBE: clarity of focus, expanded opportunity, high expectations, and design down. Clarity of Focus is the most basic principle among the four other principles. Exit outcomes to be demonstrated should be clear to the students from the very beginning as it is the basis of all teaching and learning processes. Also, the teacher is tasked to share, model, and explain the outcome to be consistent with the philosophy of OBE. The second principle is Expanded Opportunity which pertains to giving more chances for students to be able to demonstrate their learning. Learners do not learn at the same pace as some will need more time or will need a different approach to be able to

achieve the required outcome. Time which includes the teaching time, learning time, and eligibility which is defined as the allowable leeway for students to learn are all adjusted. Also, teachers are encouraged to utilize methods and modalities that are not only innovative but are also consistent with the Multiple Intelligences theory pioneered by Howard Gaardner. High expectations for all students is the third principle. The learning experiences of the students should be challenging and based on high standards. These standards should be based on the previously established clarity of focus principle that the outcomes are the main focus in OBE. The last principle is Design Down. The curriculum is systematically organized based on the most general outcome from which specific outcomes will emerge. All the assessments that will be done in class should also be coherent with the general outcome. (Spady, 1994; Lawson and Askill-Williams, 2007).

The four OBE principles are supported by Van der Horst and McDonald (1997) as cited by Malan (2000) in their study about CBE that elaborates on six key components which are also observed in OBE. These include specific learning outcomes, flexible time, varied activities, criterion-based assessment of outcomes, demonstrated learning outcome certification, and adaptable programs for maximum learning achievement.

Schalkwyk (2015) pointed out the need for careful planning of intended learning outcomes (ILO). Aspects like who is to perform, what task is to be performed, what are the conditions upon implementation and assessment, and what is the feedback required to say that the student had gained mastery of the task should always be integrated. In the assessments of these ILOs, three types of assessments can be done which include the performance task which refers to authentic assessment that will demonstrate the students' knowledge and skills in real life setting.

Outcomes-Based Collaborative Teaching and Learning in Asian Higher Education is the focus of a chapter by van Schalkwyk in 2015. ILOs, assessment, and instructional methods should be aligned and to achieve this in the context of Asian Higher Education variables such as power distance, uncertainty avoidance, and orientation towards time, interdependence-independence, gender stereotypes, and academic performance should all be considered. With this, it can be derived that the teacher should not just carefully plan a program and make sure to set goals on what students should know and perform but also immerse in the local culture for a more holistic learning experience.

In a research article written by Chabelli (2006) about the effects of OBE as an educational trend in South Africa, the constructivist nature of OBE is emphasized as there is a major shift from teacher input reliant education to a more learner-centered one which results to a more active learning process. The role of the teacher as facilitator and mediator of learning is also mentioned.

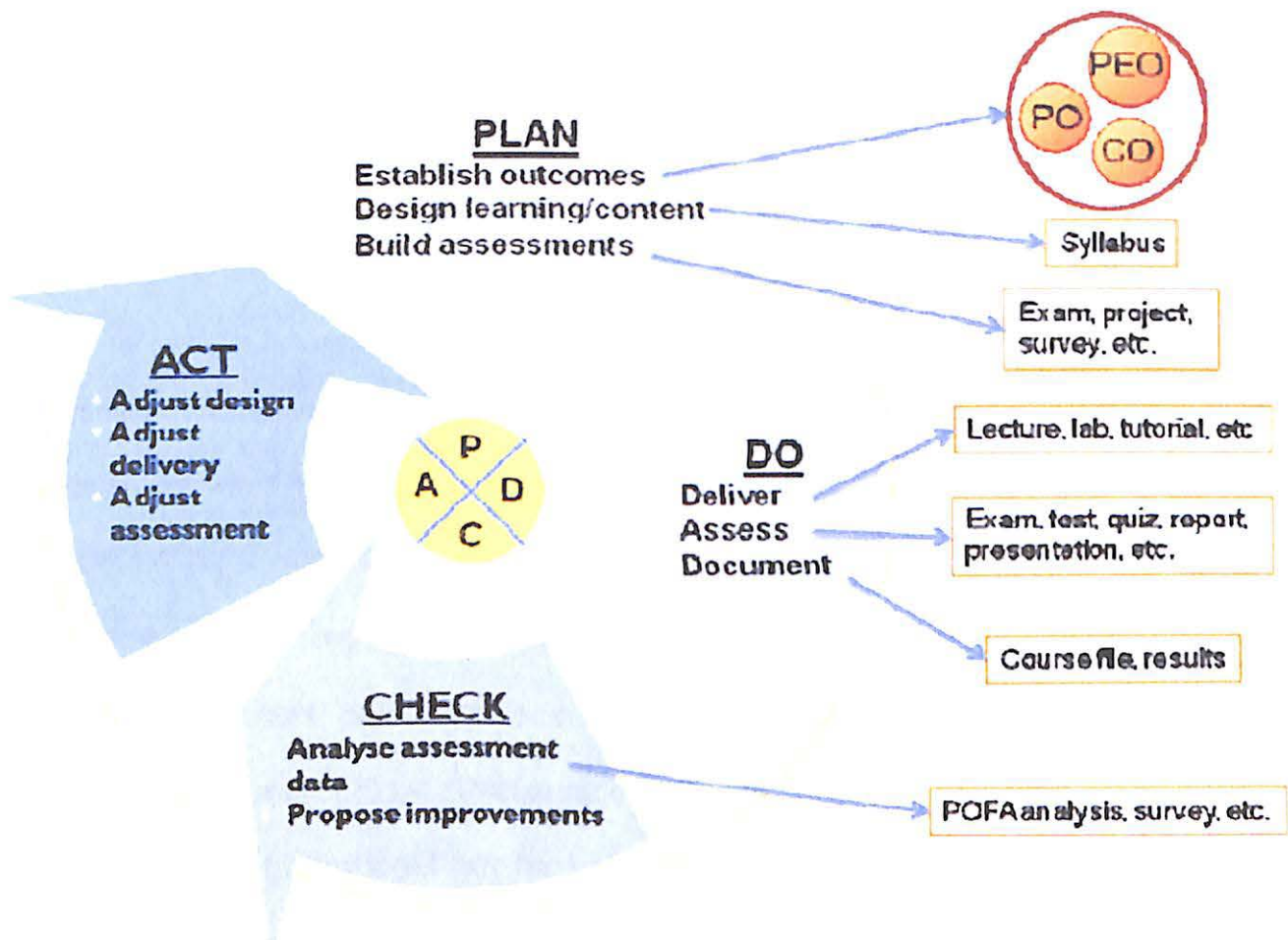
The main thesis of the study however, is its exploration through the discussion of the significance and philosophical foundations of higher order thinking skills competencies which include reflective thinking, creative thinking, dialogic/ dialectic, thinking, decision making, problem, solving and emotional intelligence that should be acquired by learners from the OBE framework as the acquisition is necessary to prepare them for the real world and eventually lead to life-long learning.

In Malaysia, a model called the Plan-Do-Check-Act (PDCA) quality circle has been utilized as a more specific strategy in OBE implementation. As presented in Figure 1, outcome formulation, content development, and assessment formulation are under planning. Do involves the delivery, assessment, and documentation of the learning process. Check, on the

other hand, revolves around the analysis of the assessed data and evaluation for necessary improvements. The last is Act that pertains to the adjustment of design, delivery, and assessment if established goals are not met. Assessment pertains to tasks that are regularly or continuously done like quizzes, papers etc., and unprompted assessment and self-assessment which will serve as feedback evaluation on what can be improved to achieve better learning (Shuaib et.al., 2009).

Figure 1

'PDCA' Circle Showing the Overall OBE Implementation Strategy



Note: This figure is retrieved from Shuaib, N.H., Anuar A., Singh, R. & Yusoff, M.Z. (2009). IMPLEMENTING CONTINUAL QUALITY IMPROVEMENT (CQI) PROCESS I N AN OUTCOME-BASED EDUCATION (OBE) APPROACH. 2nd International Conference of Teaching and Learning, INTI University College, Malaysia.

### Effective Academic Programs and OBE

According to Malan (2000), OBE is being viewed positively in the international scene especially by countries such as Canada and the United States of America. For instance, in medical education, OBE is advantageous because it offers unambiguous outcomes and

independent learning as mentioned by Eldeeb and Shatakumari (2013).

Despite this established favor, there remains to be a number of criticisms against the movement which are enumerated in the same article published by Eldeeb and Shatakumari (2013). Educators oppose OBE because of the criticisms that it does not advocate open-ended learning due to the fixed outcomes that should be accomplished. These outcomes are also claimed to be too easy, too hard, or problematic in different contexts. Additionally, critics claim that teachers are given an inconsiderable amount of workload due to OBE (Eldeeb and Shatakumari, 2013).

In Australia, numerous problems were encountered during OBE implementation due to the prior criticisms toward nation statements and profiles in which OBE is a part of. OBE is seen to lack academic rigor and to have previously adopted top-down approaches that were observed to have marginalized diverse stakeholders (Donnelly, 2007).

With these difficulties, guidelines for successful OBE implementation were enumerated by Eldeeb and Shatakumari (2013). These include the reiteration of the basic characteristics and principles of OBE that should not be set aside like having clear institutional mission statement that directs to student success, clear exit outcomes that are reflected in the curriculum framework, presence of faculty who engage in collaboration and innovation and are specifically committed to the learning process, instructional designs that employ various methods, instructional and assessment strategies that are tailor-fitted to students' needs and provide sufficient time, and a system of program improvement for the staff (Eldeeb and Shatakumari, 2013).

## **Literacy Programs Utilizing OBE**

In the *Impact and Effectiveness of Ardoch's Community Volunteers Program in Schools* (2011), the Ardoch youth foundation models the evaluation of its volunteer program from the OBE framework in attempting to answer how did the volunteers contribute and make an impact to the selected schools and in early childhood settings in general. An evaluation hypothesis was presented which included student outcomes, school outcomes, and community outcomes to assess the overall impact. Other good practices of the program are generalized from the conducted assessment such as volunteer reliability which is very vital for outcome success, volunteer training, volunteer matching, and volunteer supervision and feedback.

Ziegler (1996) reviews different issues and sources dealing with outcome-based evaluation of literacy programs. The book is divided into three important sections elaborating on the need to assess program outcomes, the identification of salient variables affecting literacy programs, and conclusions and recommendations. According to Ziegler (1996) usually, the basis of literacy practice is documented thru "shared values and anecdotal evidence" and a common rubric for evaluating success is either limited or unavailable. This is perceived as a problem because the lack of empirical examination makes it even hard to identify which really can be considered effective practices in adult literacy education. The lack of data is also a problem because communicating to possible funders or sponsors becomes more difficult without the presence of sound basis. Ziegler (1996) particularly espouses the need for a good outcome-based evaluation which gauges the achievements of objectives like change in beliefs and attitudes or demonstration of skills.

Halbleib and Jepson (2015) utilize a seven-step OBE instructional design in an agricultural extension program on integrated pest management. Two types of population, a

group consisted of government and private industry crop consultants and another group with farmers who are addressing regulatory problems in pesticide use served as respondents for the study.

The seven-step method starts with the Identification of Education and Decision Support Needs. This pertains to the recognition of the existing problem and the identification of the so-called educational need, the type of learners, and the resources to be utilized. It will then be followed by collaboration of education specialists and different stakeholders to finalize locally specific intended outcomes. The next step is the development of learning guides which include Program Outcome Guides (POG) and Course Outcome Guides (COG) by the education specialists and technical experts. Afterwards, a process map should be created. In the map, the particulars of the program are identified such as the roles and the contributions made by the different sectors involved in the program, the process of data flow and feedback etc. It is then followed by the revision of the previously designed POG and COG by education specialists and technical experts to have more locally specific content. More relevant tools and technologies are also integrated. Moreover, participatory learning approach is incorporated so the learners can apply lessons learned in real life settings. After, the designing of interactive learning and decision support development puts emphasis on providing support for active learning. It is to be made sure that the environment is conducive for learning and time is properly allocated in a manner that discussion, reflection, and feedback are prioritized. The last step is evaluation and adjustment. Based on the evaluation process the skills development and effectiveness of the program should be presented to the different parties involved in the program. The program should also be enhanced based on the provided feedback for learning to be more successful (Halbleib & Jepson, 2015).

The OBE design as presented by Halbleib and Jepson (2015) served as the primary guide for the evaluation and enhancement of the selected literacy programs of UPLB Ugnayan ng Pahinungod with the OBE framework presented in the CHED handbook (2014) and in Spady (1994) along with other relevant sources mentioned in the review of related literature.

### **OBE Implementation in the Philippines**

In the Philippines, the Commission on Higher Education (CHED) released the CHED Memorandum Order No. 37 s. 2012 which contained policies, standards and guidelines in OBE system for HEIs offering engineering programs and the CHED Memorandum Order No. 46 s. 2012 which presents policy-standard to enhance quality assurance in higher education an OBE based QA. CHED also published a Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment (2014) that will serve as a guide for so-called Higher Education Institutions (HEIs) for their implementation of OBE. This is in line with CHED's goal of strengthening the development of competency-based learning standards which is patterned from existing international standards.

The definition of OBE in the CHED handbook (2014) is an expanded version of Spady's definition as OBE is defined as "as an approach that focuses and organizes the educational system around what is essential for all learners to know, value, and be able to do to achieve a desired level of competence." In OBE, there is a visible shift in focus from the inputs-based paradigm where the teacher is the sole source of inputs to a more learner-centered paradigm which deals with learning and student success outcomes and the teacher mainly as a facilitator of the learning process.

HEIs as per CHED (2014) should follow the provided OBE framework. It is emphasized

then that the HEI should have clear institutional vision, mission, and goals. The HEIs should afterwards set what their ideal graduates should know, do, and be based on their established institutional VMGs, which is also known as institutional outcomes. The ideal graduate should be based on a thorough evaluation of the strengths, weaknesses, opportunities, and threats (SWOT) of the identified graduate attributes as well as an inspection of the internal and external systems present in the HEIs. From the institutional outcomes, program outcomes are to be identified. The learners are expected to demonstrate these program outcomes upon graduation. To make sure that the program outcomes will be attained, a curriculum map should be constructed. The program map must contain what is to be learned, what is to be practiced, and what are the opportunities to be learned or practiced in the program. A carefully formulated course design that is based on key components such as course outcomes, learning environment (content and methodologies), teaching learning systems, and assessment and evaluation should also be available.

Program outcomes are expected to be more long-term and general but still specific, measurable, attainable or achievable, realistic, and time-bound (SMART) while course and learning outcomes should be SMART. To further understand outcomes, the hierarchy of outcomes from institutional outcomes to learning outcomes as previously stated should be reviewed. In writing the outcomes, the knowledge to be articulated, the skills to be performed, and the attitudes to be acquired by the end of the course should be clearly identified. Also, the KSAs that should be merged to form a competency should be specified. Moreover, outcomes should be measurable and observable. Active verbs based on Bloom's taxonomy are preferred to be utilized in the outcomes-based syllabus and the learning plan (CHED, 2014).

As presented in CHED (2014), under the teaching-learning system component of the

OBE framework which is also known as Outcomes Based Teaching and Learning (OBTL), the students, not the teacher, become the center of the learning process. Teachers serve as facilitators only and the students are tasked to be more independent and responsible for their own knowledge construction. More learning activities and assessment that require the use of critical and analytical thinking are given. Moreover, in curriculum design, the teachers are required to conduct constructive alignment and assure that all the learning activities and assessments in the program will aid in the successful achievement of the intended learning outcomes.

CHED (2014) also notes the importance of assessment in the OBE framework hence the identification of performance indicators (PIs) and standards that should be met. Rowe and Lievesley (2002) define PIs as data indices of information that measure the quality of institutions or system. PIs can be used for monitoring, policy formulation, target-setting, evaluation and reform.

In addition, based on the level of the institution, program, and course, indicators which refer to SMART competencies should be observed. Metrics which refer to the variables to be measured and the targets relating to the desired value should also be identified. Furthermore, given the emphasis on student-centered learning, assessment is divided into three types: assessment for learning, assessment as learning; and assessment of learning. It is also to be made sure that quality of teaching and learning observed thru program approval and implementation, program monitoring and review, and action/s to strengthen programs (CHED, 2014).

According to Killen (2000), an assessment is only valid if it measures what it intends to measure and is reliable if the results are consistent. The knowledge and skills that were learned

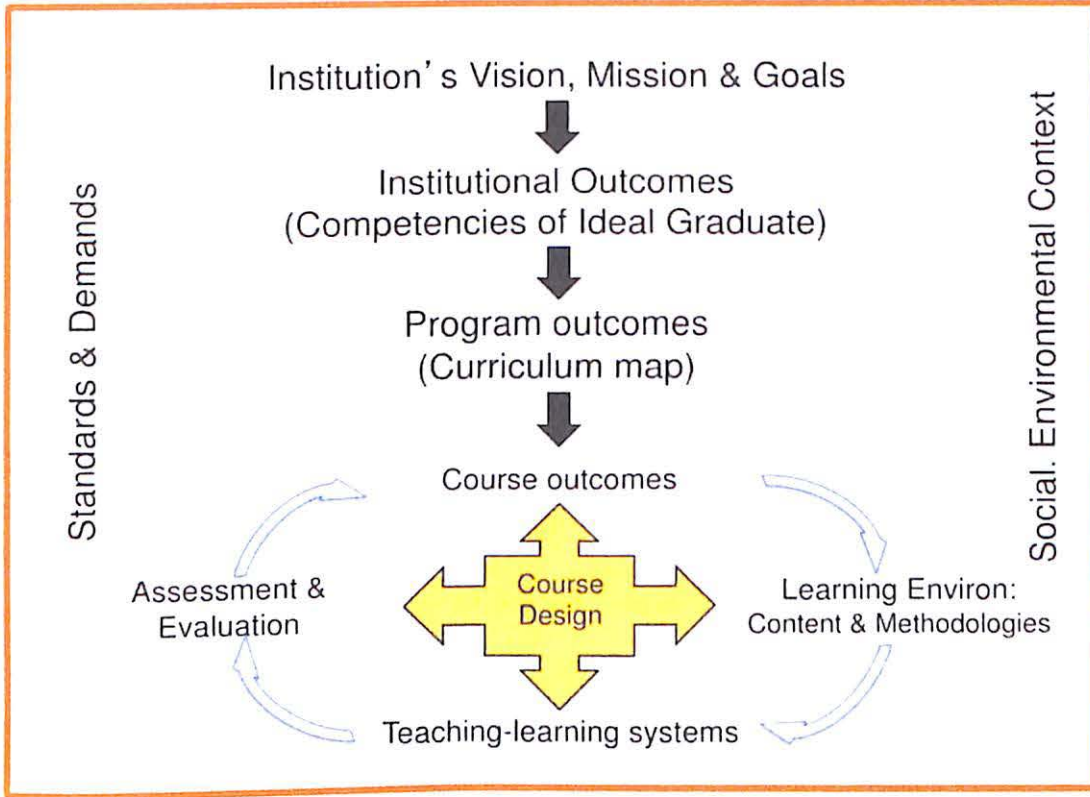
by the students should be highlighted in the assessment and irrelevant factors should not be included. Also, "comprehensive and explicit" assessments that would allow the students to learn the essential lessons, practice critical thinking, and show their individuality should be prioritized.

Regarding evaluation, five essential steps to successful outcome-based evaluation are enumerated by Shalock (2002) namely, to identify the outcome being produced by the program, to assess if the goals and objectives are being met, to evaluate if the program is better than other programs, to verify if the policy works, and to plan how the information produced from the program can be utilized to assist other programs and improve current policies. There are four types of outcome-based evaluation that can be explored: program, effectiveness, impact, and policy. Program evaluation involves the review of the current and desired individual and program-referenced outcomes and their uses. In effectiveness evaluation, an assessment if the program has met its stated goals and objectives happens. On the other hand, impact evaluation pertains to assessment if the program has made a difference. Lastly, in policy evaluation, policy outcomes based on the effectiveness and/or ineffectiveness are formulated.

CHED (2014) also provided an intensive guide to aid the HEIs in determining their program outcomes which is called Policies, Standards and Guidelines (PSGs). Consequently, learning outcomes which describe specific goals that should be met in a specific lesson are important for the formulation of program outcomes. Two other considerations such as standards and demands and environmental context were mentioned. This OBE system can be observed in Figure 2 or the OBE framework.

Figure 2

OBE Framework



Note: This image is retrieved from the Commission on Higher Education (2014). *Handbook on Typology, Outcomes- Based Education, and Institutional Sustainability Assessment*. Diliman, Quezon City: Commission on Higher Education.

## **Mandates of University of the Philippines as the National University**

### **Setting Academic Standard with OBE Implementation**

In the published UP Strategic Plan 2011-2017, academic excellence is divided into three important domains: research and creative work, education, and public service. Only education and public service strategies will be reviewed as these areas are more significant for the research. For education, UP's main goal is to provide more relevant, balanced and internationally-benchmarked academic programs. This will be done thru different strategic initiatives. The first is by the rationalizing of admission system and policy which aims to recruit the brightest students by revising the University of the Philippines College Admission Test (UPCAT) to an aptitude assessment, extending UPCAT to more students especially those from underserved sectors, reviewing the tuition fee system, and providing scholarships. The second strategy refers to the modernization of pedagogy that will utilize so-called multidimensional and blended learning approaches. To make this goal possible, UP stresses the development of innovative educational strategies, teaching evaluation tools, and pedagogical researches. The third strategy is the formalization of system wide Quality Assurance to improve UP's ranking in the global score. This is to be made possible by internally assessing academic programs for possible institutional and curricular reforms, complying with CHED's instructions for international accreditation, and aiming for higher world ranking by providing accurate university data. This pertains to continuously working for the accreditation of different programs to become Center of Developments or Center of Excellence and modelling international standards and practicing integrated approaches to make sure that academic programs are

competitive with other renowned universities. The fourth strategy is the intensification of internationalization targeting both faculty and students which will be done thru policies promoting awareness and importance of internationalization, institutional linkages, and foreign exchange while the fifth strategy involves the enhancement of sports development program and modernization of infrastructures and facilities.

With this, the University of the Philippines Los Baños along with other UP units has fully implemented OBE in its academic programs since 2018 as mandated by CHED. This shift is consistent with the Strategic Plan 2011-2017 as presented by former UP President Alfredo Pascual which is discussed above and continued by current UP President Danilo Concepcion as presented in the UP Strategic Plan 2017-2023. The UP system has updated its institutional vision as the national university to be “a leading regional and global university in an environment that sustains 21st century learning, knowledge creation, and public service for society and humanity” as stated in the newest strategic plan. Armed with its two main principles, honor and excellence in knowledge creation and public service, UP targets to accomplish four important goals: 1. to contribute to national development, 2. to optimize use of resources, 3. to promote access and diversity, and 4. to improve welfare of constituents.

Six specific mandates which were lifted from Charter of 2008 (RA 9500) and derived from the established vision are expected to be accomplished by UP which are enumerated in the UP Strategic Plan 2017-2023. The first mandate involves continuously setting standards in academics and spearheading teaching, research and faculty development innovations particularly in programs such as Philosophy, Arts and

Humanities, Social Sciences, Engineering, Natural Sciences, Mathematics and Technology and to continue to offer centers of excellence for the abovementioned disciplines. UP also envisions to continue to offer advanced studies to numerous stakeholders as a graduate university while giving more priority to faculty serving in state and private colleges and universities as its second mandate. Moreover, the third mandate is for the institution to consistently function as a research university that focuses on various basic and applied research, research and development, and knowledge application and dissemination. UP also recognizes its essential role as a public service university which will be observed in consistent initiatives catering to the benefit of both private and public sectors as its fourth mandate. For its fifth mandate, UP is directed to prioritize the well-being of its academic and non-academic personnel while its sixth mandate gives emphasis on initiating different academic and non-academic programs that espouse nationalism and national identity.

### **Accomplishing its Role as a Public Service University thru Public Service and Engagements**

For public service, UP's goal is to enhance visibility by offering more effective public service. This is consistent to the RA 9500 mandate which established the role of UP as a national university to set academic standards and innovations in different degree programs but also to spearhead in public service thru community, public volunteer service may it be thru scholarly or technical assistance. There is even an initiative to start a UP Padayon Public Service office that will lead to centralization of public service programs of all UP students.

This study will bear more significance on UP's mandate in being the leading university in public service. UP will assess the relevance of its public service and engagements if UP graduates have served as competent and ethical leaders of the country, if UP public service initiatives have increased, if UP policy researches have been satisfactory, and if UP research findings have been made accessible to publics. The university aims to produce ethical leaders by providing course offerings that attain specific learning outcomes based on improved teaching and assessment processes, enhancing its General Education program, and strengthening linkages with different sectors in the society. In developing public service and engagement, UP recognizes that public service initiatives should be both "institutionalized and system-coordinated" that would eventually lead to strengthen community engagements, public service quality, and partnerships. These can be achieved thru coordinating with all partners and stakeholders in scheduling activities, assuring the publication, dissemination, and/or replication of accomplished initiatives, reviewing and evaluating, providing services of experts and consultants involved in public service to government agencies, and further improving public service processes that would further benefit stakeholders. UP also targets the enhancement of policy research with the objective of producing positive impact to the diverse publics. According to the UP Strategic Plan 2017-2023, this can be done thru enhanced promotion of policy research that focus on national issues, assistance in multi-disciplinary policy researches that tackle global issues that are relevant to the conditions of the Philippines, coordination with different parties like government agencies to identify more specific issues of different sectors that should be addressed, establishment of a database including available policy experts that can be approached. The last goal under public service aims for accessibility of UP's researches to all types of media for all publics. Strategies to

achieve this goal include utilization of the web, social media, and other platforms for knowledge dissemination and improvement of online presence thru strategies like sharing of event promotions and historical milestones, effective communication plan, network building among PR and information offices in the university and with the media by regular discussions, creation and maintenance of an online repository of research materials as well as an online database of academic programs and publications directly connected to the university information system, and involvement in local and international conferences that are focused on priority research areas.

### **UPLB Ugnayan ng Pahinungod**

The UPLB Ugnayan ng Pahinugod is the official volunteer service arm of the University of the Philippines Los Baños. As of 2021, the office is under the stewardship of the Office of Vice-chancellor for Research and Extension (OVCRE). UPLB Ugnayan ng Pahinungod institutionalizes volunteerism among the faculty, students, alumni and non-academic staff. As per their official website and brochure, UPLB Ugnayan ng Pahinungod envisions UP in service of the underserved communities in the Philippines through volunteerism. It specifically aims to make the academic community more committed to selfless service and empowerment of people.

Bisares (2016) presented more specific objectives of UPLB Ugnayan ng Pahinungod as an institution in the CUPSCON. These included to engage in values formation, promote volunteerism and public service engagement, and develop volunteerism as a field of study.

Based on the chapter *Institutionalizing voluntarism: The University of the Philippines experience* published by the United Nations Development Programs (UNDP), the participation

of UP with the Ugnayan ng Pahinungod Volunteer Corps provides significant contribution to aiding different stakeholders. The underserved communities most especially are guided to sustainability and the university is given opportunities to improve its instruction, research, and extension. In the same reference, it was also emphasized that Ugnayan ng Pahinungod should place its programs in the context in which it takes part in the actual learning development process. In the process of voluntary work, the university can get feedback on whether its theories work and are applicable in real life as cited in Javier (1995) in the same book chapter.

### **Literacy and Service Programs Offered by Pahinungod**

In the past Ugnayan ng Pahinungod is known for programs such as technical assistance to agrarian reform communities, Farmer/Scientist Training Program, Cooperative Development Support, Summer Immersion Program, Literacy and Numeracy and Tutorials Program and Youth and Development program as published by UNDP.

Based on several annual reports of UPLB Ugnayan ng Pahinungod from 2010 to 2012, since its establishment, the volunteer service arm has facilitated different service programs. Under Director Cuevas, agriculture sector funded projects proliferated. During the stewardship of Director Medina, NSTP (National Service Training Program) thru Literacy Training Service (LTS) and Civic Welfare Training Service (CWTS) became the focus of the volunteer arm. Succeeding Director Medina is Director Baconguis who focused on education and initiated projects involving traditional and functional literacy such as READ and EAP. Director Tan, on the other hand, focused on projects with art initiatives. Lastly is Director Lubuguin who is currently reorganizing and reviewing the different programs of Ugnayan ng

Pahinungod and working on strict documentation of the planning, implementation, and assessment of the current programs as there are only limited archives of Ugnayan ng Pahinungod's previous programs.

Currently, UPLB Ugnayan ng Pahinungod offers different categories of service programs as presented in their brochure and official website. The first category includes programs which are institutional in nature. Such include the NSTP particularly for LTS and CWTS, Volunteer Development Programs, Immersion-Mission Programs, and Organizational Development Programs which include teambuilding, leadership training, dream building and many more. In the past, any requesting party may they be constituents outside the university can participate in Organizational Development programs offered by UPLB Ugnayan ng Pahinungod. However, this has shifted and now the volunteer arm has partnered with another UPLB unit, the Office of Student Affairs (OSA) and all the Organizational Development programs will be limited to UPLB students, faculty, and staff.

The next type is community-based. Examples of community-based programs facilitated by UPLB Ugnayan ng Pahinungod are Affirmative Action Program, Technical Assistance Program which encompasses Medical Missions, Seed Banking, Vermiculture, Organic Agriculture, Disaster Reduction, Rehabilitation of Mangroves, and Education and Literacy Programs particularly the Reading Enhancement and Appreciation Development (READ) Program, the English Training for LP4Y, and the Environmental Awareness Program. Last category are programs which are tailor-fitted to the needs and/or requests of partner organizations.

## **Framework of the Literacy and Service Programs of UPLB Ugnayan ng Pahinungod**

Based from the LTS and CWTS manuals copyrighted by UPLB Ugnayan ng Pahinungod (2011) and modules written by Daya et. al. (2003), UPLB Ugnayan ng Pahinungod utilizes participatory approach particularly with the experiential learning cycle (ELC) as its teaching framework. Gaw (1979) mentions the advantages of ELC as it leads "to have an impact on all these ways of knowing and relating the past and the future in a present, here-and now experience." ELC involves several phases namely: experiencing, sharing, interpreting, generalizing, and applying (Jones & Pfeiffer, 1975). Supported by education and psychology experts, UPLB Ugnayan ng Pahinungod believes that relevant experience should be present before learning takes place. From the established experience, observations can be drawn and then eventually processed until generalizations become available which more often are also relevant to the learner's life.

Participatory approach aims to aid students to understand the social, historical, and cultural factors that impact their lives. This understanding will eventually empower them to take responsibility over their own lives. Learning becomes even more productive when it is experience-centered because the students' involvement makes them even more eager to learn (Roldan & Ramonda, 2014).

Learning modules are then specifically designed for learners to understand by doing or learning thru experience. The teaching method followed is called Activity-Discussion-Input-Deepening-Synthesis (ADIDS). Besides being experience-based, the method also highlights collaboration. The volunteer arm implements the ADIDS approach to teaching and learning for all its literacy programs except for AAP.

As the preliminary step, the activity is intended to introduce the topic. Through a

collaborative exercise, the facilitator targets existing schemas of the learners to think about certain ideas connected to the general topic. In discussion, the activity is elaborated and students are asked regarding their reactions. Input comes next which involves the mentioning of terms or concepts related to the topic by the facilitator. This will soon be followed by the deepening stage where students prune their acquired knowledge through exercises. Lastly is the synthesis in which the participants synthesize the important points that they have learned and relate it to their own experiences (Pahinungod, 2011, LevelUp, 2014). The teaching method ADIDS goes hand in hand with the Observational, Reflective, Integrative and Decisional (ORID) question framework (Pahinungod, 2011).

Another important aspect involved in the educational framework is facilitation. As presented in the NSTP manuals, consistent to participatory learning, facilitation is more enabling as it manifests genuine participatory development approach (PDA). The facilitator then should be equipped with necessary skills to conduct successful facilitation. In the manual, the facilitator should take on the role of an evaluator, process observer, organizer, impartial- neutralizer, traffic officer, motivator, and empathizer (EPITOME). As presented in the CAS NSTP2 LTS Module (2020) and Katigbak et al. (2011), as an evaluator, the facilitator is to assure that the discussion is clear to the learners by verifying what was understood, highlighting the interconnection of ideas, and making sure that the discussion does not stray away from its original objectives. Moreover, as organizer, the facilitator should effectively synthesize ideas presented while as impartial-neutralizer, the facilitator should be able to set aside his personal biases and focus on how to aid the learners to be able to raise their own ideas. As traffic officer, the facilitator should allow turn-taking among the participants, giving highlight that everyone can participate in the discussion while as

motivator, the facilitator should encourage learners who do not express their ideas verbally to share their opinions. Lastly, as empathizer, the facilitator should be mindful of the needs of the learners for the learning experience to be more productive.

From *Institutionalizing voluntarism: The University of the Philippines experience*, two required outputs should be submitted by the volunteer upon the completion of the volunteer work. The first is a fieldwork diary that should include all the reflections of the volunteers regarding the community/agency/institution and/or processes. It should ideally contain their realizations and/or problems encountered and resolutions. The second is an integrated paper which is a summary of the volunteer-service experience that should be used as teaching materials or case studies in the future.

### **Identified Problems in the Literacy and Service Programs' Framework**

In a study conducted by Daya (2010), volunteer facilitators find ADIDS as an effective teaching method as in the triggering of personal experiences, the learners tend to appreciate, and understand the lesson even more. However, Daya (2010) also presented problems encountered in his study on NSTP classes. A number of facilitators were found to be unskilled to facilitate ADIDS and to utilize ORID in asking the students. Also, facilitators had no opportunities for continuing their facilitation training.

In a presentation made by Lizardo (2012), which is concerned with NSTP-CWTS offered by the volunteer arm in partnership with College of Agriculture, three specific areas included in UPLB Ugnayan ng Pahinungod's program procedures were identified as problems which included the Training Needs Analysis (TNA), Evaluation Procedures, and Project Cycle Management and Participatory Approach Under TNA. Lizardo (2012) mentioned that the

project conducted did not answer the needs of the community as several factors were overlooked and miscommunication occurred. Also, the focus was only the dissemination of technical content regarding agriculture. Considering evaluation procedures, Lizardo (2012) highlighted that only students' feedback were gathered and none from the participants. Follow-ups were also not done to assess if the program was successful.

### **Selected UPLB Ugnayan ng Pahinungod Literacy Programs to be Evaluated**

The study focused on two selected literacy programs: Reading Enhancement and Appreciation Development Program (READ) and Environmental Awareness Program (EAP). The two programs were chosen mainly because of the diverse language and literacy concepts and processes integrated in the programs that can be explored. Other reasons considered were the frequency of learning sessions and the number of learners and the UPLB Ugnayan ng Pahinungod volunteers involved.

#### **Reading Enhancement and Appreciation Development Program**

The Reading Enhancement and Appreciation Development (READ) is a reading intervention program which was established in 2011 that generally aims "to determine improvement in the propensity and ability to comprehend English reading materials" specifically for Grade 3 students from selected public elementary schools in Los Baños, Laguna.

As stated in the report of Baconguis and Bisares (2014), READ also strives to promote reading appreciation and independent reading habits among learners. READ complements the formal classroom curriculum with storytelling, group reading, and

interactive learning sessions and improves the over-all language competencies of learners particularly in building vocabulary skills, while refining their knowledge of various concepts in science and values education.

Initially, there are sixteen interactive sessions for the READ program. To make the sessions possible, pre-work which include meetings, field work, and consultation are conducted before implementation. The reading sessions involve student volunteers as READ facilitators, and faculty members and staff are invited as guest readers. Some beneficiary schools of the READ program include public elementary schools located in Bay and Los Baños, Laguna. Pre-test and post-test are administered by the volunteers in order to determine students' needs and monitor their progress as presented in the progress report by Baconguis and Bisares (2014). It is important to highlight however that the READ program had undergone several revisions in its program components due to diverse problems identified which were further elaborated in the results and discussion part of the study. Some of which include the current number of sessions, partner elementary schools, and learning materials.

In a study made by Balinbin and Gonzales (2015) which focused on documenting the experiences of READ student facilitators, several challenges were encountered by the facilitators such as inattentiveness, lack of response, and inability of the students to relate and reflect about the topic which were attributed to the complexity of the content of the materials. Difficult words and concepts were integrated which were deemed unsuitable for the age, interests, contexts, and culture of the target learners and English was utilized as the language of instruction that made the learning process more problematic. It was recommended that the program modules must be

carefully revised with utmost consideration of students' experiences, context, age, culture, and interests as suggested by the principles of participatory approach.

Aguinaldo (2014) conducted a mixed methods case study that included conducting observations during READ sessions, making students answer a set of survey questions, and interviewing class advisers. It was recommended that READ sessions should be done daily. The READ modules were also suggested to be reviewed and revised based on the language proficiency of the learners. Filipino was also mentioned to be the more appropriate language to be used instead of English to further aid the learners with lower English proficiency level.

Moreover, Baril et al. (2016) in their study on the social impact of READ to students, teachers, and parents mentioned that only a moderate level of appreciation towards reading was observed, and no significant improvement was recorded between the students' pre-test and post-test scores which was attributed to the limited READ sessions.

### **Environmental Awareness Program**

Environmental Awareness Program (EAP) is a type of Educational Enhancement Program that focuses on increasing awareness on environmental protection and natural resource conservation among the youth. First implemented in 2013, EAP has catered to learners from the primary level. In 2018, EAP has been revised to target tertiary level learners as well.

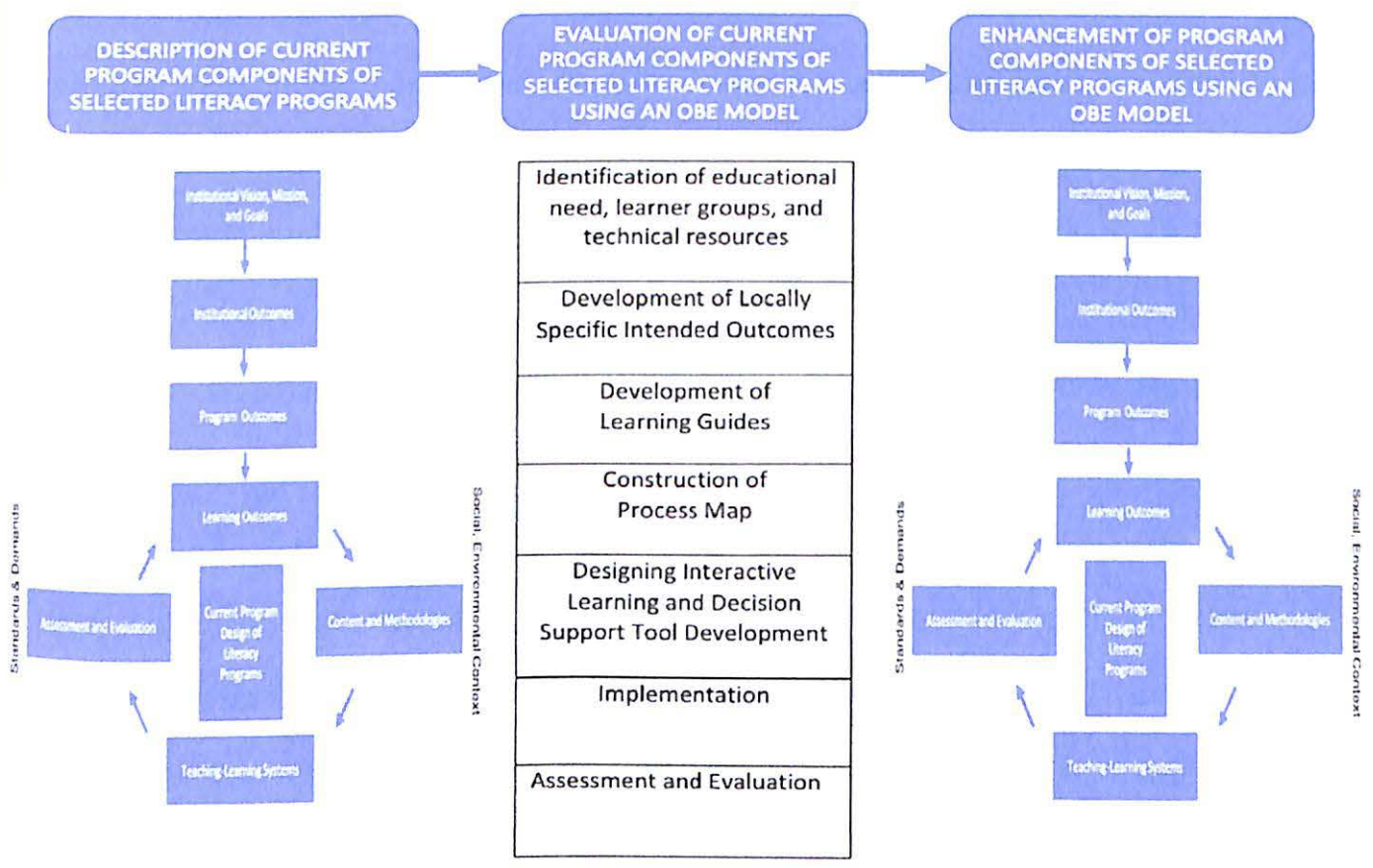
Based on the progress report submitted by UPLB Ugnayan ng Pahinungod in 2018, EAP is further divided into three main activities: 1. Environmental awareness

learning sessions, 2. Ecological camp, and 3. Ecological monitoring. For the environmental learning sessions, UPLB Ugnayan ng Pahinungod partnered with an HNF 198: Community Nutrition Field Practice class. Environmental problems in the selected communities are identified and recommendations to address these problems were discussed. Basic topics on resource management and conservation were also introduced. On the other hand, the Ecological Camp (Eco Camp) aims to achieve the following: “1. to prepare the students in primary school to have a deeper understanding on the concepts of the environment, resource management and conservation; 2. to raise the awareness of the youth in climate change and its effect to their environment; 3, to involve the students in the conservation and protection of their immediate environment; and 4. to raise leaders that can construct and lead a feasible project in solving environmental problems in their community.” Environmental awareness modules which were to be implemented in a two-day Eco Camp were developed by EAP student facilitators with the assistance of UPLB professors. The modules were specifically tailor-fitted based on the area’s ecosystem.

# Conceptual Framework

Figure 3

Conceptual Framework



The conceptual framework was modeled mainly from CHED Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment (2014), Halbleib and Jepson (2015), Spady (1994), and other relevant secondary sources.

The components for the first part of the conceptual framework focused on the description of the current institutional vision, mission, and goals and the institutional outcome of UPLB Ugnayan ng Pahinungod. This is then followed by the description of current program components of selected literacy programs. In the mentioned framework, any OBE-enhanced

program should be aligned with the Institution's Vision, Mission, and Goals (VMGs). From these VMGs, Institutional Outcomes or the competencies which are required to be attained by the ideal learner should be pillared. Based on the established institutional outcomes, program outcomes should then be identified. Several components should be taken into consideration in the program outcomes to be able to create an effective course design. These include course outcomes, learning environments that pertain to both content and methodologies, teaching-learning systems, and assessment and evaluation. All of these components are defined in the RRL. Moreover, as per CHED Handbook (2014), standards and demands based on global and national guidelines as well as social and environmental contexts should also be integrated along with the other components enumerated.

Relevant data regarding the current program design, program outcomes, content, and methodologies, teaching-learning systems, and assessment and evaluation of the two selected literacy programs of UPLB Ugnayan ng Pahinungod: READ and EAP were collected and discussed. All these data were analyzed and aligned based on a formulated set of guidelines for literacy programs which utilized the OBE principles which were adapted from various secondary sources on effective literacy programs such as CHED Handbook (2014), Spady (1994), and Halbleib and Jepson (2015). The seven-step method in the second part of the conceptual framework was lifted from Halbleib and Jepson (2015) as their model incorporated both the participatory learning approach as practiced by UPLB Ugnayan ng Pahinungod and the OBE instructional design which is intended to be incorporated in the selected literacy programs.

The last part of the conceptual framework is similar to the first part of the conceptual framework as both are lifted from the Framework of Outcomes-based Education as presented in the CHED Handbook (2014). The program components of the selected literacy programs, however, were ideally already enhanced with OBE teaching and learning principles.

## **Chapter III**

### **METHODOLOGY**

#### **Research Design**

For this study, a multi-case research design was utilized to describe, evaluate, and enhance the READ and EAP programs of UPLB Ugnayan ng Pahinungod. Various components of the mentioned literacy programs such as plan, design, implementation, and assessment and evaluation were analyzed. It is also important to note that the READ program evaluated had undergone three major revisions since 2014, while EAP had undergone two revisions since 2018. The study explored and analyzed the similarities and differences among the mentioned cases and generalized how the selected programs can be enhanced with OBE principles. With the scope mentioned, a multi-case research design was deemed more suitable to produce more varied and extensive results.

Various qualitative methods were conducted to evaluate relevant data regarding the plan, design, implementation, and assessment and evaluation of the selected literacy programs. In this study, program plan referred to the different factors considered by the volunteer arm like the need, learner group, and resources necessary before deciding to conduct a program while program design included an analysis of the contents particularly the learning objectives and the different teaching and learning approaches integrated in the learning modules. On the other hand, program implementation presented necessary information during the actual conduct of the program in the chosen locales, while program evaluation and assessment focused on the strategies done after the program implementation to gauge overall program success. More specific considerations under each literacy program component

were presented in the data collection section of the methodology. These considerations were modeled primarily from various references that utilize the OBE paradigm which include Halbleib and Jepson (2015), Spady (1994), and CHED Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment (2014) and other relevant secondary sources.

Secondary sources such as progress, annual, and terminal reports, case studies, and impact assessments of READ and EAP were obtained and analyzed using content analysis. This was then followed by an evaluation of of READ and EAP learning modules using content and thematic analysis. The READ modules analyzed included the modules designed by Module designer 1 (2013), Module designer 2 (2017), and Module designers 3 and 4 (2018). The READ modules made by Module designer 1 (2013) had undergone several revisions, specifically in terms of content. However, for this study, only the revised set of modules which were implemented in 2013 and 2014 and provided by the volunteer arm was analyzed. On the other hand, for EAP, the modules included the Eco-learning session 2018 modules and Eco-camps 2018 and 2019 were analyzed. Interviews with the Pahinungod director, program coordinators, module designers, volunteer facilitators, and partner teachers, and observations during the READ and EAP sessions were also conducted.

Based on the data gathered, an intensive review to describe the current READ and EAP program components in terms of plan, design, implantation, and assessment and evaluation was done. These data were then evaluated based on the provided analysis outline which already integrated OBE paradigm principles. The analysis design integrated a number of sources that adhere to OBE particularly CHED (2014), Spady's OBE framework, and Halbleib and Jepson (2015) which was further elaborated in the data analysis part of the methodology.

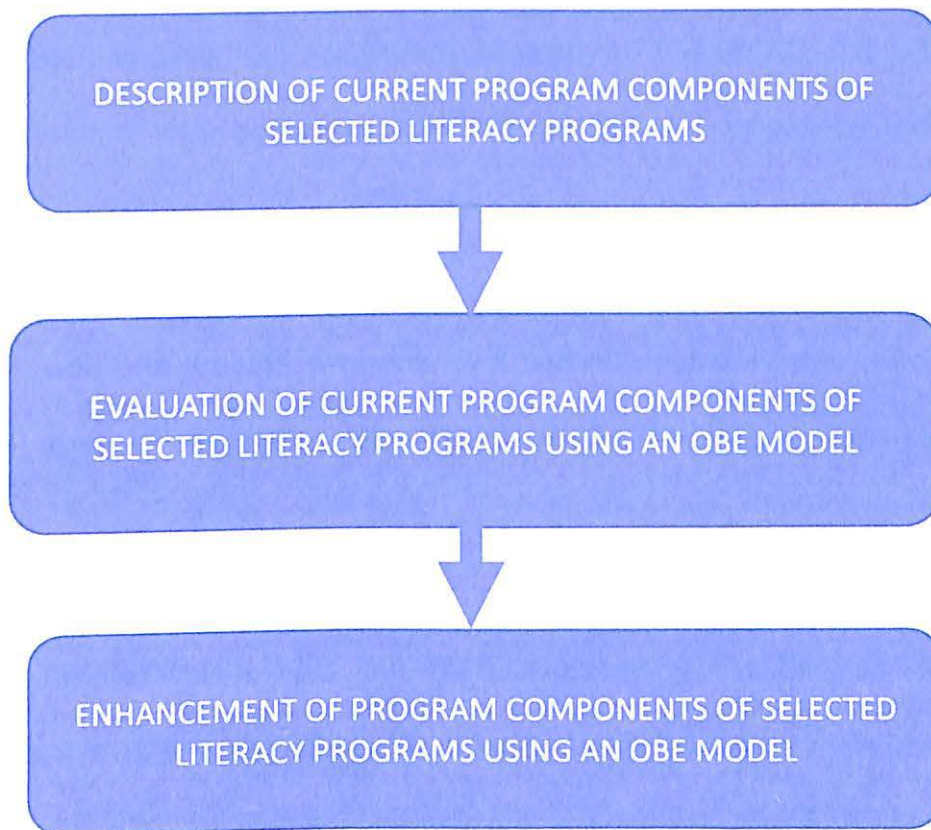
This strategy was done to identify and evaluate which program components of the selected literacy programs were already aligned or still not aligned with the OBE principles. This was deemed necessary should UPLB Ugnayan ng Pahinungod decide to revise all their literacy programs and utilize the OBE paradigm.

The outline utilized in the results and discussion part was based on three main sources: Halbleib and Jepson (2015), Spady (1994), and Shalock (2002). Halbleib and Jepson (2015) presented a seven-step OBE instructional design that integrated experiential learning and participatory approach as discussed in the RRL. Different principles involved in outcomes-based education particularly in the plan, design, and implementation components were lifted from Spady (1994) and CHED (2014). For the evaluation and assessment, guidelines from Shalock (2002) were utilized.

Recommendations to align the program outcome based on the established need of the partner institution or community that is also consistent with the current mission, vision, and goals of UPLB Ugnayan ng Pahinungod and to enhance specific aspects of the selected literacy programs' plan, design, implementation, and assessment and evaluation of the literacy programs consistent to OBE were also provided. These recommendations were supported by data provided in the Chapter 4 of this study. A literacy program model that can be adapted by UPLB Ugnayan ng Pahinungod was constructed as the culmination of the study. The provided model can also be utilized by other literacy programs that intend to integrate participatory approach and OBE framework in its program plan, design, implementation, assessment, and evaluation.

**Figure 4**

*Literacy Program Enhancement Model*



### **Research Locale**

Since 1992, UPLB Ugnayan ng Pahinungod has been steadfast and consistent in providing literacy and service-oriented programs to various stakeholders. As presented by Bisares (2016), the chosen research locale has enlisted, deployed, and trained 4,950 volunteers in nine major volunteer service programs. These volunteer programs were able to reach 32 provinces, at least 50 municipalities, almost 300 barangays. With this wide reach, the results of this study will benefit a number of stakeholders.

The study was conducted inside the UPLB campus particularly in the Bahay ng Pahinungod (BNP). BNP is the headquarters of UPLB Pahinungod which serves as the office of the staff and the *tambayan* of volunteers. Majority of the READ and EAP program plan, design, and evaluation was done in BNP. As previously mentioned, UPLB Ugnayan ng Pahinungod is the volunteer service arm of UPLB which was an office under OVCRE during the duration of the researcher's data collection.

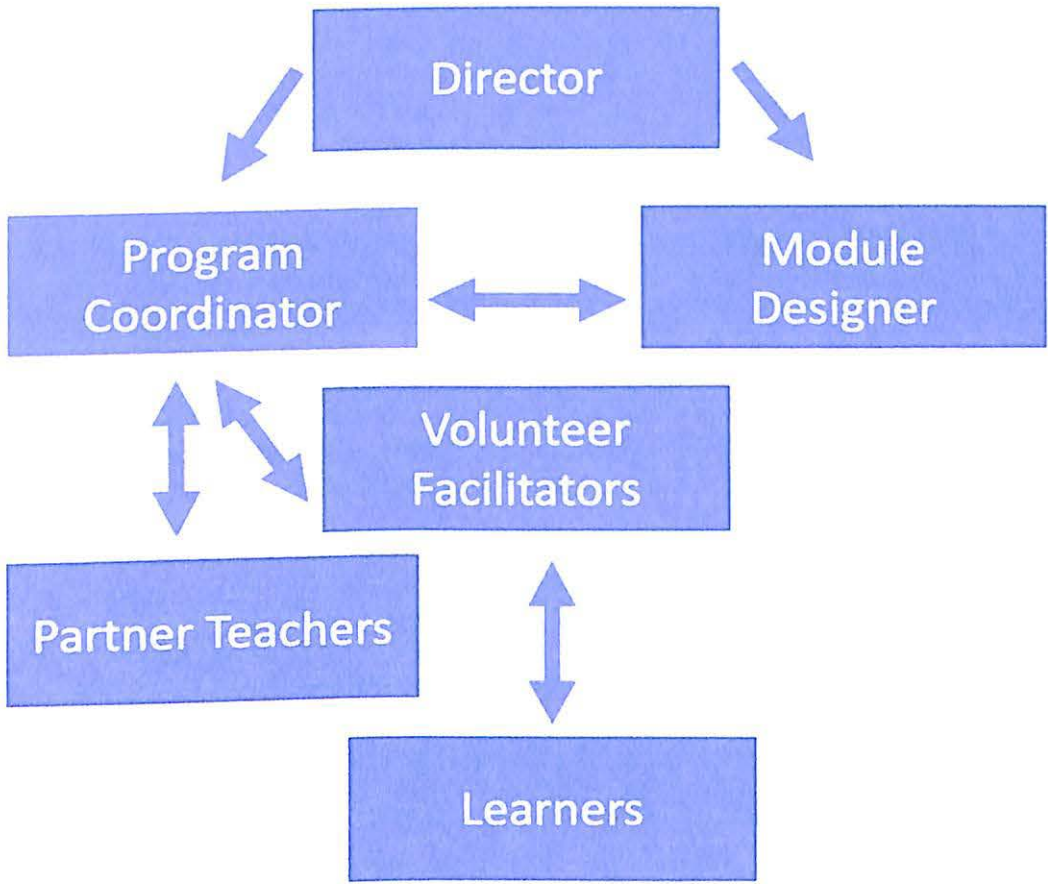
Interviews with the director, program coordinators, volunteer facilitators, READ module designer 3, EAP Module designer 1 were conducted in BNP. The interviews with the READ and EAP partner teachers were conducted in READ 2018 venue and Eco-camp 2019 venue, respectively.

Data was also collected from the different venues where the literacy programs were implemented which included the READ 2018 venue located in Los Baños, Laguna where six learning sessions and two sessions for pre-test and post-test of READ were conducted and Eco-camp 2019 venue, located in Siniloan, Laguna where a two-day Ecological Youth Camp was facilitated.

**Research Participants and Sampling Procedure**

**Figure 5**

*Organizational structure of key people involved in UPLB Ugnayan ng Pahinungod's literacy programs.*



With the recognition that essential information will be best provided by the key people involved in the selected UPLB Ugnayan ng Pahinungod literacy programs, purposive sampling was utilized in identifying research participants for the study. Interviews were limited to the key people as presented in Figure 5. These included the UPLB Ugnayan ng Pahinungod director, program coordinators, module designers, volunteer facilitators, and partner teachers who were

involved in the program plan, design, implementation, and assessment and evaluation of the two literacy programs.

A total of 20 face-to-face interviews was conducted. The interview transcriptions can be accessed in Appendices J-AB while Table 1 summarized the research participants who were interviewed for this study.

**Table 1**  
*Summary of Interviewed Research Participants*

Research Participants	Number of Research Participants
Director	1
Program Coordinators READ Program Coordinator 1, READ Program Coordinator 2 and 1 EAP Program Coordinator 1	3
Module Designers READ Module Designer 2, READ Module Designer 3, and EAP Module Designer 1	3
Volunteer Facilitators READ Volunteer Facilitators 1-5 and EAP Volunteer Facilitators 1-5	10
Partner Teachers READ Partner Teacher 1, READ Partner Teacher 2, and EAP Partner Teacher 1	3
<b>TOTAL:</b>	<b>20 research participants</b>

For the study, the different program components currently observed and incorporated by the volunteer arm in their literacy programs in general were gathered thru interviews with key people. Other relevant data on the selected literacy programs were collected during and after the implementation of the program.

The first interview was conducted with the UPLB Ugnayan ng Pahinungod Director. The director is the head of the volunteer service arm of UPLB who oversees all the programs offered as presented in the RRL. Succeeding interviews were also conducted with the program coordinators since they were in-charge in the supervision of the plan, design, implementation, and assessment and evaluation of the selected literacy programs. For READ, two program coordinators were interviewed, which included the READ program coordinator in 2017 and the current READ program coordinator. For EAP, only the current program EAP coordinator was interviewed. The program coordinators are staff who serve as the over-all supervisors of the programs. Some of their tasks as observed during data gathering included organizing volunteer calls for training and deployment, building and sustaining linkages with external partners, reporting the results and feedback from the program implementation, and assessing and evaluating the program success.

Two module designers were also interviewed for READ which included the designer of the READ modules implemented in 2017 and one of the two designers of the READ modules implemented in 2018. For EAP, since numerous module designers were involved, only the current program coordinator who also collated and revised all the modules was interviewed. The module designers are key people who are tasked to design the learning modules to be implemented. They are either technical experts who are knowledgeable in teaching and learning methods like in the case of READ or volunteer facilitators who have previously

participated in UPLB Ugnayan ng Pahinungod programs like in the case of READ and EAP.

Relevant data were also gathered from UPLB Ugnayan ng Pahinungod volunteer facilitators who were involved in the plan, design, implementation, and assessment and evaluation of the selected literacy programs. Five volunteer facilitators who were involved in the READ 2018 program were interviewed regarding their roles in the reading program. READ volunteer facilitators for the READ 2018 were mostly undergraduate students of UPLB taking varied courses. It was made sure that the interviewed READ volunteer facilitators have attended at least three or half of the READ 2018 sessions. For the EAP 2018 program, five volunteer facilitators were interviewed. EAP volunteer facilitators were composed of student and alumni volunteers. Based on the EAP 2018 attendance, there were 14 volunteers from UPLB and five volunteers from EAP Partner School 1 who participated in EAP 2018 and were tasked to facilitate during EAP 2019.

Three representatives from partner institutions were also interviewed. For READ, the two representatives interviewed were class advisers of the Grade 5 sections where the READ program was implemented. One of the partner teachers (READ Partner Teacher 1) is an English teacher and the English Coordinator of the READ 2018 venue while the other partner teacher (READ Partner Teacher 2) handles MAPEH. For EAP, one partner teacher (EAP Partner Teacher 1) was interviewed.

Lastly, data were collected during the classroom observations in the READ and EAP sessions which were attended by the researcher in the READ 2018 venue Los Baños, Laguna and the Eco-camp 2019 venue in Siniloan, Laguna, respectively.

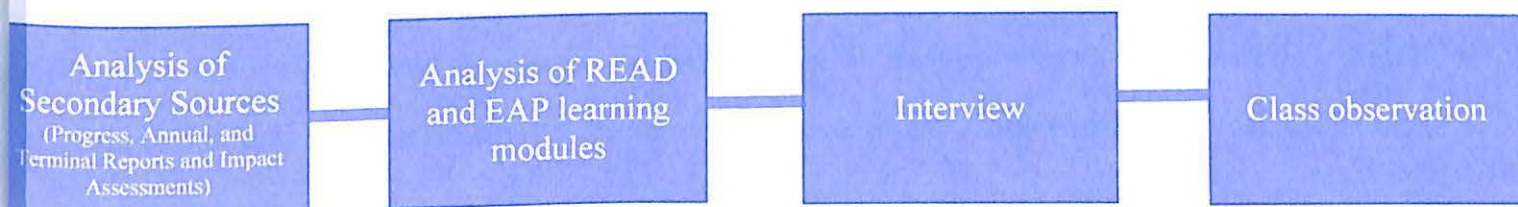
Two sections of Grade 5 students from the READ 2018 venue served as the participants of the READ 2018 program. Section A was composed of 37 students with 19 boys and 18 girls

while Section B was composed of 35 students with 14 boys and 21 girls. There were 72 students in total. For the EAP 2018 program, the participants during the learning sessions conducted in the Eco-camp 2019 in Siniloan, Laguna included 40 college students from Eco-camp Partner School 1 and 5 college students from Eco-camp Partner School 2 or a total of 45 students in total.

## Research Instruments

Figure 6

*Research Instruments Utilized in the Study*



1. Analysis of Secondary Sources (Progress, Annual, and Terminal Reports and Impact Assessments)

READ and EAP progress, annual, and terminal reports as well as an impact assessment conducted by a third party were provided by UPLB Ugnayan ng Pahinungod. These data were analyzed using content analysis to address the RQ1 of the study which was to describe the current components of the selected literacy programs in terms of program plan, design, implementation, and assessment and evaluation. The data gathered were also evaluated to verify if OBE principles were integrated to the program components which addressed the RQ2 of the study.

## 2. Analysis of READ and EAP learning modules

Three sets of learning modules were analyzed as designed by READ Module Designer 1 (2014), READ Module Designer 2 (2017), and READ Module Designers 3 and 4 (2018). For EAP, the learning modules for Eco-learning session 2018 and EAP 2018 and 2019 were analyzed. Content and thematic analysis were utilized to evaluate the READ and EAP learning modules. The data gathered addressed the RQs 1 and 2 of the study.

## 3. Interview

Face-to-face interviews were conducted with the UPLB Ugnayan ng Pahinungod director, program coordinators, module designers, volunteers facilitators, and partner teachers who were involved in two selected literacy programs. The interviews were based on the analysis outline which was presented during the proposal stage of the study (See Appendix A). Specific interview questionnaires were designed to describe the program components as well as the roles of the participants in plan, design, implementation, and assessment and evaluation of READ and EAP (See Appendix C-F).

The interviews were facilitated from October 2018 to April 2019. Interviews with the READ research participants particularly the program coordinator, module designers, and volunteer facilitators were conducted from October-December 2018. Two interviews were conducted with the partner teachers in November 2018 and January 2019, respectively. This was deemed necessary to verify the impact of READ several months after the implementation of the program. On the other hand, interviews with the EAP research participants were conducted from February 2019 to April 2019 since the Eco-camp was facilitated in February 2019.

Interview transcriptions were also provided (See Appendix J-AB). The data gathered addressed the RQs 1 and 2 of the study.

#### 4. Observation

Observations during the actual READ sessions in the READ 2018 venue in Los Baños, Laguna, EAP sessions in the Eco-camp 2019 venue in Siniloan, Laguna, and volunteer debriefings were conducted. However, the researcher only observed a total of five READ sessions which were facilitated from October-November 2018 and a two-day Eco-camp which was facilitated in February 2019. The Checklist (criterion-based) Form utilized by University of Toronto and Narrative Logs was used as the model for the observation notes (See Appendix AC). READ and EAP observation notes were also provided and utilized in the Chapter 4 of the study particularly in the discussion of the program implementation component.

The various research instruments were utilized to address the three research questions of the study as presented in Table 2.

**Table 2***Summary of Research Questions and Research Instruments Utilized to Address them*

<b>Research Questions</b>	<b>Research Instruments</b>
1. What are the components of the selected UPLB Ugnayan ng Pahinungod literacy programs?	Analysis of Secondary Sources (Progress, Annual, and Terminal Reports and Impact Assessments), Analysis of Learning Modules, Interviews, and Class observation
2. Are the components of the UPLB Ugnayan ng Pahinungod literacy programs aligned with the OBE approach, particularly in terms of institutional outcomes, program outcomes, and program design and learning outcomes?	Analysis of Secondary Sources (Progress, Annual, and Terminal Reports and Impact Assessments), Analysis of Learning Modules, Interviews, and Class observation
3. How can the components of the UPLB Ugnayan ng Pahinungod literacy programs be enhanced by the OBE approach?	Analysis and synthesis of the data gathered and presented in the Chapter 4 part of the study

**Data Collection Procedure**

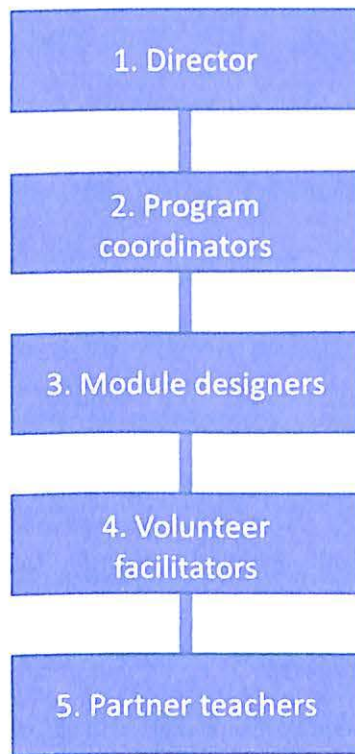
Various types of data were collected by the researcher from October 2018- April 2019.

Upon gaining the consent and approval from the UPLB Ugnayan ng Pahinungod Director to conducted a study regarding their literacy programs (See Appendix G), UPLB Ugnayan ng Pahinungod eagerly provided the secondary sources requested by the researcher. These included different versions of READ and EAP modules along with the available progress, annual, and terminal reports and impact assessments. These were all reviewed by the

researcher to describe the current program components of the selected literacy programs and to verify if the plan, design, implementation, and assessment and evaluation of these programs were consistent or inconsistent with OBE principles.

**Figure 7**

*Order of Interviews*



After the analysis of the primary and secondary materials provided by UPLB Ugnayan ng Pahinungod, interviews were conducted. The order of face-to-face interviews is presented in Figure 7. An interview with the UPLB Ugnayan ng Pahinungod Director was first accomplished. This was deemed necessary as the identification and verification if the Institutional VMGs of the volunteer arm have been retained or modified since its establishment in 1994 should be done first. This verification was seen essential because in OBE, as presented

in the Chapter 2 and the conceptual framework of the study, the program outcome and learning outcomes must be carefully aligned to UPLB Ugnayan ng Pahinungod's current VMGs or its so-called institutional outcome. The interview questions were iterative. Succeeding interview questions were then formulated based on the results of the interview with the director. These interview questions were provided in Appendix C-F.

Upon gaining consent, the next interviews conducted were with the READ and EAP program coordinators. This order was observed as the program coordinators were involved in majority of the program components of the selected literacy programs. The program coordinators also introduced the researcher to the module designers and endorsed volunteer facilitators who have participated in READ and EAP who were also interviewed for the study.

The module designers were interviewed next. It is to be highlighted that the researcher opted to use codes for the research participants even consent was given because the proponent of READ (also Module Designer 1) whose name would always be mentioned in the results and discussion part did not reply to the interview request. Ten volunteer facilitators, five for READ and five for EAP, were then interviewed.

Majority of the interviews with the READ volunteer facilitators were conducted after the READ sessions attended by the researcher, while the EAP volunteer facilitators were interviewed during their preferred date and time from February to April 2019.

For the partner teachers, READ partner teachers were first interviewed during the last READ session in November 2018. A follow-up interview with the READ partner teachers was then conducted by the researcher in January 2019 to verify if READ had an impact to the students. The EAP partner teacher, however, was interviewed during the last Eco-camp session in February 2019. The researcher deemed it necessary to conduct interviews with the

partner teachers as their inputs in the program components were not available in the various documents analyzed. Also with UPLB Ugnayan ng Pahinungod integrating the multi-stakeholder approach, feedback from the partner teachers should be properly documented. Partner teachers were also interviewed regarding the of learner profile of their students and the possible content that can be integrated in literacy programs. It was acknowledged that the partner teachers are more knowledgeable with their students' capacities and problem areas.

The researcher also observed five READ sessions conducted from October-November 2018 and the two-day Eco-camp 2019 conducted on February 2019. These data were analyzed the using the Checklist (criterion-based) Form utilized by University of Toronto and Narrative Logs (See Appendix AC).

### **Data Analysis**

The first part of the data analysis of this study presented the results of the interview conducted with the UPLB Ugnayan ng Pahinungod Director which served as the basis for the institutional vision, mission, and goal of the volunteer arm.

Moreover, the interviews, observations, and several relevant primary sources, specifically the learning modules, were analyzed based on the set of guidelines provided which was modeled primarily from the seven-step method OBE framework by Halbleib and Jepson (2015) which involved: 1. Identification of Educational Need, Learner Groups, and Technical Resources, 2. Development of Locally Specific Intended Outcomes, 3. Development of Learning Guides, 4. Construction of Process Map, 5. Designing Interactive Learning and Decision Support Tool Development, 6. Implementation, and 7. Assessment and Evaluation.

Under the Identification of educational need, learner groups, and technical resources, the following components were identified: 1. The need for the program, the people who need the program (age, grade, reading level, place of residency (urban, suburban or rural) socioeconomic status, ethnicity, and exceptional learning characteristics, all of which were lifted from the National Reading Panel reader profile criteria), and the possible motivation of people to participate in the program, 2. The criteria to be utilized in deciding the population/ community where the program will be implemented, 3. The type and sources of funding and the measures to be implemented to assure the sustainability of the program, 4. The policies or legislations that are aligned with the program and the capability of the institutions or organizations to run the program in terms of mandate, experience, and resource availability, 5. The current teaching personnel, 6. The existing learning materials or learning materials to be developed, 7. The language spoken by the learners and the language that will be used for instruction, 8.

The program plan at the local level, and 9. The learning space and community engagement (or participation) in the program planning and implementation.

The components in the Identification of educational need, learner groups, and technical resources addressed the program plan aspect as content and methodologies, teaching-learning systems, and assessment and evaluation were elaborated. The components in the analysis were modelled from Halbleib and Jepson (2015) and Hanemann et al. (2017). The answers for these components were collected from the results of the interviews with the director, program coordinators, module designers, volunteer facilitators, and partner representatives and from other primary sources mentioned in the methodology, particularly the observations and the learning modules that were reviewed.

For the next part which is Development of Locally Specific Intended Outcomes, the components included: 1. The person/ team involved in the development of program objectives and their specific roles, 2. The nature and types of objectives included, 3. The nature and types of learning outcomes and program outcomes to be achieved (if any), and 4. The factors considered in writing objectives and/ or outcomes.

The components in the Development of Locally Specific Intended Outcomes addressed the program design aspect as content and methodologies were elaborated. The components in the analysis were modelled from Halbleib and Jepson (2015), CHED Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment (2014), and Spady (1994). Other references like Krathwohl (1956) and Krathwohl et al. (1964) were also utilized in evaluating the nature and types of objectives. The answers for these components were collected from the results of the interviews with the director, program coordinators, module designers, and volunteer facilitators as well as from the other primary sources mentioned in the methodology particularly the learning modules that were reviewed.

In the Development of Learning Guides, components analyzed included: 1. The person/ team involved in the development of learning guides (or modules) and their specific roles, 2. The framework used in the development of learning guides, 3. The identification of a culminating outcome and the criteria/indicators required to accomplish the culminating outcome (if any), 4. The different types of learning assessments (formative, summative, criterion-referenced, alternative, authentic, or performance) included and the criteria/indicators required to accomplish the selected types of learning assessments, 5. The different considerations in selecting learning assessments (e.g. The learning assessments are based on the pre-determined objectives per session; The learning assessments will aid the learners to be

successful in an exit outcome that will be accomplished before the end of the program; The learning assessments will actively engage the participants (learning by doing); The participants get to contribute their own experiences in learning assessments; The participants get to directly apply the learning assessments in their daily lives.), 6. The different type of learning strategies integrated and assessments and the criteria/ indicators required to accomplish the selected types of learning assessments (Strategies to improve phonemic awareness, phonics instruction, vocabulary, fluency, comprehension, and writing which are mentioned by the National Reading Panel as components to be prioritized for effective literacy programs and/or integration of activities such as reading alouds, shared reading, guided reading, independent reading, modeled/ Shared writing, interactive writing and independent writing), and 7. The identification of concepts or topics to be included in the program content and the reasons for the selection (For the identification of concepts or topics to be included, e.g. selected by institution or organization in-charge, by participants, by implementing institution or organization and participants, or by funding partner institution or organization etc. For the reasons for the selection, e.g. readability, relatability, resonance etc.).

The components in the Development of Learning Guides addressed the program plan and design aspects as content and methodologies as well as teaching-learning systems components were elaborated. The components in the analysis also integrated Spady (1994), and CHED Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment (2014) and other relevant secondary sources. The answers for these components were collected from the results of the interviews with the director, program coordinators, and volunteer facilitators as well as from other primary sources mentioned in the methodology particularly the learning modules that were reviewed.

For the Construction of Process Map part, the following components were elaborated:

1. The functions of the different participants of the program (e.g. the learner, the wider community, the provider which pertains to the main institution or organization in-charge in the program and the various sub-groups, and the partners and the funders), 2. The expected output or contribution of the participants during the OBE process, and 3. The interactions (e.g. information flow, feedback etc.) from the program implementation to assessment and evaluation.

The components in the Construction of Process map addressed the program plan and design aspects as content and methodologies as well as teaching-learning systems components were elaborated. The components in the analysis were modelled from Halbleib and Jepson (2015) and Hanemann et al. (2017). The answers for these components were collected from the results of the FGD with the staff and UPLB Ugnayan ng Pahinungod facilitators and interview with the program coordinator as well as from other primary sources mentioned in the methodology. The answers for these components were collected from the results of the interviews with the director, program coordinators, volunteer facilitators, and partner representatives as well as from other primary sources mentioned in the methodology, particularly the observations and the learning modules that were reviewed.

The Designing Interactive Learning and Decision Support Tool Development part emphasized the following: 1. The process of integrating locally specific content or other strategies to strengthen the program (if done), 2. The integration of relevant tools and technologies that highlights participatory approaches and simulation of real-life challenges (if done), and 3. The equipping of necessary skills for facilitators to teach the program in OBE and promote interactive learning (a. Conduct of facilitator orientations and availability of venues for

new skill development such as knowledge on child development, games, play, and other dynamics, making and using materials, teaching reading and writing to elementary students (language experience, comprehension, phonological awareness), language development, planning and delivery of sessions, record keeping, and monitoring learner's achievements and

b. Validation of facilitators or trainers' skills in terms of their interest in the learners, ability to engage with their learners, fluency in the required language of delivery, ability to plan interactive sessions, ability to present suitable reading and writing, materials from varied sources, previous experience with literacy work particularly on literacy and numeracy practices that are applicable in real-life settings, and flexibility in working with learners with different learning profiles and socio-economic conditions.)

The components in the Designing Interactive Learning and Decision Support Tool Development addressed the program plan and design aspects as content and methodologies as well as teaching-learning systems components were elaborated. The components in the analysis were modelled from Halbleib and Jepson (2015), Spady (1994), CHED Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment (2014), and Hanemann et al. (2017). The answers for these components were collected from the results of the interviews with the director, program coordinators, and volunteer facilitators as well as from other primary sources mentioned in the methodology, particularly the observations and the learning modules that were reviewed.

For the implementation, guidelines revolved on the actual teaching-learning methods practiced by the facilitators and learners and the roles of facilitator and learners during learning sessions. It was verified if the actual-teaching learning methods of the facilitators were either:

1. atomistic, parts prior to whole or holistic, whole prior to parts,
2. time held constant, learning

varies or learning held constant, time varies, 3. classes start, end at same time or environment ready when student is, 4. one teacher, one classroom or whatever learning experience works, 5. independent discipline/ departments or cross disciplines/department, 6. covering material/content or specified learning results, 7. end of program assessment or pre-during and post-assessment, 8. grading within classes by instructors or external evaluation of learning, 9. private assessment or public assessment, and 10. program completion equals accumulated credit hours or program completion equals demonstrated knowledge and skills.

For the roles of facilitator and learners during learning sessions, the discussion revolved on: a. faculty are primarily lecturers or faculty are primarily designers of learning methods and environments, b. faculty and students act independently and in isolation or faculty and students work in teams with each other and with other staff, c. teachers classify and sort students or teachers develop every student's competencies and talents, d. staff serve, support faculty and the process of instruction or all staff are educators who produce student learning and success, e. any expert can teach or Empowering learning is challenging and complex, and f. Line governance/independent actors or Shared governance, teamwork independent actors.

The components in the Implementation addressed the program plan, design, and implementation aspects as content and methodologies as well as teaching-learning systems components were elaborated. These components in the analysis were modelled from Halbleib and Jepson (2015) and lifted from a table on Ideal Typical Depiction of Inputs-based and Outcomes-based Education Paradigms presented in CHED Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment (2014) citing Barr and Tagg (1995). The answers for these components were collected from the results of the interviews with the director, program coordinators, and volunteer facilitators as well as from

other primary sources mentioned in the methodology, particularly the observations and the learning modules that were reviewed.

For the Assessment and Evaluation, the aspects analyzed included: 1. The alignment of the assessment methods with the program outcome, 2. The alignment of the assessment methods with the stated learning outcomes, 3. The utilization of assessment methods that best measure achievement of the stated outcomes, 4. The evaluation process conducted to review the current and possible individual and program-referenced outcomes (also known as program evaluation) (if done), 6. The tools utilized for program evaluation (if done), 7. The evaluation process conducted to measure the effectiveness of the program in terms of achievement of objective and/or outcomes (also known as effectiveness evaluation) (if done), 8. The tools utilized for effectiveness evaluation (if done), 9. The evaluation process conducted to measure the impact of the program (if done), 10. The tools utilized for impact evaluation (if done), 11. The evaluation process conducted identifies the effectiveness or ineffectiveness of an existing policy or formulates a new policy based on the results of the program (if done), and 12. The tools utilized in policy evaluation (if done).

The components in the Assessment and Evaluation addressed the program plan and assessment and evaluation aspects as assessment and evaluation components were elaborated. These components in the analysis were modelled from CHED Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment (2014) and Shalock (2002). The answers for these components were collected from the results of the interviews with the director, program coordinators, volunteer facilitators, and partner representatives as well as from other primary sources mentioned in the methodology, particularly the observations.

After the analysis of data based on the established guidelines, enhancement of the current READ and EAP program by integrating OBE in the program plan, design, implementation, and assessment and evaluation in designing a literacy program model was accomplished.

## **Chapter IV**

### **RESULTS AND DISCUSSION**

Before the analysis and interpretation of different data gathered from several primary and secondary sources regarding the two chosen literacy programs: READ and EAP, the results of the interview conducted with the UPLB Ugnayan ng Pahinungod director was reported. Consistent with the OBE framework, the interview identified and verified the Institutional VMGs and outcomes of the volunteer arm. As presented in the RRL and the conceptual framework of the study, the program and learning outcomes must be carefully aligned to UPLB Ugnayan ng Pahinungod's current VMGs and institutional outcome.

As retrieved from several UPLB Ugnayan ng Pahinungod documents including progress, annual, and terminal reports, UPLB Ugnayan ng Pahinungod instills the value of volunteerism among the members of the academic community, students, faculty, and staff alike by exposing them to opportunities to serve underserved communities in the Philippines. According to G. Lubuguin (personal communication, October 5, 2018), the volunteer arm aims to be consistent with its vision of inculcating the importance of selfless service and people empowerment among its volunteers. These original vision and mission were reinforced as he mentioned that UPLB Ugnayan ng Pahinungod's goal to produce graduates who practice critical thinking and are aware of their social responsibilities was still retained.

However, the operation has focused more on instruction. As a volunteer arm which is supervised by a university, UPLB Ugnayan ng Pahinungod can only offer limited types of extension programs unlike government front agencies capable of direct developmental

services. Volunteers were mostly deployed based on their technical knowledge and areas of specialization. This deployment strategy intended to strengthen the knowledge and skills that the volunteers already possess and to ensure that the facilitation of the needs assessment of the program will be conducted smoothly since the volunteers already have technical knowledge (G. Lubuguin, personal communication, October 5, 2018). This strategy aimed to make the students appreciate their respective fields even more as being a part of a specific program related to their courses will make them realize their roles as future experts as early as possible. Moreover, UPLB Ugnayan ng Pahinungod has been designing programs that are more long-term and sustainable. The goal towards program sustainability was supported by the plan that a volunteer can have one long-term program that he can participate in during his entire stay in the university and that there are several experts in the university who can sustain the extension program (G. Lubuguin, personal communication, October 5, 2018).

However, based on the analyzed UPLB Ugnayan ng Pahinungod annual reports, this operational strategy was observed to be different from the initially more general values education nature of UPLB Ugnayan ng Pahinungod programs which focused more on instilling a particular set of skills, values, and attitudes. In the past, volunteers can also participate in any program if they are interested and available.

## **Overview of the Plan, Design, Implementation, and Evaluation of UPLB Ugnayan ng Pahinungod Literacy and Service Programs**

UPLB Ugnayan ng Pahinungod as a volunteer arm with numerous literacy and service initiatives is aligned with the mandates of the UP Charter of 2008 particularly for the university to “lead as a public service university by providing various forms of community, public and volunteer service” as elaborated in the RRL section of the study. Moreover, as a university with COE, besides demonstrating exceptional institutional quality and enhancement through internal QA systems as well as offering excellent program outcomes through a high proportion of accredited programs, the presence of COE and/or COD, and/or international certification, UP should also show evidence of outstanding performance consistent in its horizontal type, e.g., research and publications for universities; creative work and relevant extension programs for colleges; and employability or linkages for professional institutes. In terms of providing relevant extension programs, such was observed in the UPLB Ugnayan ng Pahinungod program offerings as these intended to fulfill UP’s role in assisting in the development of communities particularly in literacy education.

In terms of planning, UPLB Ugnayan ng Pahinungod programs were modelled from the UN definition of literacy. Literacy is defined as “the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts”. Literacy involves a continuum of learning to enable an individual to achieve their goals, to develop their knowledge and potential, and to participate fully in the wider society” (UNESCO, 2004 p.13). Functional literacy was the type of literacy focused by their programs as literacy was taught with the intent that the learners will acquire knowledge and skills that will be applicable and beneficial in their daily lives (G. Lubuguin,

personal communication, October 5, 2018). Moreover, progressive literacy or developmental literacy which refers to the type of literacy that aids in the development of the learner's state leading to growth, development, and betterment of one's way of living was implied.

Several considerations before planning a UPLB Ugnayan ng Pahinungod program were enumerated. First was the type and level of learning that the volunteers will experience if the volunteer arm decided to pursue the program. It was specifically mentioned that the volunteers must be exposed to real social issues. Second was the type of beneficiaries. UPLB Ugnayan ng Pahinungod's mandate included always prioritizing giving assistance to underserved communities. Third was practicability which included the ability of the institution to secure funding, to arrange logistics, and to arrange other necessary requirements for the program to be implemented. The presence of previous and current partnerships and inclusion of different disciplines in the programs were also major considerations as program expansions were proposed (G. Lubuguin, personal communication, October 5, 2018).

UPLB Ugnayan ng Pahinungod designed literacy programs based on needs assessment and monitoring reports. Furthermore, the programs were intended to be reviewed every five years so necessary modifications will be integrated. Another consideration mentioned as essential to the design was the capacity of the partner agency or institution in terms of time allotment, resources etc. Tapping additional experts if the UPLB Ugnayan ng Pahinungod staff were not equipped with the technical knowledge to write content for the programs was also prioritized (G. Lubuguin, personal communication, October 5, 2018).

In the implementation, the volunteer arm was mainly responsible for the mobilization of volunteers. Before the deployment, it should be ensured that the volunteers involved were at least given minimum skills training which included facilitation, project management, conflict management, social particularly community interaction, and ethical practices which were deemed vital for effective program implementation (G. Lubuguin, personal communication, October 5, 2018).

In the assessment and evaluation, there were only two types of assessment conducted by UPLB Ugnayan ng Pahinungod to verify program effectivity and impact. These included the assessment of the effectivity of the program to the learners by the comparison of the results of the pre-test and post-test scores and the assessment of the impact of the program to the values, skills, and attitudes of the volunteers which were mostly confirmed during after session and after program debriefingss (G. Lubuguin, personal communication, October 5, 2018).

### **Analysis of the READ program plan**

Two main topics under the program planning aspect which include the identification of educational needs, learner groups, and technical resources and the development of locally specific intended outcomes were presented and analyzed below.

## **Identification of educational needs, learner groups, and technical resources**

### **The need, the people who need the program, and the motivation to participate in the program**

The READ program offered a number of benefits for different stakeholders, particularly the target learners who were elementary students and the volunteer facilitators who were mostly UPLB students. As elaborated in the second chapter of this study, reading is essential for learners to be able to comprehend the different subjects taught in school and eventually lead to satisfactory academic performance. In the first set of READ modules, Module Designer 1 (2014) cited a Phil-IRI report in 2003 that became the rationale of the READ program. Primary level students in the Philippines have been assessed to possess poor reading skills as manifested in poor grades, observable frustration, difficulty in completing assignments, behavioral problems, low self-esteem, physical illnesses attributed to stress, social ineptness, dislike in going to school, and underdeveloped or not developed potential. With these numerous problems, reading intervention programs such as the READ program were deemed necessary to improve learners' reading competencies.

The prevalence of reading proficiency problems was supported by an interview with the two partner teachers involved in the READ program 2018. Partner Teacher 1 mentioned that most of the Grade 5 students under his class can already read. However, a great number can still be considered as frustrated readers as although the students can decode words, comprehension was still difficult. On the other hand, Partner Teacher 2 mentioned that at least 10 students under her class can already comprehend what they are reading after reading once. However, the remaining students can read but would have to read more

than once to be able to comprehend. It was specifically mentioned that struggling readers were present in their respective classes.

UPLB Ugnayan ng Pahinungod identified a set of criteria in choosing target learners based on their mandate that prioritized underserved communities. Public elementary schools in Laguna were chosen as venues for the READ sessions. Based on the interviews conducted and the analysis of the READ modules, the identification of the grade level of the learners, as well as the content of the program modules, were based on the decision of the module designers. In Module Designer 1's modules, Grade 3 students were identified as target learners as consistent with the initial program objectives of READ which were achieving reading enhancement and instilling reading appreciation while the learners are just starting to read. In the succeeding READ modules designed by Module Designer 2 and her team, Grade 4 students were set as target learners as they were assumed to be having difficulties in reading English given that they were transitioning from the MTB-MLE policy which was implemented from Grades 1-3. Grade 5 students were the target learners of the modules of Module Designers 3 and 4 with the assumption that Grade 5 students can already comprehend texts in English hence appreciation will more likely occur. The justifications of the module designers regarding their identification of the grade levels are further elaborated in the Development of Learning Guides section of Chapter 4.

It was to be noted, however, that learner profiles that should have contained socioeconomic status and other relevant demographic information including age, reading level, place of residency, ethnicity, and learning styles of the students from the identified grade levels were not properly documented by UPLB Ugnayan ng Pahinungod. Only the social impact assessment conducted by a group of BS Human Ecology students presented

the socio-demographic characteristics of the households of the learners in READ 2016. In their study, it was observed that the majority of the fathers of the learners were construction workers while majority of the mothers were housewives. Most of the parents' highest educational attainment was graduating from high school.

Data on the overall reading performance of the selected public elementary school nor the reading performance of students per grade level were unavailable. The information regarding reading level of the target learners was only obtained from the pre-test scores of the learners. The pre-test was only composed of a twenty-five item objective English exam. The students' scores in this pre-test became the basis for their groupings for all the READ sessions. The highest scores were assigned in one group. The average scorers were also grouped together, and the lowest scorers also formed one group. It was observed that this type of pre-test has been utilized by the READ program for READ 2018 and 2019.

As mentioned in the Chapter 2 of the study, reading proficiency assessment tools such as Phil-IRI for can be utilized or even adapted to objectively gauge the learner's reading competencies and to identify exceptional learning characteristics. It is important that a valid and reliable tool is used to identify if learners fall under different reading level categories. A written pre-test will not effectively present a grounded reader profile. For example, in Phil-IRI, the assessment tool also is not only limited in utilizing a written test as there were a number of assessments geared to gauge the learner's oral reading, silent reading, and listening comprehension skills in both Filipino and English.

According to the partner teachers, the curriculum for their respective subjects were quite extensive and cannot all be discussed given the limited number of school days. Usually, the class finishes a third or a half of the assigned curriculum content. Both partner

teachers suggested that the latter contents of the curriculum which will no longer be discussed due to time constraints can be included as content of the modules to be designed. This in turn will be beneficial for the learners as they also become exposed with the topics that would not be finished in the formal classroom setting. With the abovementioned needs, a READ program which is supplemental in nature should be considered as the direction of the intervention.

For the volunteer facilitators, participating in the READ sessions had become a good opportunity to develop their knowledge and skills in teaching particularly in facilitation and classroom management as observed during the READ sessions conducted by the researcher and as supported in the interview conducted with the Pahinungod director. With the involvement in the design and implementation components of the READ program, the volunteer facilitators also became aware and more critical regarding essential components of effective reading programs.

In the interviews, the volunteer facilitators mentioned a number of points related to the content and methodologies and teaching-learning systems of reading programs. As per the volunteers, the teaching and learning methods should be experiential and activity-based in nature and the reading program should promote participation and collaboration among the learners. Moreover, the reading program content should be relevant and valuable to the needs of the learners. The learners should also be able to relate to the content of the learning modules. One volunteer also mentioned that the content of the reading program should not be redundant to what the learners are studying in the formal setting, To add, the reading program objectives should be the primary basis for all the components of the program and clear assessment of the competencies of the learners to better develop

materials that are suitable for their needs. Lastly, it was mentioned that consistent funding and support should also be available for the sustainability of the reading program.

Being part of the READ program was also observed to have led to improved social awareness among volunteers as they were exposed to the realities of primary education in the Philippines. The volunteer facilitators were observed to have become more critical about the considerations of what an effective reading program should have depending on the target learners.

However, it was raised that facilitators should be better equipped with knowledge regarding pedagogical approaches and were also expected to be well-prepared in handling learning sessions as teaching specifically in the primary level requires a specific set of attitudes and skills. One volunteer also mentioned that there should be a technical expert present during literacy program implementation specifically for technical topics so that learning success can inevitably occur.

**The criteria to be utilized in deciding the population or community where the program will be implemented**

As previously mentioned in the interview with the UPLB Ugnayan ng Pahinungod director, there were three main considerations in planning a UPLB Ugnayan ng Pahinungod program which were also applied to the READ program. These include the type and level of learning that the volunteers will experience, the type of beneficiaries, and the practicability or the capacity of the office and/or the partners for funding, logistics, and other requirements for effective program implementation.

However, in the interviews with the coordinators, only two practical factors were enumerated to be essential in deciding where the READ program will be implemented: the proximity of the location to BNP and the receptiveness and interest of the school to have the READ program conducted in their area. Because of several constraints, the READ program was mostly facilitated in elementary schools in Los Baños and Bay areas. Schools in Calamba and other towns were no longer considered with the recurring traffic problems. A number of elementary schools which are nearer BNP were also observed to be less enthusiastic in catering externally initiated programs. With this, more elementary schools situated in the Bay Area were targeted.

#### **The type and sources of funding and the measures to be implemented to assure the sustainability of the program**

The budget for the READ program was provided by the specific UPLB office where the volunteer arm was under. For 2018, the READ program was financed by UPLB Ugnayan ng Pahinungod through OVCRE, UPLB. The expenses included the cost of transportation, which was typically jeep rental, the development and reproduction of materials to be used in the READ sessions, and the food of volunteer facilitators during debriefing, as elaborated by the READ coordinators.

UPLB Ugnayan ng Pahinungod was mainly in-charge of the administrative aspect of the READ program. With this, the volunteer arm made sure that sufficient budget was allocated beforehand for arrangements in terms of logistics, which concern contacting and visiting partner schools that will serve as venues for READ implementation and providing food and transportation to the volunteers during READ implementation and debriefing.

In terms of sustainability, UPLB Ugnayan ng Pahinungod programs were to be reviewed at least every five years in terms of social impact (G. Lubuguin, personal communication, October 5, 2018). This, however, was not the case with READ as the program had not been reviewed since its initial implementation. However, the READ program design was revised to ensure that the program can be sustained. In the interviews conducted with READ Program Coordinator 1 who handled the READ program from 2016 to 2017 and READ Program Coordinator 2 1 who handled the READ program from 2018 to present, the READ program was modified and shortened due to the academic calendar shift implemented by UPLB. The start of the first semester in UPLB was moved from June to August while the primary and secondary level schools retained the start of classes in the month of June. This entailed a big adjustment to the READ program as the deployment period which used to start either July to August was moved to October.

The READ program made by Module Designer 1 with 16 modules was designed to run for one entire semester. However, with the academic calendar shift, both the number of modules and sessions needed to be reduced as deployment was only observed to be feasible if the volunteer facilitators have already enrolled and have at least been properly briefed about the READ program and their roles either as main facilitators or co-facilitators as mentioned by the program coordinators. The above-mentioned conditions were typically achieved by the first week of October. Therefore, adjustments were necessary as UPLB Ugnayan ng Pahinungod must make sure that there will be volunteers available during the READ sessions.

**The policies or legislations aligned with the program and the capability of the institution to run the program in terms of mandate, experience, and resource availability**

As mentioned in the overview of UPLB Ugnayan ng Pahinungod programs, the volunteer arm subscribes to the UNESCO definition of literacy that literacy should be instrumental in improving the individual's way of life. Moreover, the READ program rationale was pillared from the Phil-IRI (2004), an informal reading inventory that serves as an assessment tool on the reading proficiency of students. Although not explicitly mentioned in Pahinungod documents, it can be assumed that READ was consistent with the mandates of ECARP, the national reading program for elementary students in the Philippines as Phil-IRI was specifically designed for ECARP assessment. ECARP, on the other hand, was developed from global education policies such the EFA and modified based on MDGs and the more current SDG 4 that focuses on education.

Modifications were done in the READ program when the Philippine educational system adopted the K-12 curriculum and integrated the MTB-MLE policy as mentioned by Module Designer 2 and Module Designers 3 and 4. The READ program by Module Designer 2 was aligned with the MTB-MLE policy, a component of the K-12 program in which the mother tongue of the Kindergarten, Grades 1, 2, and 3 students are utilized in teaching and learning. The learners utilize Filipino as their mother tongue since they reside in Laguna. Because English will be taught in the succeeding years, Filipino translations of English words and vice-versa were included in majority of the modules to facilitate easier comprehension. Module Designer 2 also briefly mentioned the No Student [sic] Left Behind Policy as her basis in focusing on the remedial nature of the reading program. Although not

intensively explained in the interview, the No Student Left Behind Act intends to guarantee that students from public schools accomplish important learning goals as they are guided by well-equipped educators to attend classes in conducive learning environments so they can eventually catch-up with their peers who are doing well in academics.

The READ program should strive to present a more substantial basis to support the significance of the program by properly reviewing and documenting the global, national, and local policies and legislations that it is aligned with. This is vital to verify if the program remains relevant and still addresses the most crucial need of the learners based on current educational trends and contexts.

**The current teaching personnel**

Volunteer facilitators who can either be students, alumni, or faculty volunteers served as the teachers in the READ program. In 2014, guest storytellers were invited by Module Designer 1 to conduct READ sessions. However, the more recent READ sessions mostly involved student and alumni volunteers. In the absence or in the lack of volunteer facilitators, the READ program coordinator takes over. This was observed during one of the sessions attended by the researcher in which only five volunteer facilitators including the program coordinator were present to handle two READ sections.

Thru personal communication with G. Lubuguin on October 5, 2018 and as presented in the first part of the results and discussion section, volunteers were required to undergo skills training before deployment. These trainings, however, were found to be insufficient by READ Program Coordinator 1. READ Program Coordinator 1 admitted that the absence of formal trainings in teaching and pedagogy was very evident during the

READ sessions that she coordinated. Classroom management was specifically mentioned as a problem encountered by the volunteer facilitators due to the behavioral and skills differences of the learners. It was also expressed by Module Designer 2 that most volunteers who are deployed to teach in READ belong to *baby batches* and the volunteers have little to no experience yet in facilitating literacy programs.

### **The existing learning materials or learning materials to be developed**

The learning materials utilized in the READ program were more intensively discussed in the Development of Locally Specific Intended Outcomes and the Development of Learning Guides section of the study.

### **The language spoken by the learners and the language that will be used for instruction**

Since the schools typically tapped to participate in READ were situated in either Los Baños or Bay, Laguna area only, Filipino was the predominant language spoken by the target learners. On the other hand, the modules written by Module Designer 1 and Module Designers 3 and 4 were constructed in English while some of Module Designer 2's modules integrated Filipino. In terms of instruction, all the module designers have recommended the use of both English and Filipino. According to Module Designer 2, since the students have just transitioned from the MTB-MLE, the READ sessions should be taught incorporating English and Filipino. For Module Designer 2, it is important that the reading intervention program is taught using the language they can comprehend better and that direct translations of concepts that they cannot understand are incorporated. During the actual

READ sessions observed, the volunteer facilitators delivered the lessons in both English and Filipino.

This claim by Module Designer 2 is supported by the Chapter 2 of study in which UNESCO (2018) stated that literacy programs should be context and purpose-based. In the justification, the appropriateness of the language to be used for the instruction is key to achieving learning success. Also stated in Chapter 2, learning interventions should be delivered in a language that learners understand particularly the language spoken by the learners in their respective homes as this would lead to better reading comprehension (World Bank, 2019).

### **The program plan at the local level**

According to the program coordinators, UPLB Ugnayan ng Pahinungod initiated communication with the DepEd superintendent of Bay for recommendation and endorsement for READ 2018. However, the superintendent instructed to ask for the approval of the school principal of the target schools. With this, the program coordinators directly coordinated with the principal of the chosen public elementary school to ask for permission to implement the READ program. Afterwards, the principal directed them to the English coordinator of the school since the reading program falls under the coordinator's jurisdiction.

There were no other partners involved in the implementation of the READ program except for UPLB Ugnayan ng Pahinungod and the selected public elementary school.

### **The learning space and community engagement (or participation) in the program planning and implementation**

The READ programs were conducted in the classrooms of the identified partner schools. The READ program had a number of partner schools which included READ Program 2013 venue, READ Program 2017 venue, and READ Program 2018 venue. Only the READ sessions conducted in two Grade 5 sections in the READ Program 2018 venue were observed.

Given that the initial objective of READ was to not just lead to reading development but to the eventual appreciation of the importance of reading, members of the target learners' community can be tapped to assure the success of the READ program. This was attested by Module Designer 2 that reading appreciation will only occur if the extended community of the target learners were involved. This extension of the READ program to the other members of the community, however, were not integrated in the learning modules and were not coordinated to the partner schools.

### **Development of Locally Specific Intended Outcomes**

#### **The person/ team involved in the development of the program objectives and their specific roles**

According to the interviews conducted with the program coordinators, module designers, and volunteer facilitators, the objectives of the READ program were based on the proposed objectives by the module designers or the technical experts appointed to design a new set or modify existing READ modules. These READ objectives were then subjected to the approval of the director.

The feedback from the volunteers who facilitated previous READ sessions were only integrated in the READ module objectives made by Module Designers 3 and 4. Moreover, it is to be noted that the partner schools or teachers were not consulted at all regarding the READ program objectives.

**The nature and types of program and learning objectives and/or outcomes included, and the factors considered in writing them**

Program and learning objectives include goals regarding what the teacher intends to teach or what specific contents should be learned in a given time frame. These objectives can be general or specific and do not necessarily need to be observable or measurable. Moreover, program and learning outcomes as utilized in the OBE paradigm are more learner-centered and performance-oriented. These refer to specific and measurable statements regarding what the learners should know, demonstrate, or value by the end of the program or by end of every lesson respectively. Such is contrary to conventional learning in which program and learning objectives are more teacher-centered.

An effective learning outcome is expected to contain a strong action word partnered with a learning statement of what should be demonstrated which can be knowledge, skill, and/or value and the standard which qualifies a successful demonstration. More importantly, all learning outcomes should be carefully aligned with the program outcome to ensure overall program success.

All the analyzed READ modules utilized the terms program and learning objectives. The READ program objectives were observed to be unrealistic due to the numerous limitations that hindered the program's success. These challenges were mainly caused by

time constraints, unavailability of resources such as reading materials, and lack of collaboration among learners, teachers, school, family, and community of the learners.

In the modules designed by Module Designer 1, the general objective of the READ program was “to actively stimulate reading appreciation among grade three elementary students. To achieve this goal, specific objectives such as the enhancement of reading aptitude and the promotion of independent reading habits among learners were mentioned. The summary of the themes, topics, and lesson objectives integrated in the modules is presented in Table 3.

**Table 3**

*READ 2013 Modules: Summary of Learning Objectives*

LESSONS	SESSIONS	TOPICS	LESSON OBJECTIVES
<b>1. Noting Details</b> <b>Objective:</b> To develop skills in noting important details in a story (i.e., naming words or answers to who, what, when, and where questions).  <b>Theme:</b> Plants and Animals	A	Animals and Naming Words	1. Use at least two vocabulary words in a sentence; and 2. Answer at least two who, what, and where questions related to the story.
	B1	Butterfly Life Cycle	1. Use at least two vocabulary words in a sentence; and 2. Answer at least two who, what, and where questions related to the story.
	B2		1. Define at least three words in the vocabulary section; 2. Use at least two vocabulary words in a sentence; and 3. Illustrate the life cycle of a butterfly.
	C	Photosynthesis	1. Use at least two vocabulary words in a sentence; and 2. Answer at least two who, what, and where questions related to the story.
	D	Flowering Tree	1. Define at least two vocabulary words; and 2. Answer at least two who, what, when, and where questions related to the story.
<b>2. General Significance of a selection</b> <b>Objective:</b> To develop young readers' ability in getting the main idea and general significance of a selection.  <b>Theme:</b> Environmental Awareness	A	Segregate	1. Use at least two vocabulary words in a sentence; and 2. Give the main idea of the selection.
	B	Reuse and Reduce	1. Use at least two vocabulary words in a sentence; and 2. Give the main idea of the selection.
	C	Recycle	1. Use at least two vocabulary words in a sentence; and 2. Give the main idea of the selection.
	D	Saving the Environment	1. Identify the main idea of the story; 2. Use at least two vocabulary words in the sentence; and 3. Describe the three R's of saving the environment.
<b>3. Making Inferences</b> <b>Objective:</b> To develop the young readers' ability in predicting the outcome of a given event and making inferences  <b>Theme:</b> Values Formation	A	Proper Hygiene	1. Use at least two vocabulary words in a sentence; 2. Answer at least two questions of inference; and 3. Arrange the sequence of the events
	B	Punctuality	1. Use at least two vocabulary words in a sentence; 2. Answer at least two questions of inference; and 3. Explain in at least one sentence the cause and effect relationship.
	C	Respect	1. Use at least two vocabulary words in a sentence; 2. Answer questions of inference; and 3. Learn the value of Respect and Courtesy.
	D	Honesty	1. Use at least two vocabulary words in a sentence; and 2. Answer questions of inference.
<b>4. Following directions</b> <b>Objective:</b> To develop the young readers' ability in following directions  <b>Theme:</b> The Community and I	A	Map Reading	1. Use at least two vocabulary words in a sentence; 2. Locate items/places on a map; and 3. Follow directions with the use of map
	B	Road Signs	1. Use at least two vocabulary words in a sentence; 2. Locate items/places on a map; and 3. Follow directions with the use of a map and road signs.
	C	Map-making	1. Make a map based from the given invitation letter.

The READ program by Module Designer 1 was divided into four lessons. In every lesson, one general objective should be accomplished. In every module at least two to three learning objectives were to be accomplished. Upon checking the different types of objectives, it was concluded that most of them were examples of cognitive objectives that cater only to lower levels of learning such as knowledge and comprehension. One common objective in the majority of the modules was the emphasis on vocabulary development. Moreover, in all the modules of Lesson 1, the learner should be able to answer WH questions related to the story that was read. In all the modules of Lesson 2, the learner should be able to give the main idea of the selection while in all the modules of Lesson 3, the learner should be able to answer at least two questions of inference. There were additional specific objectives as well like to arrange the sequence of events in Module 3A, to explain the cause-effect relationship in Module 3B, and to learn the value of respect and courtesy in Module 3C. It is to be noted that only the previously mentioned objective of Module 3C was affective in nature or an objective that focuses on characterization by value. Lastly, the objectives in the modules of Lesson 4 were not limited to cognitive but also integrated psychomotor as well. These objectives included to locate items or places on map and to follow directions with the use of a map for Module 4A, to follow directions and read road signs for Module 4B, and to make a map based on a given invitation letter for Module 4C that focused on the application of comprehension in real, more practical settings.

Overall, the learning objectives did not use specific language regarding the degree of improvement in reading proficiency expected from the learner to be considered as successful upon the completion of the READ program. Since most of the modules focused on vocabulary development, the learning outcomes should be revised to address this

primary goal. Affective objectives were also not explicitly stated even though the READ program by Module Designer 1 also intended to develop independent reading among learners.

All the four objectives stated per lesson can be observed to generally aim to improve the reading proficiency of students particularly the comprehension component. However, performance criteria to assess if the target learners have successfully accomplished the above mentioned learning objectives were not provided.

Module Designer 2 and her team designed a new set of modules that targeted Grade 4 elementary students and was implemented for six READ sessions. In an interview conducted with the module designer, it was mentioned that the appreciation objective of READ as proposed by Module Designer 1 cannot be possible with the limited number of READ sessions and the lack of participation and coordination from the other members of the community, specifically the learners' families. With this, the READ program by Module Designer 2 only focused on remediation with the aim of enhancing the deficient reading skills of the new set of target learners as it was found to be a more realistic and attainable objective given the time frame. To decide on the specific learning objectives to be included per module, Module Designer 2 listed and selected among several learning standards which were based on the DepEd K12 guide that were expected to be attained by Grade 2 to Grade 4 students. Three reading components were prioritized namely, reading comprehension, phonological and word awareness, and vocabulary development.

Module Designer 2's modules had at least two to three learning objectives that should be accomplished by the target learners per module. The summary of the lesson objectives is presented in Table 4.

**Table 4***READ 2017 Modules: Summary of Learning Objectives*

<b>LESSONS</b>	<b>SESSIONS</b>	<b>LESSON OBJECTIVES</b>
<b><i>Paglalarawan ng Sarili at ng Pamilya</i></b>	<b>A1</b>	<ol style="list-style-type: none"> <li>1. Identify the English counterparts of noun words used for self and family;</li> <li>2. Identify the English counterparts of adjectives used for describing a person or a place; and</li> <li>3. Read descriptive sentences using the English words introduced in this module (use of be-verb).</li> </ol>
<b><i>Paglalarawan ng mga pang araw-araw na gawain</i></b>	<b>A2</b>	<ol style="list-style-type: none"> <li>1. Remember the English counterparts of nouns commonly used every day;</li> <li>2. Identify the English counterparts of verbs commonly used every day; and</li> <li>3. Read action sentences using the English words introduced in this module (use of action verbs).</li> </ol>
<b><i>Pareho at Salungat,</i></b>	<b>A3</b>	<ol style="list-style-type: none"> <li>1. Give the meaning of words in stories presented through real objects and illustrations, demonstrations, and context clues;</li> <li>2. Recognize words that mean the same; and</li> <li>3. Recognize words that have opposite meaning.</li> </ol>
<b><i>Ang Pagtulong sa Kapwa</i></b>	<b>A4</b>	<ol style="list-style-type: none"> <li>1. Identify the basic sequence of events in the form of answering questions to clarify understanding before, during and after reading;</li> <li>2. make relevant predictions about stories in the form of answering questions to clarify understanding before, during and after reading; and</li> <li>3. Use of a/an and the.</li> </ol>
<b><i>Ako at ang mga Bagay sa Aking Paligid</i></b>	<b>B1</b>	<ol style="list-style-type: none"> <li>1. Read a text and be able to:               <ol style="list-style-type: none"> <li>1. Sequence 3 events</li> </ol> </li> </ol>

		<ol style="list-style-type: none"> <li>2. Describe literary elements of texts including characters setting and plot</li> <li>3. Make and confirm predictions about texts</li> </ol> <ol style="list-style-type: none"> <li>2. Read words with short o sounds in CVC pattern and phrases and sentences containing these words</li> <li>3. Classify common words into conceptual categories (e.g. animals, foods, toys)</li> </ol>
<b>Masaya ang Magbahagi</b>	<b>B2</b>	<ol style="list-style-type: none"> <li>1. Show understanding of meaning of words with initial consonant blends through drawing, actions, and using them in sentences; and</li> <li>2. Note details in a given text.</li> </ol>
<b>Using context clues</b>	<b>C1</b>	<ol style="list-style-type: none"> <li>1. Identify different meanings of content specific words; and</li> <li>2. Use context clues to find the meaning of unfamiliar words.</li> </ol>
<b>Understanding root words and affixes</b>	<b>C2</b>	<ol style="list-style-type: none"> <li>1. Explain the meaning of commonly used affixes;</li> <li>2. Identify the meaning of unfamiliar words using affixes; and</li> <li>3. Use prefixes and suffixes to construct new words</li> </ol>
<b>Making inferences and/or drawing conclusions</b>	<b>C3</b>	<ol style="list-style-type: none"> <li>1. Make sound inferences based on the details of the short texts;</li> <li>2. Arrive at overall conclusions as suggested by the details of the short texts.</li> </ol>
<b>Evaluating informational texts</b>	<b>C4</b>	<ol style="list-style-type: none"> <li>1. Identify a variety of informational texts; and</li> <li>2. Evaluate the purposes of a variety of informational texts using signal words; and</li> <li>3. Write a paragraph using a chosen variety of informational texts.</li> </ol>
<b>Understanding the main ideas</b>	<b>C5</b>	<ol style="list-style-type: none"> <li>1. Understand the main ideas of the text; and</li> <li>2. Use context clues to find the meaning of unfamiliar words.</li> </ol>

For the first two sets of modules, it can be observed that the majority of the objectives focused on word awareness or recognition and vocabulary. Also, the objectives were not limited to the accomplishment of reading learning standards as language learning standards were also integrated. With the numerous explicit and implicit activities and the limited time, the mastery of the required standards failed to be accomplished.

It can be concluded that majority of the objectives in the modules by Module Designer 2 somehow fit the criteria of learning outcomes. Some of which addressed lower cognitive knowledge and skills like reading, identifying, remembering, recognizing, and classifying while the others address higher cognitive skills such as applying the concepts, explaining, inferring, concluding, and predicting. However, there were learning objectives which were not specific, prone to different interpretations, and difficult to measure like knowing, noting, and showing which should be revised to be more aligned with the rest of the outcomes.

Module Designers 3 and 4 designed the last batch of modules to be analyzed which were pillared from the K to 12 Basic Education Curriculum for Grade 5 students as mandated by DepEd. As per the grade level standards for the First Quarter, the target learners are expected to listen critically to different text types, express ideas logically in oral and written forms; and demonstrate interest in reading to meet various needs. For the Second Quarter, the Grade 5 K to 12 Basic Education Curriculum mentioned that learners are expected “to listen critically to news reports and other radio broadcasts and expresses ideas accurately in oral and written forms; demonstrates confidence in the use of the language to meet every day needs; and reads independently and gets relevant information from various text types.”

The following learning competencies were enumerated and integrated by Module Designers 3 and 4 in the READ 2018 modules: “1. Infer feelings and traits of characters in a story, 2. Make inferences, draw inclusions, and make generalization, 3. Identify setting, character, and plot, 4. Analyze figures of speech, 5. Character, plot, theme, and point of view [sic], 6. Sequencing [sic], 7. Identify main idea, 8. Distinguish text types according to purpose.”

It can be observed that the six learning modules designed by Module Designers 3 and 4 were based from the reading comprehension standards explicitly mentioned in the Grade 5 K to12 Basic Education Curriculum which were to be accomplished during Weeks 2 to 10 of the First Quarter and Weeks 1 to 7 of the Second Quarter. The READ 2018 program was designed to function as a remedial program to supplement what was recently learned in the formal classroom setting as the program implementation started during the month of October which was already four months since the start of classes in public elementary schools. The summary of the lesson objectives is presented in Table 5.

**Table 5**

*READ 2018 Modules: Summary of Learning Objectives*

LESSONS	SESSIONS	TOPICS	LESSON OBJECTIVES
<b>MODULE 1 FIGURES OF SPEECH</b>	A		1. to understand and create statements with figures of speech.
	B		1. to distinguish the four types of figures of speech and understand statements with figures of speech.
	C		1. to distinguish the difference between simile and metaphor and understand statements with the two most common figures of speech.
<b>MODULE 2 ELEMENTS OF A STORY</b>	A		1. to analyze elements of a story and elements of a plot through a graphic organizer.
	B	Understanding setting, character, plot	1. to describe the elements of the story 2. to identify the parts of the story according to plot
	C		1. to identify elements of a story.
<b>MODULE 3 IDENTIFYING MAIN IDEAS AND SUPPORTING DETAILS</b>	A		1. to explain the relationship of main ideas and supporting details and create an outline of a given passage
	B		1. to identify the main idea of each paragraph
	C		1. to understand the importance of main ideas in a text and identify main ideas in a paragraph.
<b>MODULE 4 SEQUENCING OF EVENTS</b>	A		No objective mentioned
	B		No objective mentioned
	C		1. to understand the importance of main ideas in a text and sequence sentences/events to create a story
<b>MODULE 5 INFERRENCING &amp; PREDICTING OUTCOMES</b>	A		1. to predict outcomes of a story and justify inferences from previous events.
	B	Making Inferences and Drawing Conclusions	1. to infer and draw conclusions soundly based on the read text.
	C	Inferencing	1. to make simple inferences based on texts.
<b>MODULE 6 EVALUATING INFORMATIONAL TEXTS</b>	A		1. to identify a variety of informational texts; and 2. to distinguish text-types according to purpose
	B	1.	1. to identify a variety of informational texts; and 2. to distinguish text-types according to purpose
	C		1. to identify texts as cause and effect and problem and solution; and 2. to evaluate the purposes of a variety of informational texts using signal words; and

Module Designers 3 and 4 constructed three different types of READ modules per session. The content of the modules, specifically the learning objectives, were dependent on the reading group of the students. Upon the evaluation of the results of the pre-test, the students were classified into three groups: Group A for students who scored the highest in the pre-test and with competency of a Grade 5 to 6 student, Group B for students with competency of a Grade 4 to 5 student, and Group C for students who scored the lowest in the pre-test with competency of a Grade 3 to 4 student. Although this reader profiling can be seen as a strategy that intended to address the individualized needs of the learners, the diagnostic tool used in identifying their reading level was just a twenty-five item written test which was not sufficient to gauge the reading level of the students. There was no clear basis for the categorization to Grade 3 to 4 level, Grade 4 to 5 level, or Grade 5 to 6 level except for the raw scores in the pre-test.

Learning objectives that involved higher order thinking skills were given to the students who scored higher in the pre-test while learning objectives targeting lower order thinking skills were assigned to the students who scored lower in the pre-test. For example, in Module 1, Group A was tasked to create statements with figures of speech while Group B were only expected to distinguish figures of speech from each other with Group C only limited to two types of figures of speech. For Module 2, Group A was tasked to analyze the elements of the story while Groups B and C were asked to accomplish less complex objectives which were to identify only selected elements of the story such as the character, setting, and plot and to define the different elements of a story, respectively. This is the same case with Module 3 as Group A had two learning objectives which included to identify

the main idea and to practice outlining while the other target learners were expected to just identify the main idea. Also, in Module 5, Group A had to make inferences and draw conclusions and Group B had to predict outcomes and generalizations while Group C was to accomplish only one main objective which was to draw inferences. For Module 6, both Groups A and B had the same topic which was distinguishing text-types according to features while Group C was expected to learn about cause and effect only.

**Development of Learning Guides**

**The person/ team involved in the development of the learning guides and their specific roles**

The first set of READ modules analyzed was created by Module Designer 1 who was also the proponent of the READ program and the Pahinungod Director during the first year of READ's implementation. Module Designer 1 who is an education specialist worked with the 2012-2014 READ program coordinator.

Module Designer 2 and her team of English language instructors were tasked to design the second batch of READ modules analyzed in 2017. Module Designer 2 did not revise Module Designer 1's modules but designed an entire new set of modules. Volunteer facilitators and the 2016 to 2017 program coordinator, READ Program Coordinator 1 were also involved in the module-making as their feedback were collected and at some point became the basis of Module Designer 2 and her team for the construction and revision of the succeeding modules. These data were retrieved from the interviews conducted with Module Designer 2 and READ Program Coordinator 1.

Module Designers 3 and 4 were volunteer facilitators involved in the READ program in 2016 and 2017 and are currently senior high school language instructors. The pair was tasked to develop the modules which were implemented in 2018. Feedback collected from the current READ program coordinator, READ Program Coordinator 2, and the 2018 student volunteer facilitators became the basis of Module Designers 3 and 4 for the construction and revision of the succeeding modules.

According to the interviews conducted with READ volunteer facilitators who participated in 2018, two team leaders were assigned to review the modules made by Module Designers 3 and 4 before these were distributed to the assigned volunteer facilitators.

### **The framework used in the development of learning guides**

The three sets of READ modules utilized the participatory approach and the experiential learning and teaching framework. As presented in the RRL, with the participatory nature of the sessions, the learners become more productive and involved in the learning process as their insights are integrated in the lessons which lead to realizations regarding the relevance of learning in their lives. Furthermore, the approach has been continuously utilized as a learning and teaching framework because it demonstrates strategies that positively impact and empower learners individually and collectively.

The educational framework utilized was ADIDS. The different components of ADIDS were first discussed in the RRL part of the study. The activity serves as an introduction for the topic as it aims to activate the background knowledge of the learners to gain their interest and to establish that their inputs are vital in the learning and teaching process. This

is followed by a discussion in which the activity is elaborated and the knowledge and experiences gained by the learners are processed. The discussion is then followed by the input part or the presentation of the concepts usually unfamiliar or new to the students which are related to the lesson. In the deepening part of the lesson, exercises are given to assure that the learners are able to comprehend the concepts previously introduced. This is then followed by the synthesis part which ideally should not just summarize the lessons but allow feedback among the learners regarding what they have learned and how can they incorporate it in their own lives. Evaluation is also integrated specifically when the synthesis part is only limited to a summary of the session. The strategies in evaluation can be quantitative but in the case of the READ modules, these are usually qualitative methods that can assess if learning success has been achieved. ADIDS is the trademark of UPLB Ugnayan ng Pahinungod literacy programs and has been utilized by the volunteer arm since 1994.

Activity-Discussion-Input-Deepening-Evaluation (ADIDE) was the framework for Module Designer 1. For Module Designer 1, the activity served as an introduction of the concept to be discussed. On the other hand, Module Designer 2 focused on Activity-Discussion-Input-Deepening-Synthesis for her modules. Lastly, Activity-Discussion and Input-Deepening –Synthesis was the basis of the design of the modules made by Module Designers 3 and 4.

According to the interview with partner teachers, the delivery of the READ programs was commendable as the learners preferred more interactive delivery of the lessons as the volunteer facilitators usually start with an ice-breaker activity to activate the schema of the learners and gain their interest in the lesson. This, however, was also seen as a challenge

by some volunteer facilitators as the behavior of the learners change when asked to do activities which were more kinesthetic in nature. This was mentioned as instances when classroom management became a challenge.

The specific components of the ADIDS framework as utilized in the three sets of modules are presented in Tables 6-8 below.

**Table 6***READ 2013 Modules: ADIDS Summary*

	<b>Activity</b>	<b>Discussion</b>	<b>Input</b>	<b>Deepening</b>	<b>Evaluation</b>
Lesson 1A	-sharing of knowledge and experiences with pets - answering WH questions -introducing vocabulary words -storytelling with interaction like sound imitation when a word is mentioned	-answering WH questions Typically who, what or when that will assess the knowledge and comprehension level of the students after the storytelling session.	- reciting and spelling the vocabulary words -defining or describing the words based on the students' own understanding -introducing the concept "naming words" or nouns -giving more examples	- singing an action song -another interactive story telling with the same theme as the first story incorporating students' ideas in the events of the story and drawing the main character -answering comprehension questions	-answering of a paper and pencil test based on the story from the deepening part to assess students' comprehension (5 questions)
Lesson 1B (first part)	-showing images -coloring -sharing about the image that they colored -introducing vocabulary words -storytelling	-answering WH questions -Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session. -How and Why questions are also present here.			
Lesson 1B (second part)	-singing of action song -recapping vocabulary words from last session -introducing the input	-reviewing the unfamiliar terms introduced in the previous story	-discussing the different stages in the life of a butterfly	-arranging the different stages in the life of a butterfly	-answering a five-item multiple choice test and choosing the definition of terms from a word box provided

					The terms were previously encountered by the students in the list of vocabulary words, discussion, input, and deepening parts. (5 items)
Lesson 1C	<ul style="list-style-type: none"> <li>-sharing of knowledge and experiences with flowers</li> <li>-asking if they have seen a particular flower, ylang-ylang and showing of images</li> <li>-introducing vocabulary words</li> <li>-storytelling</li> </ul>	<ul style="list-style-type: none"> <li>-processing of the knowledge and experiences shared - Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session.</li> <li>-How and Why questions are also present here.</li> </ul>	<ul style="list-style-type: none"> <li>-discussing the terms flowering and non-flowering plants and providing examples for each category</li> </ul>	<ul style="list-style-type: none"> <li>-No deepening strategies were mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>-answering of a paper and pencil test based on the story from the deepening part to assess students' comprehension (5 questions)</li> </ul>
Lesson 1D	<ul style="list-style-type: none"> <li>-sharing of knowledge and experiences with gardens</li> <li>-showing pictures of what can be seen in a garden</li> <li>-introducing vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>-processing of the knowledge and experiences shared</li> </ul>	<ul style="list-style-type: none"> <li>-dividing the class into three groups and coloring the assigned worksheets per group</li> <li>-utilizing the colored worksheets for the discussion regarding the relationship of people, plants, carbon dioxide, oxygen, and water by pasting them on the board</li> <li>-providing visual aids to support the</li> </ul>	<ul style="list-style-type: none"> <li>-discussing the importance of plants/trees/flowers</li> <li>-discussing how to care for plants</li> </ul>	<ul style="list-style-type: none"> <li>-answering of a paper and pencil test</li> <li>The terms were previously encountered by the students in the list of vocabulary words, input, and deepening parts. (4 questions)</li> </ul>

			<p>previously introduced vocabulary words</p> <ul style="list-style-type: none"> <li>-integrating activities like inhaling and exhaling</li> <li>- answering WH questions</li> </ul>		
Lesson 2A	<ul style="list-style-type: none"> <li>-sharing of knowledge and experiences about garbage and wastes</li> <li>-answering WH questions</li> <li>-asking about segregation</li> <li>-introducing vocabulary words</li> <li>-interactive storytelling</li> </ul>	<ul style="list-style-type: none"> <li>-processing of the knowledge and experiences shared - Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session.</li> </ul>	<ul style="list-style-type: none"> <li>-discussing the importance of segregating wastes</li> <li>-introducing the main idea</li> </ul>	<ul style="list-style-type: none"> <li>-connecting the concept of garbage as main idea and the different types of garbage as supporting details</li> </ul>	<ul style="list-style-type: none"> <li>-answering of a paper and pencil test</li> <li>The terms were previously encountered by the students in the list of vocabulary words, input, and deepening parts. (4 questions)</li> </ul>
Lesson 2B	<ul style="list-style-type: none"> <li>-recapping vocabulary words from last session</li> <li>-giving examples of what can be reused and recycled</li> <li>-introducing vocabulary words</li> <li>-storytelling</li> </ul>	<ul style="list-style-type: none"> <li>-processing of the knowledge and experiences shared</li> <li>Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session.</li> </ul>	<ul style="list-style-type: none"> <li>-defining the 3Rs</li> </ul>	<ul style="list-style-type: none"> <li>-answering WH questions based on the story</li> <li>-answering a sequencing activity</li> </ul>	<ul style="list-style-type: none"> <li>-answering of a paper and pencil test</li> <li>-defining the vocabulary words</li> <li>-identifying the moral lesson</li> </ul>
Lesson 2C	<ul style="list-style-type: none"> <li>-showing examples of things that can be found in the household that can be recycled and samples of recycled materials</li> <li>-introducing vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>-processing of the knowledge and experiences shared</li> <li>Typically who, what, when, and where that will assess the knowledge and comprehension level</li> </ul>	<ul style="list-style-type: none"> <li>-recapping segregating, reusing, and reducing</li> <li>-explaining the importance of recycling to the environment</li> </ul>	<ul style="list-style-type: none"> <li>-No deepening strategies were mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>-answering of a paper and pencil test</li> <li>-defining the vocabulary words</li> </ul>

	-storytelling	of the students after the storytelling session			
Lesson 2D	-recapping vocabulary words and the story from last session -letting students define 3Rs using their own words -drawing to introduce the story -introducing vocabulary words -storytelling	-processing of the knowledge and experiences shared Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session	-No input strategies mentioned.	-reviewing all the concepts introduced from Lessons 2A to 2C	-answering an assessment which asks the students to choose the correct word that would answer questions from a word box  Synthesis -posting an earth and attaching images that will emphasize what will happen of the 3Rs are implemented
Lesson 3A	-sharing of knowledge and experience regarding practices of students in terms of hygiene -matching items to the items in another column -introducing vocabulary words -storytelling	-processing of the knowledge and experiences shared Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session.	-enumerating different ways to observe proper hygiene -introducing sequencing of events	-answering a sequencing activity	-answering a sequencing activity
Lesson 3B	-sharing of knowledge and experience regarding practices done by the students before sleeping -recapping vocabulary words and the story from last session -introducing vocabulary words -storytelling	-answering WH questions -Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session. -How and Why questions are also present here.	-introducing cause and effect and enumerating examples	-answering two sets of cause and effect activity (multiple choice, pictures)	-answering a cause and effect activity

Lesson 3C	-presenting images and letting student assess if the situations are good or bad -introducing vocabulary words -storytelling	-answering WH questions -Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session. -How and Why questions are also present here.	-introducing and elaborating the concept of respect	-enumerating examples of situations that manifest respect	-answering an assessment which asks the students to choose the correct letter that would answer questions from a word box -defining the vocabulary words
Lesson 3D	-answering a puzzle -introducing vocabulary words -storytelling	-mostly answering Why questions	-introducing and elaborating the concept of honesty	-enumerating situations and asking students what they will do	-answering of a paper and pencil test -identifying the vocabulary words
Lesson 4A	-sharing of knowledge and experience regarding where the students live -introducing vocabulary words -storytelling with interaction by labeling selected places	-answering WH questions -Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session. -labeling	-discussing the uses of a map and how to use a map	-creating a map as guided by the volunteer facilitator	-answering of a paper and pencil test based on the story
Lesson 4B	-recapping vocabulary words and the story from last session -creating a map based on written instructions	-answering WH questions -Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after	-discussing the need to follow road signs	-matching of road signs and their meanings	

		the storytelling session. -How and Why questions are also present here.			
Lesson 4C	-recapping vocabulary words and the story from last session -sharing of knowledge and experience regarding road signs -introducing vocabulary words -storytelling				-answering of a paper and pencil test -defining the vocabulary words

		the storytelling session. -How and Why questions are also present here.			
Lesson 4C	-recapping vocabulary words and the story from last session -sharing of knowledge and experience regarding road signs -introducing vocabulary words -storytelling				-answering of a paper and pencil test -defining the vocabulary words

**Table 7***READ 2017 Modules ADIDS Summary*

	<b>Activity</b>	<b>Discussion</b>	<b>Input</b>	<b>Deepening</b>	<b>Synthesis</b>
Lesson A1	-drawing events provided by the facilitator	-processing of the knowledge and experiences shared Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session. -answering WH questions on English counterparts of Filipino terms -answering WH questions that will introduce adjectives and linking verbs	-discussing and enumerating examples of nouns and its special cases, pronouns, and the use of apostrophe for possessive form -answering a quiz on meanings of certain nouns -discussing and enumerating examples of adjectives -answering a quiz on noun phrases with adjectives *Answers are basically just Filipino translations. -discussing descriptive sentences with Subject-verb-linking verb sentence pattern	-independent reading -answering WH questions	-summarizing what were discussed in the input part
Lesson A2	-answering a sequencing activity and telling a story about it (10 items to sequence)	-processing of the knowledge and experiences shared Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after	-reviewing examples of nouns and its special cases, pronouns, and the use of apostrophe for possessive form -answering a quiz by constructing a	-drawing of events	-summarizing what were discussed in the input part

		<p>the storytelling session.</p> <ul style="list-style-type: none"> <li>-answering WH questions on English counterparts of Filipino terms</li> <li>-answering WH questions that will introduce sentence structure</li> </ul>	<p>sentence in English based on the images</p> <ul style="list-style-type: none"> <li>-discussing verbs</li> <li>-discussing sentences with subject-verb-sentence pattern</li> </ul>		
Lesson A3	<ul style="list-style-type: none"> <li>-independent reading</li> <li>-drawing the items related to the story</li> </ul>	<p>-processing of the knowledge and experiences shared</p> <p>Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session.</p> <ul style="list-style-type: none"> <li>-answering WH questions on English counterparts of Filipino terms</li> </ul>	<ul style="list-style-type: none"> <li>-discussing the different ways of understanding meanings</li> <li>-discussing and enumerating synonyms and antonyms</li> </ul>	-drawing as stated	-summarizing what were discussed in the input part
Lesson A4	-independent reading	<ul style="list-style-type: none"> <li>-answering WH questions</li> <li>-Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session.</li> <li>-How and Why questions are also present here.</li> </ul>	<ul style="list-style-type: none"> <li>-discussing sequencing of events</li> <li>-discussing the use of a/an and the</li> </ul>	-drawing and sequencing	-summarizing what were discussed in the input part

		-Answering WH questions that will introduce the use of articles a and the			
Lesson B1	-classifying words that belong to animals, food, and toys	-answering WH questions -Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the activity. How and Why questions are also present here.	-enumerating the Filipino translations of animals, food, and toys -independent reading -answering WH questions that will introduce the elements of a story -discussing the elements of a story	-drawing elements of a story	-summarizing what were discussed in the input part
Lesson B2	-independent reading -drawing of the elements of the story	- answering WH questions -Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the activity. -introducing words with initial consonant blends	-discussing the elements of a story -discussing words with initial consonant blends and their Filipino translations	-independent reading -answering the elements of the story and three words with initial consonant blends	-summarizing what were discussed in the input part
Lesson C1	-independent reading -drawing of assigned words and showing them to the class	- answering WH questions -Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the activity.	-discussing context clues and its different types -discussing words with different meanings	-pair activity on words with different meanings	-summarizing what were discussed in the discussion and input part

		<p>How and Why questions are also present here.</p> <ul style="list-style-type: none"> <li>-introducing myths</li> <li>-defining words from the story which are difficult to understand</li> <li>-introducing context clues</li> </ul>			
Lesson C2	<ul style="list-style-type: none"> <li>-independent reading</li> <li>-identifying the root word, synonym, and affix of the underlined words</li> </ul>	<ul style="list-style-type: none"> <li>- answering WH questions</li> <li>-Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the activity.</li> </ul> <p>How and Why questions are also present here.</p> <ul style="list-style-type: none"> <li>-introducing root words and affixes (prefixes and suffixes)</li> </ul>	<ul style="list-style-type: none"> <li>-discussing root words and affixes (prefixes and suffixes)</li> <li>-answering an activity (quiz) on affixes</li> </ul>	<ul style="list-style-type: none"> <li>-giving the meanings of words printed on assigned cards</li> <li>-answering a quiz by giving the meaning of underlined words</li> </ul>	<ul style="list-style-type: none"> <li>summarizing what were discussed in the input part</li> <li>-giving an assignment (multiple choice type)</li> </ul>
Lesson C3	<ul style="list-style-type: none"> <li>-showing images</li> <li>-answering WH questions</li> </ul>	<ul style="list-style-type: none"> <li>- answering WH questions</li> <li>-Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the activity.</li> </ul> <p>How and Why questions are also present here.</p> <ul style="list-style-type: none"> <li>-introducing inference and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-discussing inference and conclusion</li> <li>-independent reading</li> </ul>	<ul style="list-style-type: none"> <li>-answering a quiz on inference and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-showing an image and asking students for their inference and conclusion</li> </ul>

Lesson C4	<ul style="list-style-type: none"> <li>-independent reading</li> <li>-identifying the writing techniques used in informational texts</li> </ul>	<ul style="list-style-type: none"> <li>-processing of the knowledge and experiences shared</li> <li>Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after reading.</li> <li>-introducing informative texts</li> </ul>	<ul style="list-style-type: none"> <li>-discussing informative texts and its varieties</li> <li>-giving more examples</li> </ul>	<ul style="list-style-type: none"> <li>-writing their own paragraph which is informative in nature</li> </ul>	<ul style="list-style-type: none"> <li>-summarizing what were discussed in the discussion and input part</li> </ul>
Lesson C5	<ul style="list-style-type: none"> <li>-independent reading</li> <li>-answering WH questions</li> </ul>	<ul style="list-style-type: none"> <li>processing of the knowledge and experiences shared</li> <li>Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after reading.</li> <li>-defining words from the passage which are difficult to understand</li> <li>-reviewing context clues</li> <li>-introducing main idea</li> </ul>	<ul style="list-style-type: none"> <li>-discussing context clues and its different types</li> <li>-discussing the main idea and supporting details</li> </ul>	<ul style="list-style-type: none"> <li>-independent reading</li> <li>-answering an activity on identifying the main idea and supporting details</li> </ul>	<ul style="list-style-type: none"> <li>-summarizing what were discussed in the discussion and input part</li> </ul>

**Table 8***READ 2018 Modules ADIDS Summary*

	<b>Activity</b>	<b>Discussion and Input</b>	<b>Deepening</b>	<b>Synthesis</b>
Lesson 1A	-acting out the noun or the verb selected (charade) -constructing a sentence from word pairs	-defining and giving examples of different figures of speech	-storytelling -answering WH questions with answers that are or related to figures of speech	-summarizing the Importance of learning figures of speech
Lesson 1B	-Same as A with the same set of words as well	-Same as A	-Identifying the type of figure of speech by a quiz	-Same as 1A
Lesson 1C	-Same as A but easier set of words	-Same as A but only limited to simile and metaphor	-Identifying the type of figure of speech (between simile and metaphor) by a quiz	-Same as 1A
Lesson 2A	-independent reading -defining vocabulary words -drawing of story map	-answering WH questions on importance of character, setting, and plot -defining the different elements of a story and introducing the Freytag's pyramid	-retelling the story utilizing the elements based on the Freytag's pyramid	-discussing the importance of identifying and describing the elements of a story
Lesson 2B	- showing images and using adjectives to describe the images (five senses)	-processing of the knowledge and experiences shared -recapping the concepts learned from the previous session -defining the different elements of a story and introducing the Freytag's pyramid	-independent reading -discussing and identifying the different elements of a story	-Same as 2A

Lesson 2C	-creating a story from the provided names, places, and verbs with the assistance of the facilitator	-processing of the knowledge and experiences shared during story creation -defining the different elements of a story and introducing the Freytag's pyramid	-Independent reading -discussing and identifying the conflict	-Same as 2A
Lesson 3A	-independent reading -matching the images provided to the underlined word -identifying what the main idea is from the different sentences provided	-defining a main idea -defining an outline	-constructing a sentence outline from the sentences provided -creating a title -discussing the correct answer	-summarizing the importance of outlining and having and knowing the main idea
Lesson 3B	-independent reading (by read aloud) -identifying main idea of paragraphs and removing unnecessary sentences -providing a title	-processing of the knowledge and experiences shared Typically who, what, when, and where that will assess the knowledge and comprehension level of the students after the storytelling session. -introducing the main idea -discussing the main idea	-independent reading -identifying the main idea per paragraph and title of the passage	-summarizing the Importance of main idea and supporting details and the title
Lesson 3C	-constructing a paragraph from sentences contributed by each member of the group -constructing paragraph from a sentence started by one student and continued by the facilitator	-comparing and contrasting the two constructed paragraphs -defining and identifying the main idea	-independent reading -identifying the main idea in the different paragraphs and options provided -identifying titles in the different paragraphs and options provided	Same as 3B

Lesson 4A	-sharing of knowledge and experiences about practices after waking up in the morning and before going to school	-introducing sequencing of events and its importance	-independent reading -answering a sequencing activity	-summarizing the Importance of sequencing
Lesson 4B	-same as 4A	-same as 4A	-same as 4A except for the arranging sentences from a previously read story	-same as 4A
Lesson 4C	-sequencing of images provided -storytelling of the sequenced story	-sharing of knowledge and experience regarding sequencing -defining and identifying the main idea	-answering a sequencing activity based on the previous story	-same as 4A
Lesson 5A	-conducting a pair activity to evaluate students' inferencing	- sharing of knowledge and experience regarding inferencing -discussing inferencing	-answering an inferencing activity	-summarizing the importance of inferencing and giving examples
Lesson 5B	-independent reading - drawing of the ending then showing the drawing to the group	- sharing of knowledge and experience regarding inferencing -discussing inferencing	-independent reading -answering an inferencing activity	-answering an inferencing activity
Lesson 5C	-independent reading of short passages and guessing who said the statement	- sharing of knowledge and experience regarding inferencing -discussing inferencing	-drawing an ending of the passage -sharing to the group	-summarizing the importance of inferencing and giving examples

Lesson 6A	-filling out a table provided to assess knowledge on informational texts	- sharing of knowledge and experience regarding informative text -discussing informative text and its varieties	-writing paragraphs which are informational in nature	Not explicitly provided
Lesson 6B	-same as 6A	-same as 6A	-identifying the variety of informational texts utilized in the paragraphs	
Lesson 6C	-answering an activity on cause and effect	-same as 6A	-matching cause and effect -identifying problem and solution	

It was also deemed important that the reading model utilized in READ is properly identified. The program coordinators nor the module designers were not able to properly enumerate and elaborate reading theories and models incorporated in the READ modules. With this, the researcher provided an analysis of the possible theories and models incorporated based on the data gathered. Although not explicitly mentioned in the learning modules nor in the interviews, it was observed that most READ modules were guided by the Interactive Reading Model (IRM) developed by Rumelhart in 1977. IRM is a combination of bottom-up and top-down models as both the learner's background knowledge and knowledge on word structures are deemed important in comprehending the text. This IRM model is observed in the ADIDS format of the READ modules. Additionally, based on Rosenblatt (1986), reading should involve transactions between the reader and the text as it is only thru these types of transactions can meanings be derived. The Transactional Theory highlights a "reciprocal, mutually defining relationship" between the reader and the text. Reading aloud, activating background knowledge, asking questions, and making connections were present in most READ modules which are all strategies that fall under transactional reading theory. This is supported by the review of theoretical foundations and principles of language and/or literacy education presented in the Chapter 2 of this study.

Regarding reading theories, the READ modules were a combination of traditional, cognitive, and metacognitive views as defined and elaborated in the Chapter 2 of this study. Although integrating both cognitive and metacognitive strategies as well, the traditional view is most prevalent in the READ modules by Module Designer 1 and Module Designer 2 as a number of sub-skills were to be attained by the learners first for comprehension to occur. The READ modules designed by Module Designers 3 and 4 cater to more cognitive and metacognitive views. Background knowledge of the learners was considered to be vital as

consistent with the cognitive view. The READ modules by Module Designers 3 and 4 also allow the learners to identify text purpose, identify text type, evaluate characters and other elements of the text, evaluate author's intent, and predict events that will happen which are all consistent to the different metacognitive strategies as enumerated by Klein et.al (1991).

### **The identification of culminating outcome and the criteria/ indicators required to accomplish the culminating outcome**

The READ program did not explicitly utilize the term culminating or exit outcome, a concept typically used in the OBE paradigm. The term refers to the final outcome to be accomplished by the students before the end of the end of the reading program to assess learning success.

Although used to assign students with a course grade and usually with a grading system as model, the summative assessment method for the READ program, was simply designed to verify if the students have improved. All the three sets of READ modules only required the accomplishment of a post-test after all the modules have been implemented.

The READ 2018 post-test is composed of twenty-five item objective exam (See Appendix AD). Six learning competencies were to be gauged. In Items 1-4, a story was provided to assess if the learning competency of the learners related to the main idea and supporting details was present. Answering WH questions based on the previously read story was the format and identifying elements of a story was the learning competency to be gauged. Still utilizing the same story, Items 10-12 were presented in multiple choice format to verify if the learners are already capable of predicting outcomes. For Items 13-17, the learning competency in sequencing events was verified by placing the events in correct

sequence. A new passage was provided for Items 18-22 and Items 23-35. The learning competencies gauged were on distinguishing figures of speech and text types.

Other than the post-test, no exit or culminating outcome was required to be accomplished.

**The different types of learning strategies and assessments and the criteria/ indicators required to accomplish the selected types of learning assessments**

All the analyzed READ programs were observed to have utilized a pre-test that served as a diagnostic assessment and a post-test which served as a summative assessment. The diagnostic assessment or pre-assessment which was facilitated one session before the actual READ program implementation was conducted to assess the knowledge and skills of the students prior to the READ program. For the modules designed by Module Designer 2 and Module Designers 3 and 4, the scores of the students in the pre-assessment became the basis of the groupings of the students and what modules will they be assigned to.

On the other hand, the post-test or summative assessment which was facilitated one session after the end of the READ program implementation was conducted to assess if the knowledge and skills of the students have improved after the READ program. Summative assessments are utilized as measurement of student learning, skill acquisition, and achievement. Usually given at the end of the program period, summative assessments intend to measure if the students have learned what they were expected to learn. Increase in the post-test scores as compared to the pre-test scores signified learning success which in the long run was also equated to program success. The READ pre-test which was also

the same as the post-test was composed of a twenty-five item, objective type of pre-test which utilized multiple choice

Formative assessments or assessments for learning strategies were also evident in all the three sets of modules. These types of assessment intended to gauge student learning during the instruction and were formulated to give the students a chance to demonstrate their comprehension. Numerous types of formative assessments or the preliminary strategies to develop instruction were present in the modules. These types of assessment as observed in the evaluated modules were implemented to monitor comprehension, learning needs, and academic progress of the students.

Module Designer 1 integrated a number of formative assessments in the activity part of the modules. These included oral questioning, guided and interactive storytelling, and choral response. Oral questions involved questions that guide the students to share their current knowledge and experiences on the topic before it was discussed. Although some question sets included why and how questions, most questions in this part catered more on the lower-order of thinking since the questions simply intended to activate the background knowledge of the students. These oral questions were also utilized to review the students regarding the topics discussed in the previous READ sessions. In choral response, the students were directed to answer verbally at the same time to answer a question or to repeat what the volunteer facilitator said.

Strategic questioning was the main formative assessment observed in the Discussion-Input-Deepening part of Module Designer 1's modules. These strategic questions include higher-order questions that require more critical thinking about students' comprehension of the lesson. Web or concept map making to show the perceived

relationships among concepts by diagramming key words or images was also observed to be incorporated as a type of formative assessment. Multiple choice and matching quizzes were also present as well as the creation of a map as guided by the volunteer facilitators.

Quizzes that evaluate the knowledge and comprehension of the students in concepts like cause and effect, sequencing, and story elements were included in the evaluation part. Moreover, the majority of the evaluation part was constituted of four to five item paper and pencil tests that involved the recall of the vocabulary words introduced in the modules.

In Module Designer 2's modules, the formative assessments in the activity part included strategies like drawing, sequencing, classifying, storytelling, independent reading, and sharing. Quizzes that involved the identification of root words, synonyms, affixes, and writing techniques were also observed.

The discussion part constituted the asking of a number of WH questions that intended to process the knowledge and experiences shared during the activities conducted, trigger the students' existing knowledge, and provide the English counterparts of Filipino terms or vice versa. There were also instances that the WH questions asked in the discussion part functioned to review the concepts that were discussed in the previous READ sessions. Moreover, the input part in Module Designer 2's modules usually included a discussion on specific language components like parts of speech, blends, affixes, writing techniques, inference, and literary components like elements of a story. The modules also integrated translating of Filipino terms to English, oral questioning, and answering quizzes in the input part. Deepening involved reading, drawing, answering WH questions, accomplishing quizzes which were sometimes done in pairs, and writing paragraphs while

the synthesis part only involved the summary of what were discussed during the entire session.

Not all formative assessments were accomplished by the students as there were different sets of modules depending on the competence of the students as identified by the diagnostic or pre-assessment. For example, the writing of paragraphs was not required to be accomplished by the students who belonged in Group C or the learners who attained the lowest scores from the pre-test.

The activities designed by Module Designers 3 and 4 included acting out (charades), independent reading sometimes by read-aloud, drawing, asking WH questions, guided storytelling, guided paragraph constructing, sharing, accomplishing quizzes that involve matching and sequencing, and filling out writing frames. The template for the discussion and input part was processing of the knowledge and experiences shared during the activity and introducing and eventually discussing the main concepts to be focused on in the modules. For Lessons 4 and 6 which were basically supplementary lessons based on Lessons 3 and 5 respectively, the input-discussion part basically intended to refresh the students on what they remembered and understood from the previous lessons. Higher-order activities were also integrated like identifying, comparing and contrasting, and evaluating.

The deepening part of Module Designers 3 and 4's modules required a reading of a new material and answering WH questions, drawing, answering quizzes which involved evaluating, identifying, and matching, applying the lesson in a different material, and constructing titles, outlines, and paragraphs. For the synthesis, just like in Module Designer

2's modules, the modules designed by Module Designers 3 and 4 simply focused on summarizing the importance of learning the concepts discussed in the READ sessions.

The lack of creativity and innovation in terms of designing assessment strategies particularly formative assessments that will assist in the achievement of the learning objectives was observed in all the modules. As mentioned in the Chapter 2 of the study, activities such as formative assessments should be based on the stage of reading development that the learner is currently in. For example, for Grade 3 students, dialogic reading leading to strategic questioning as well as guided and interactive reading were proposed as activities that will lead to reading success. Grade 5 students will improve their reading comprehension with the exposure to different types of literary and informational texts as supported by the literatures provided in Chapter 2. However, the READ program did not provide consistent exposure to various types of texts. As the readers were only limited to texts presented in the modules, it means lesser opportunities for the students to practice metacognitive strategies. Formative assessments are essential in gauging what the students can and cannot comprehend and are stepping stones in improving their overall performance. Diversifying the types of assessment is recommended as it will motivate students who possess different learning styles and competencies.

### **The identification of concepts or topics to be included in the program content and the reasons for the selection**

The concepts and topics to be included in the modules were all selected by the program designers. READ as handled by Module Designer 1 started as an advocacy project as supported in the interview with READ Program Coordinator 1. Various topics ranging

from scientific concepts to values formation were integrated as the objective of the READ modules were both for enhancement and appreciation. Module Designer 2 designed her modules based on the K to 12 Basic Education Curriculum for Grades 1 to 3 students. Module Designer 2 clarified that the READ program modules that she designed only targeted the enhancement objective of the program. According to her, for appreciation to occur, READ program should have more frequent sessions that should involve the active participation of not just the students but the teachers, families, and community. The READ modules integrated themes about the self (intrapersonal), family (interpersonal), community (interpersonal), and country/ nation (interpersonal). Additionally, some of the stories were based on the established themes. In terms of content, READ modules by Module Designer 2 focused more on grammar and mechanics as observed in formative assessments on phonemic awareness and decoding. A number of content also targeted vocabulary development.

Although not explicitly elaborated, it was observed that the READ modules particularly Module Designer 2's intended to be supplemental to the Mother Tongue-based Multilingual Education policy implemented by DepEd. MTB-MLE is a component of the K-12 program in which the mother tongue of the Kindergarten, Grades 1, 2, and 3 students were utilized in teaching and learning. Additional languages such as Filipino and English are learned in the succeeding years. Filipino translations of English words and vice-versa were present in the majority of the modules. Since the learners were assumed to utilize Filipino as their mother tongue since they reside in Laguna, providing modules which were written in Filipino as well as putting emphasis on Filipino translations of English words was

deemed essential. Moreover, Module Designer 2 also briefly mentioned the No Filipino Child Left Behind Act of 2010 as a model for the READ modules she designed.

Module Designers 3 and 4 designed their modules based on the K to 12 Basic Education Curriculum for Grade 5 students as presented in the Department of Education. As per the grade level standards for the First Quarter, the learners are expected to listen critically to different text types, express ideas logically in oral and written forms, and demonstrate interest in reading to meet various needs. For the Second Quarter, the Grade 5 K to 12 Basic Education Curriculum mentions that learners are expected to listen critically to news reports and other radio broadcasts and expresses ideas accurately in oral and written forms, demonstrates confidence in the use of the language to meet every day's needs, and reads independently and gets relevant information from various text types.

It can also be observed that the six modules were based on the reading comprehension standards explicitly mentioned in the Grade 5 K to 12 Basic Education Curriculum which is offered from Weeks 2 to 10 of the First Quarter and Weeks 1 to 7 of the Second Quarter.

### **Construction of Process Map**

#### **The functions of the different participants of the program**

Official written documents regarding the READ program process map particularly on the functions of the different participants involved in the program were not readily available. With this, the different types of participants and their roles in the READ program were described based only from the data gathered by the researcher. The specific functions were

analyzed based on their tasks in the established components of a literacy program: plan, design, implementation, and assessment and evaluation.

Consistent with the current institutional mission and vision of UPLB Ugnayan ng Pahinungod, the main beneficiaries of the program were classified into two: the target learners and the volunteers who facilitate the READ program. The target learners as one of the main beneficiaries of the READ program were expected to firstly accomplish a pre-test, attend all the READ sessions, and accomplish a post-test. Based on the interviews with the module designers, particularly Module Designer 3, the learning modules were tailor-fitted based on the results of the learners' pre-tests. Several modules (at least two to three) were constructed for every session as UPLB Ugnayan ng Pahinungod wanted to cater to the different reading competencies of the students as mentioned by Module Designer 2 and Module Designer 3. The post-test results, on the other hand, became the basis if the contents of the implemented modules will be changed entirely or if they will be revised for the next READ implementation as what had been observed in the modules made by Module Designer 1 and Module Designer 2. With this, it can be concluded that the target learners were observed to have very essential functions to play in the design, implementation, and assessment aspects of the READ program.

The provider which pertained to the main institution or organization in-charge in the program was UPLB Ugnayan ng Pahinungod. However, the tasks were divided into various sub-groups which include the staff (director and program coordinator), the volunteer facilitators, and the module designers.

Director Lubuguin oversaw all the programs offered like the READ program and was responsible for the major decisions which included module revisions and changes in the

READ implementation schedule. According to READ Program Coordinator 1, it was the director's suggestion for the modules of Module Designer 1 to be shortened and for revisions to be done in consideration with the academic calendar shift. Lubuguin also designated specific module designers for the READ program.

The module designers who were either education specialists or technical experts were tapped by the office for the module content. In terms of capacity in designing reading intervention program modules, the volunteer arm needed to seek assistance from other units or departments as there were no reading experts available in the pool of their current staff (G. Lubuguin, personal communication, October 5, 2018). Based on the interviews conducted with the module designers, it was mentioned that they are given the free hand to decide about the general objective and the specific objectives of the READ program. This is the same case with the content of the modules as well as the assessments to be conducted per session. The pre-test and post-test utilized to assess the success of the target learners were also made by the module designers.

On the other hand, the program coordinator, a full-time staff of UPLB Ugnayan ng Pahinungod, was in-charge of the following: contacting possible partner schools, sending a proposal letter to interested parties which mentions the target learners, the dates of implementation and the objectives of the reading intervention program, organizing the pool of volunteers who will be specifically be deployed for the READ program, assuring that the READ modules will be available and provided by the module designers before the actual deployment, assuring that the volunteers will safely arrive and leave the READ venue, supervising the volunteer facilitators' implementation of the READ program and also handling the learning sessions if there are only a few volunteers available, spearheading

the assessment and evaluation part specifically the debriefing of the volunteer facilitators, and writing a report about the value and impact of the READ program.

With the above mentioned, the functions of the program coordinators were mostly on the plan, implementation, and assessment and evaluation aspects of the READ program. These enumerated functions were supported and elaborated by READ Program Coordinator 1 and READ Program Coordinator 2.

The last UPLB Ugnayan ng Pahinungod sub-group consisted of the volunteer facilitators. Similar to the target learners, the volunteer facilitators were also considered as major beneficiaries of the READ program. As previously established, the VMGs of UPLB Ugnayan ng Pahinungod prioritize the holistic development of their volunteers in terms of social awareness and service to the nation and being involved in the READ program can aid in the fruition of the institutional VMG.

The volunteer facilitators were delegated with different roles to accomplish during the pre-implementation and implementation of READ. In the pre-implementation, the volunteer facilitators were required to attend a briefing. During this meeting, they were provided with copies of the modules to be implemented so they can prepare necessary materials that will be utilized during the sessions, revise parts that they find to be too easy or difficult, and master the content before the actual delivery. Also, during the briefing, the set of facilitators to be assigned per section and groups of students were already identified. The assignment of roles during the actual implementation was also accomplished during this meeting. Some volunteer facilitators were to function as main facilitators who were in charge of the lesson delivery and some were to become co-facilitators who were expected to assist the main facilitator in classroom management.

During the implementation, the volunteer facilitators took roles as either main facilitators or co-facilitators. The classes usually started with the attendance checking and grouping of the students which was then followed by lessons delivered in the ADIDS format.

Also, based on the interview with the volunteer facilitators, the READ volunteer facilitators that took the role of a team leader (TL) were tasked to communicate with the other volunteers to make sure that they will attend the pre-implementation meeting and the actual READ sessions. Another task assigned to the TLs was to check if all the volunteer facilitators have complete materials and resources to utilize during the sessions. There were also instances when the TLs revised modules handed down by Module Designers 3 and 4 as there were observed errors in the module content.

Furthermore, the different feedback of the volunteer facilitators were deemed vital for the improvement of the learning modules. During the weekly debriefings, the volunteer facilitators were expected to narrate their experiences in the pre-implementation and implementation of the READ program. The strengths, weaknesses, and opportunities observed in the content, teaching methodologies, and other components in the learning process were also registered.

Another group of participants was the partner institution. The partner institution was expected to provide the venue for the learning sessions and to make sure that there are participants present during the conduct of READ. The partner teachers were expected to adjust their normal class schedules and allot an hour every Monday to be able to cater to the READ program as instructed by their principal. According to the partner teachers, they would just extend their Tuesday to Friday classes to catch-up with the lessons that were missed due to the READ implementation. However, excluding the tasks mentioned, the

partner institutions and teachers had no other involvement in the design, implementation, and assessment and evaluation of the READ program. This was supported by the interviews with the program coordinators, READ Program Coordinator 1 and READ Program Coordinator 2 as during READ sessions, the partner teachers would just leave their classes to the volunteer facilitators and just return once the sessions were finished. With this, it can be assumed that the partner teachers did not have any idea about the content and methodologies utilized in teaching READ.

Partner teachers mentioned in the interviews that even the modules were already determined before the READ implementation, they were very much willing to be delegated with tasks related to the reading program. This can be done, however, if they will be given copies of the READ modules beforehand and if they will be given more time to also assess the content of the modules so they can also give suggestions and recommendations.

Ideally, the wider community should also be involved in the READ program more so with READ's initial objective which is to foster reading appreciation among the students. However, this was not the case as the families, nor the local neighborhood did not have any participation in the conduct of the READ program.

### **The expected output or contribution of the participants during the OBE process**

The learners were expected to accomplish both pre-test and post-test and acquire a higher post-test score. The ideal level of improvement, however, was not specified. Another expectation was to gain better appreciation towards reading. The rubric to gauge if reading appreciation was inculcated to the target learners was also not present.

For the UPLB Ugnayan ng Pahinungod staff, the administrative duties were expected to be met for the smooth run of the program. These included the logistics tasks mentioned in the functions of the different participants of the program as well as the writing of progress and terminal reports that would document the value and impact of READ. These were similar to what were accomplished by Module Designer 1 and the READ program coordinator from 2012-2014 and presented to the OVCRE. Also, basic researches that can be utilized to improve existing policies were expected outputs from the office-in-charge.

There were no expected outputs from the partner schools. This is an area that the volunteer arm should really explore as the reading intervention program will have a greater reach and chance of success if the learning processes are not just limited to the learners and the UPLB Ugnayan ng Pahinungod sub-groups.

**The interactions from the program implementation to assessment and evaluation**

According to the program coordinators of READ 2017 and 2018, the partner teachers were not present during the READ implementation and would usually let the volunteer facilitators implement the READ program. The partner teachers were not included in the program planning, designing nor in the assessing and evaluating of program success and impact. With this restricted involvement, information flow and feedback regarding the READ program were also limited.

During actual READ sessions, flow of information was only from the volunteer facilitators to the learners and volunteer facilitators to co-volunteer facilitators.

With the debriefing of the volunteer facilitators and program coordinator, feedback was collected by the program coordinator and provided to the module designers so revisions for the succeeding modules can be done accordingly. However, Module Designer 2 mentioned the delay in the sending of the assessment of results pre-test and post-test that resulted in her failure to properly revise READ modules.

### **Designing Interactive Learning and Decision Support Tool Development**

Locally specific contents were incorporated in the modules made by Module Designer 2 and Module Designers 3 and 4 as presented in the identification of concepts or topics to be included in the program content and the reasons for the selection of the results and discussion. All three sets of modules analyzed were observed to promote participatory approaches and simulation of real-life challenges.

However, the need for improved strategies to better strengthen the program by equipping of necessary skills for facilitators to teach the program in OBE and promote interactive learning should be escalated. Although there have been volunteer development trainings conducted, UPLB Ugnayan ng Pahinungod has yet to organize official trainings that utilize the OBE approach for both its volunteer facilitators and staff. Program coordinators should also undergo retooling in program management specifically on process mapping.

According to READ program terminal report 2013-2014, volunteer facilitators were required to undergo workshops on reading and storytelling, but this was not the case for the succeeding READ programs. There are numerous conditions that should be met first before deploying the volunteer facilitators to ensure that they are equipped with necessary

knowledge and skills in learning and teaching processes. Support for the development of volunteer facilitators skills in terms of their interest in the learners, ability to engage with their learners, fluency in the required language of delivery, ability to plan interactive sessions, ability to present suitable reading and writing materials from varied sources, previous experience with literacy work particularly on literacy and numeracy practices that are applicable in real-life settings, and flexibility in working with learners with different learning profiles and socio-economic condition should be offered by the volunteer arm.

Additionally, for volunteer facilitators, more comprehensive facilitator support that would provide opportunities for new skill development such as knowledge on child development, games, play, and other dynamics, making and using materials, teaching reading and writing to elementary students (language experience, comprehension, phonological awareness), language development, planning and delivery of sessions, record keeping, and monitoring learner's achievements should be made available.

## **Implementation**

The discussion provided was based on module analysis, interviews, and observations during the class immersions conducted by the researcher. The criteria for evaluation of the implementation was aligned with the Ideal Typical Depiction of Inputs-based and Outcomes-based Education Paradigms presented in CHED Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment (2014).

### **The actual teaching-learning methods practiced by the facilitators and learners**

For the first part of the implementation, the READ program required the students to accomplish a pre-test which was constructed by the module designer. With this set-up, it can be claimed that private assessment through an external evaluation of learning was provided given that the module designers did not facilitate READ sessions.

The pre-test results underwent item analysis that became the basis for the reader profiling as well as revisions in the module contents. The post-test, on the other hand, functioned as a summative assessment and contained items which were just similar to the pre-test items. The results of the post-test were utilized to assess program success. Other types of end of program assessments were not done.

It was also to be noted that despite the numerous formative assessments conducted during READ sessions, the results were not properly tallied and were not utilized to assess the achievement of objectives per learning session. This can be attributed to the different types of module contents implemented per session as observed in the READ program designed by Module Designers 3 and 4. However, the performance of the target learners should be properly documented so the program design can be improved to better address the problem areas of the students.

Time is an important variable in any learning process. It was observed that in the READ session that time was held constant as a strict schedule was followed. Only one hour every week for eight to ten weeks was given for the READ sessions to be implemented. The designed activities, discussions, inputs, deepening, and synthesis were all expected to be delivered in a limited amount of time. The volunteer facilitators were also instructed to make sure to cover all the materials or content prescribed in the modules. With the set-up,

classes should start and end at the scheduled time. Both sections, ideally, should also end sessions at the same time. There were no extensions allowed in the number of READ sessions to be implemented. If there were six sets of modules (one set of modules per session), then only six meetings should be conducted. With the inflexible view of time, learning did not become varied. When the session ends, the learner was no longer allowed to accomplish the objectives even though they were not able to achieve them during the sessions. The learners were also considered as completers of the READ program based on their attendance of the READ sessions and the accomplishment of the pre-test and post-test.

These learning and teaching systems were all in contrast with OBE principles. In OBE, time varies as the focus is demonstrating the required competencies. With this, expectations about learning are also held constant. Also, in OBE the class begins when the students are ready. It is also not necessary that all the content of the modules are covered rather than just focusing on the accomplishment of specified learning results. Furthermore, the target learners' completion of the program, with the focus on attendance, did not equate to the demonstration of expected knowledge and skills.

Moreover, it was observed that during the READ sessions, the students are divided into at least six small groups, given the more than 30 students per section population. The groupings were based on the results of the pre-test. Most of the time, if there were sufficient volunteer facilitators present, two to three volunteer facilitators were assigned per group. These volunteer facilitators also had individual roles as mentioned in the construction of the process map part of the results and discussion. Although small group instruction was preferred to be implemented by the READ team, it was not frequently observed in the

sessions as the number of volunteers had always been inconsistent. There was one session that the program coordinator had to handle the entire class. It can then be concluded that the student and teacher ratio was dependent on the availability of the volunteer facilitators and not based on the needs of the students.

In terms of module content, some modules were observed to be more atomistic rather than holistic with excessive focus on linguistic elements and on the improvement of low order cognitive skills. This was inconsistent with OBE principles as there was poor focus on achieving higher order thinking, discovery learning, and integrated subject matter.

### **The roles of facilitator and learners during learning sessions**

During the READ sessions, volunteer facilitators did not just utilize traditional teaching strategies as practiced in content-based teaching as strategies in experiential learning and participatory approach which were integrated in the learning modules.

Although EPITOME was established as the model of facilitation that should be practiced by the volunteer facilitators, it was not always the case. As previously mentioned, most volunteer facilitators who were deployed to implement READ were from baby batches and have little to no experience in facilitation. Directing a participatory session was no easy feat and would require proper training and experience in teaching and pedagogy. It was observed that the volunteer facilitators were not equipped to alter learning methods and environments when necessary and rather functioned as lecturers during the READ sessions. The methods of the volunteer facilitators were mostly limited to the suggested strategies in the learning modules or the facilitator's processing guide which was only present in the modules designed by Module Designers 1 and 2.

The volunteer facilitators and learners were observed to cooperate with each other to create a harmonious and productive learning environment. The intent to provide an environment that is more conducive for learning was also observed with the small group strategy. It is to be noted, however, that the classrooms where the learning process occur were not very spacious and with the class divided into groups, the other groups can hear and be distracted from the noise coming from the other small groups which can lead to an unsuccessful learning experience.

Also, during the READ implementation, the volunteer facilitators classified and sorted their learners into groups which were based on their pretest scores. This was not consistent with OBE principles, as in OBE, teachers were expected to develop students' individual competencies and talents and not simply place them in standardized groups.

In the observed READ implementation, the target learners were classified and divided into groups based on their performance in the pre-test. This was in contrast to what OBE advocates which emphasizes the development of every student's competencies and talents.

Volunteer facilitators were observed to collaborate with each other regarding the module content and delivery. Such included the making of learning materials such as visual aids that will be utilized as well as in the division of tasks of the main facilitator and the co-facilitator/s. However, collaboration was only limited to the following: among the volunteer facilitators, between the volunteer facilitators and the program coordinator, and although not consistent, the volunteer facilitators, program coordinator, and the READ 2018 module designer, Module Designer 3. It was to be highlighted that the mentioned collaboration with the module designer only occurred during the READ 2018 program as in the modules made

by Module Designer 2, the program coordinator is more in charge of coordinating with the module designer. To conclude, although there were instances of teamwork with each other and with other staff, collaborations between and among stakeholders were still limited. Only the program coordinator and the volunteers were responsible for the program implementation, particularly in the instruction component and the partner teachers were not given roles in the reading program's success.

### **Assessment and Evaluation**

Four kinds of OBE evaluation were mentioned by Shalock (2002) and were elaborated in the RRL which include program evaluation, effectiveness evaluation, impact evaluation, and policy evaluation.

The program evaluation or the evaluation process conducted to review the current and possible individual and program-referenced outcomes was mostly done thru debriefings with the volunteer facilitators and the program coordinator which were conducted at every end of a READ session and at the end of the READ program implementation. With the debriefings, reflections, insights, and suggestions of the volunteer facilitators regarding possible module revisions were collected. However, UPLB Ugnayan ng Pahinungod should also incorporate a more intensive analysis of the results of the formative assessments which were accomplished by the learners to quantitatively verify if learning outcomes per module were met.

The READ program was initially an intervention with the general objective of developing reading proficiency and appreciation among Grade 3 students. For the reading skill enhancement objective, the evaluation process conducted to measure the

effectiveness of the program in terms of achievement of objective and/or outcomes which is also known as effectiveness evaluation was accomplished by the comparison if there was significant difference in the pre-test and post-test scores. Based on the READ terminal report by Tan and Bisares, the Grade 3 sections of Read 2013 Partner School: Sections A and B that participated in the READ program 2013-2014 were found to have improved in terms of their reading proficiency as manifested in the significant positive change in terms of their pre-test and post-test results. However, no significant difference was observed in the pre-test and post-test scores of the two sections that participated in the READ program conducted in 2016 according to the study made by Baril et. al. (2016.) Although READ Partner School 2016 Section A had a 0.17 score increase, READ Partner School 2016 Section B had a 0.4 score decrease. For the appreciation objective, the same study by Baril et al. (2016) utilized the Likert scale to check if there were attitudinal changes in terms of level of appreciation due to READ. The following attitudes were measured: "if reading is fun, if the learners still find it hard to read materials written in English, if the learners can (after the conduct of the program) easily understand materials written in Filipino, if the learners can (after the conduct of the program) easily understand materials written in English, if READ program helped the learners in enhancing their reading ability, if the learners now read more often, if the learners prefer reading materials written in Filipino, if the learners prefer reading materials written in English, and if the learners will encourage their friends to read" (Baril et. al. 2016). It was concluded in the same study by Baril et.al (2016) that after the end of the READ program, only a moderate level of appreciation was gained by the learners.

The READ program conducted from 2013-2014 borrowed 10 titles of storybooks at 50 pieces per title from DepEd's Library Hub in Sta. Cruz, Laguna to lend to the learners from READ Partner School 2013. To measure reading propensity, the title and the number of the books borrowed by the students were recorded and tallied which led to the conclusion that the participants actually read.

Next is the evaluation process conducted to measure the impact of the program or the impact evaluation. Based on available data, stakeholder feedback was given priority as presented in the READ program 2013-2014 Terminal Report. An FGD was conducted with partner teachers and the school principal and their insights were integrated for the succeeding module revisions. It was highlighted that generally, the stakeholders view READ positively as an interactive and informative reading program that led to the learners to improve their reading habits and a welcome supplementary to formal English curricula. However, some stakeholders also noted that some of the modules were not relatable and unsuitable to the proficiency level of the learners. This best practice of including various stakeholders such as the partner teachers in assessing the impact of the READ program was no longer done in the other READ programs implemented.

Impact to the KSAs of the volunteer facilitators who participated in the READ program conducted 2013-2014 was also documented. According to the READ 2013-2014 terminal report, the volunteer facilitators mentioned improvements in their facilitation, patience, vocabulary, storytelling, classroom management, conflict management, resourcefulness and punctuality. In terms of more specific academic values and insights, by the FGD with the volunteer facilitators, it was found out that the READ program improved their views on value of education, social responsibility, self-confidence, importance of

government support, professionalism, public speaking, resource management, and appreciation to field of study.

There were no tools utilized for policy evaluation. With this, there was no means to gauge the effectiveness or ineffectiveness of policies related to READ nor the possibility of creating a new policy. Since the READ program has been running for several years now, it is important that external evaluations for quality assurance spearheaded by reading experts and/or educational policy experts are done.

### **Analysis of the EAP program plan**

#### **Identification of Educational Needs, Learner Groups, and Technical Resources**

##### **The need, the people who need the program, and the motivation to participate in the program**

The Philippines is one of the most vulnerable countries when it comes to impacts of climate change and natural disasters and education plays a vital role to better understand these alarming environmental issues and to advocate collaborative actions. Although these issues should be prioritized regardless of age, the youth have the best potential to take on active roles and should be equipped with necessary knowledge, skills, and attitudes regarding climate literacy. Such will only be made possible by initiatives that promote environmental education and stewardship such as EAP.

As stated in UPLB Ugnayan ng Pahinungod progress reports, through EAP, the learners gain knowledge and comprehension of basic environmental principles and become more aware about environmental issues. Moreover, the learners are also given opportunities to take part in conservation and protection measures and improve their

program management and leadership skills by conducting funded projects that will address environmental issues in their respective communities.

However, data on the current knowledge and comprehension gaps of the learners regarding environmental concepts should have been collected and analyzed before the start of the program. Modules should not be solely based on contents identified by module designers but should be pillared on the learner's needs and motivations given that the learning and teaching approaches advocated by UPLB Ugnayan ng Pahinungod are experiential and participatory.

**The criteria to be utilized in deciding the population/ community where the program will be implemented**

Based on observations and interviews conducted, volunteer facilitators were given the opportunity to improve their classroom management and facilitation techniques. Furthermore, they were also able to gain mastery of more technical environmental concepts while designing and preparing for modules that they facilitated. It can be concluded that EAP was aligned with the criteria on the type and level of learning that the volunteers will experience.

EAP also met the criteria on practicability or the capacity of UPLB Ugnayan ng Pahinungod and/or the partners for funding, logistics, and other requirements for effective programs mentioned by the Director. Since Eco-camps 2018 and 2019 were co-organized and funded by the Provincial Government of Laguna, the criteria for identifying learners was based on the request of the co-organizer. Only tertiary level students from selected state universities and colleges as well as private universities in Laguna were prioritized as

participants in consideration with the Local Climate Change Action Plan that complied with the Executive Order #6, series of 2015 which was based from the Climate Change Act of 2009. With this, the criteria on types of beneficiaries was no longer prioritized. The learners were all college students from private universities which can be claimed as not aligned with the mandate of the volunteer arm to prioritize programs for beneficiaries that belong to underserved communities. To be more consistent with the volunteer arm's VMGs, better planning and coordination should be done by UPLB Ugnayan ng Pahinungod so that wider representation of youth from the province of Laguna would be achieved.

**The type and sources of funding and the measures to be implemented to ensure the sustainability of the program**

Unlike Eco-camp sessions which were conducted for consecutive years, the EAP learning sessions encountered problems in terms of sustainability. This was due to the absence of a fixed partner school and was solely funded by UPLB Ugnayan ng Pahinungod.

Eco-camp sessions were deemed more sustainable as there was a fixed partner school and a co-organizer, Laguna Climate Change Adaptation Office (LCCAO), an office under the Climate Change Adaptation and Mitigation Secretariat of the Provincial Government of Laguna, that was in-charge of majority of the Eco-camp expenses.

According to UPLB Ugnayan ng Pahinungod progress reports, LCCAO works hand in hand with other offices like Provincial Disaster Risk Reduction and Management Office (PDRRMO), the Provincial Planning and Development Coordinating Office (PPDCO), the Provincial Government Environment and Natural Resources Office (PGENRO), the Office of the Provincial Agriculturist – Field Agricultural Extension Services (OPAG-FAES), the

Office of the Provincial Veterinarian (PROVET), the Sectoral Concerns Office (SCO), EAP Partner School 1, the Laguna Police Provincial Office, the Department of Interior and Local Government IV-A. This wide network consisted of technical experts from different offices and even a university is vital in EAP's sustainability.

Based on EAP progress reports, it was noted that EAP Partner School 1 had positive feedback regarding the Eco-camp with their request for the initiative to be replicated and with their support in the implementation of the plastic bottle drive project which was one of the projects proposed during the Eco-camp. Providing technical assistance was also deemed sustainable as both UPLB Ugnayan ng Pahinungod and LCCAO had a steady network of technical experts with expertise on climate change and disaster risk reduction management. The volunteer arm also has established partnerships with learning venues such as the LLGQ where learning sessions can be conducted.

In terms of program design, Eco-camp was constructed to integrate apprenticeship and training for future facilitators. Learners who finished the Eco-camp were expected to serve as volunteer facilitators for the succeeding Eco-camp to assure continuity of the program. This was observed with the four volunteer facilitators from EAP Partner School 1 in the Eco-camp 2019 who were participants from Eco-camp 2018. Moreover, knowledge and skill sharing can also be done by the participants with students who were not present in the Eco-camp. The sustainability component can also be improved if the learners who participated in the Eco-camp will tap other students of the partner schools who were not able to attend the Eco-camp in the implementation part of the projects. This strategy can raise the awareness regarding environmental issues and motivate them to participate in the next Eco-camps.

Similar to the problem observed in READ, limited involvement of other stakeholders in the different phases of the EAP program was observed. Previous Eco-camps had yet to fully explore the potential of projects that would better involve the respective barangays or communities of the learners. Possible EAP projects to be implemented can be discussed to the community even before the Eco-camp in the planning and in the designing aspect of the project proposals to have more targeted objectives that will benefit more people. Such will be easy to justify with the proclamation of Laguna Provincial Ordinance 11 series of 2015 under Governor Ramil Hernandez and the Local Climate Change Action Plan.

**The policies or legislations that are aligned with the program and the capability of the institution to run the program in terms of mandate, experience, and resource availability**

Official documents of UPLB Ugnayan ng Pahinungod did not explicitly state the policies and legislations that became the basis of EAP. Clearly stating and aligning with policies and legislations should be prioritized as it will provide more concrete justification regarding the significance of the programs.

With the acknowledgment that the Philippines is extremely vulnerable to the impacts of disasters and climate change, the country has been active in implementing climate laws and policies particularly based on the United Nations Framework Convention on Climate Change (UNFCCC) and now under the UNESCO's Education for Sustainable Development (ESD) program. As stated by DILG in 2011, the Philippines took part in the joint program, "Strengthening the Philippines' Institutional Capacity to Adapt to Climate Change" that intended to "mainstream climate risk reduction into key national and selected local

development plans and processes; enhance national and local capacity to develop, manage and administer projects addressing climate change risks; and improve coping mechanisms through pilot adaptation projects.”

To be able to achieve the outcomes specified above, Local Government Units (LGUs) are expected to incorporate climate change adaptation and mitigation in their plans, programs and activities. In the province of Laguna, a Climate Change Adaptation and Mitigation Secretariat was established through Executive Order #6, series of 2015, in compliance with Republic Act No. 9729 also known as “Climate Change Act of 2009”. Together with various stakeholders, a Local Climate Action Plan is currently being implemented among the municipalities and cities of Laguna. A multi-stakeholder approach is integrated in the action plan to encourage the participants from different parties that they have respective roles to play in climate change mitigation as well as in disaster risk reduction.

### **The current teaching personnel**

Volunteer facilitators who were either students or alumni served as the teachers in the EAP program. Similar to READ, the volunteer facilitators also encountered classroom management issues due to lack of training specifically in facilitation. Also, problems regarding mastery of technical content regarding environmental concepts were mentioned.

Additionally, the teaching personnel were the EAP program coordinator, LCCAO staff, and invited technical experts from the Department of Environment and Natural Resources (DENR) and the Department of Agriculture- Bureau of Agricultural Research (DA-BAR).

### **The existing learning materials or learning materials to be developed**

The learning materials utilized in the EAP program were more intensively discussed in the Development of Locally Specific Intended Outcomes and the Development of Learning Guides section of the study.

### **The language spoken by the learners and the language that will be used for instruction**

Similar to READ, both English and Filipino were utilized as the learners from the elementary school who participated in the Eco-learning sessions as well as the learners from the universities who participated in the Eco-camp were all from Laguna, a province that utilizes Filipino as their first language.

### **The program plan at the local level**

EAP learning sessions were designed based on the request of HNF 198 students (Community Nutrition Field Practice) and required partnership with an elementary school. However, UPLB Ugnayan ng Pahinungod failed to secure a regular partner that was why the Eco-learning session was only conducted in 2018.

On the other hand, for the Eco-camp, the program coordinator mentioned that the volunteer arm initiated communication with various universities in Laguna to secure students who will participate in the different programs under EAP 2018 and 2019. Also, with LCCAO as co-organizer of the Eco-camp, several other partners were involved in the implementation including speakers from various government organizations. It was

observed that for Eco-camps and Eco-monitoring, the partner universities appointed partner teachers who informed UPLB Ugnayan ng Pahinungod regarding the attendance of learners, accompanied them in the actual Eco-camp, and monitored their conduct of projects even before the eco-monitoring. The partner universities also provided the venue for the processing of the eco-monitoring sessions.

### **The learning space and community engagement (or participation) in the program planning and implementation**

There were several venues involved in EAP from 2018 to 2019. Eco-learning session venue in Calauan, Laguna was the venue for the EAP learning session held in 2018. Eco-camps and Eco-monitoring 2018 and 2019 were held in similar sites which were Laguna-Quezon Land Grant (LQLG) and EAP Partner School 1, respectively. LQLG, a 6,756 hectare property located along Siniloan, Laguna and Real, Quezon, is managed by UP through the UPLB and Land Grand Management Office (LGMO). The area was conferred to UP in 1930 consistent with RA 3608 which states that UP should be given "portions of the public domain for additional support and maintenance, and for other purposes." Different UPLB colleges such as College of Agriculture and Food Science, College of Arts and Science, and College of Veterinary Medicine are currently utilizing LQLG for its various research and extension programs.

Moreover, the venue for the Eco-monitoring was held in the vicinity of Partner School 1, the primary partner university of Eco-camp. Partner School 1 as stated in its official site is a public university established in 2006 by the provincial government of Laguna for

vocational and college education to be more accessible to underserved residents of the province. The university is located in Sta. Cruz, the capital of Laguna.

### **Development of Locally Specific Intended Objectives and/or Outcomes**

#### **The person/ team involved in the development of program and learning objectives and their specific roles**

Upon consultation with technical experts from the College of Human Ecology, UPLB, the assigned EAP 2018 team headed by the EAP 2018 program coordinator identified the preliminary program and learning objectives for its implementation. EAP 2018 was constituted of three programs: an EAP learning session with elementary students and the Eco-camp and Eco-monitoring with college students. The EAP learning session partnered with HNF 198 students (Community Nutrition Field Practice) who also shared their feedback regarding the learning objectives. For the Eco-camp, volunteer module designers were divided into teams and were assigned to identify specific learning objectives which were integrated in the modules that they designed.

On the other hand, EAP 2019 only conducted Eco-camp and Eco-monitoring. The program objective implemented in the Eco-camp 2019 was just similar to the Eco-camp 2018 program objective. However, the learning objectives were modified based on the objectives accomplished in 2018 and further integrated the primary advocacies of the co-organizer, LCCAO which were climate change mitigation and disaster risk reduction and management. Feedback from EAP 2018 volunteer facilitators and EAP 2018 program coordinator regarding the Eco-camp 2018 were collated. Some members of the EAP 2018 team worked with a new batch of volunteer facilitators and EAP Program Coordinator 1, for

the enhancement of the learning objectives as well as the module contents. Similar to Eco-camp 2018, volunteer module designers who were also divided into teams and enhanced the learning objectives from the 2018 modules.

**The nature and types of program and learning objectives and/or outcomes included, and the factors considered in writing them**

All the analyzed EAP modules were observed to have utilized the terms program and learning objectives. For the general program objective, EAP intended to inculcate the importance of environmental protection concepts and practices among the youth. This general program objective was to be achieved with the facilitation of different sub-programs like learning sessions, leadership camp, and monitoring. EAP progress reports also enumerated several specific objectives for these sub-programs namely, "1. To learn about basic environmental principles; 2. To raise the awareness of the youth on environmental issues e.g. waste management, resources management and conservation, climate change, and disaster; 3. To involve the students in the conservation and protection of their immediate environment; and 4. To raise leaders that can construct and lead a feasible project in solving environmental problems in their community."

As a sub-program, the objective of the Eco-learning sessions was the improvement of the awareness of elementary students in environmental problems in terms of sanitation and water insufficiency in their community. According to the available document, the Eco-learning sub-program was divided into 12 sessions. However, Sessions 4-11 can be merged as just one because these sessions intended for the learners to create specific outputs based on what were discussed in the previous sessions. The introductory session,

*Session 1: Who are we?* focused on objectives that intended for the learners to be familiar with the program and the facilitators and other learners, to share their expectations, and to provide a situationer on solid waste disposal and waste management in the country. The objectives of *Session 2: Big Things Come From Small Things* included to identify different environmental problems, to identify the different causes of environmental problems, and to familiarize themselves with the concepts reduce, reuse, recycle (3 R's). For *Session 3: Reuse, Reduce, Recycle (3Rs)*, no clear objectives were provided. *Session 4: Let's Be Positive* focused on the application of the 3Rs thru the utilization of recycled materials to create art. The last session, *Session 12: Over-all Synthesis* was designed to summarize what they have learned from the sessions and how they can apply them in their lives.

Moreover, the Eco-camp 2018 and 2019 program objectives were essentially similar as both intended to raise the awareness of selected Laguna youth regarding environmental conservation and protection as well as resource management while the Eco-monitoring program objective was to check the progress of the learners and ensure the successful implementation of their project proposals. Generally, Eco-camp and Eco-monitoring 2018 and 2019 program and learning objectives were observed to be specific, attainable, realistic, and time-bound. The learning and application of environmental concepts and principles became more feasible as both sub-programs were interconnected with each other which provided more opportunities for learners to comprehend the relevance of what was learned in the Eco-camp and apply these in the proposal and implementation of their respective projects. There was also collaboration among various stakeholders including the providers, learners, school particularly thru the teachers, and even the community. However, specific

criteria to measure the level of awareness of the youth on environmental issues as well as the specific standards to determine the success of the final output were not provided.

Moreover, it was observed that unlike in most READ modules, both cognitive and affective objectives were better integrated in the Eco-camp modules. However, Eco-camp learning objectives should still be revised for consistency as some were observed to be more teacher-centered with focus on goals that should be achieved by volunteer facilitators while the others were student-centered. It would be better if all the learning objectives will be written in a manner that focuses more on what the students should be able to do by the end of the modules as these would be more consistent with the ADIDS framework and OBE. Module designers should undergo proper training on how to properly formulate learning objectives as well as on how to identify performance indicators, metrics, and targets to evaluate if the learning objectives were achieved. Furthermore, some learning objectives included a number of phrases that did not integrate active verbs. Objectives that start with to know, to realize, and to raise pose several problems as these cannot be gauged objectively.

The Eco-camp 2019 program was divided into eight primary modules. Each module consisted of at least two learning objectives. *Module 1: Si Malakas at Si Maganda (Pakilanlan)* was an introductory module that functioned as an icebreaker between the volunteer facilitators and learners. Four learning objectives were mentioned in Module 1. It was observed that learning objectives 1 and 2 were just overlapping as both intended to simply introduce all the parties involved in EAP with each other. *Module 2: Mapped out* was an introductory module on environmental concepts. Learning objectives which aimed to introduce the different ecosystems, the environment and the seven environmental principles

and to let the learners realize the importance of the environment and different ecosystems were observed to not meet the criteria for measurability and objectivity. These learning objectives can be made more outcomes-based by utilizing action words such as to define, describe, and discuss for the introduction of concepts such as ecosystem, environment, and the differences among ecology, environment, and ecosystem and to explain the seven environmental principles. *Module 3: Huwag mo akong sayangin* (Master chef contest) was an introductory module on solid waste management. The learning objectives included: "1. To cook meals and minimize wastage. 2. To understand the basic concept of wastage, and 3. To raise awareness on global food waste." Learning objectives for Module 3 can be enhanced to better guide the learners to exhibit their comprehension on basic solid waste management concepts by revising them to define and explain the concept of food wastage and to enumerate the impacts and measures that can be done to achieve minimal waste. *Module 4: Conservation and Resource Management* was divided into three parts. Modules 4.1, 4.2, and 4.3 had a common student-centered learning objective which was for learners to be able to discuss their respective roles in promoting and practicing water conservation in their respective community. Another learning objective for Modules 4.1 and 4.2 was to explain the importance of water and its role in ecological conservation while for Module 4.3, a more general learning objective which was for learners to explain the importance of conservation and cooperation in terms of decision-making by the end of the session was observed. Like Module 4, *Module 5: Introduction to Disaster and Climate Change* was also further divided into three parts. Module 5.1 intended to assess the participant's current level of knowledge and comprehension on climate change and disaster. Module 5.2 aimed the learners to familiarize with disaster risk reduction and to be able to define hazard,

vulnerability, capacity, risk and risk reduction through community examples while Module 5.3 to understand the concept of climate change. One learning objective of *Module 6: Socials Night* was to improve the overall dynamics of the people involved in EAP as learners practiced their skills particularly in communication, planning, problem-solving, and conflict resolution. Another learning objective of Module 6 was for the learners to share their insights regarding the previous modules as applied in the activities included in the Socials Night which was a type of informal debriefing. For *Module 7: Disaster Risk Reduction and Climate Change Adaptation*, objectives included to understand the similarities and differences between DRR and CCA. Lastly, *Module 8: PLANtastic* aimed to identify an ecological problem in their immediate communities, to plan how to address the identified problem based on what was learned from EAP, and to present a feasible project proposal to be implemented for the next school year.

On the other hand, Eco-camp 2018 consisted of only six modules which were *Si Malakas at Si Maganda*, *Mapped-Out*, *Wag mo Akong Sayangin*, *Resource Management-Water Conservation*, *PLANtastic*, and *Transect Walk*. Similar to Eco-camp 2019, the *Si Malakas at Maganda*, 2018 module also functioned as pakilanlan among the participants and the facilitators of the Eco-camp but additional instructions were integrated. The *Mapped-Out* 2018 module focused on introducing lesser concepts particularly the environment and different types of ecosystems while the module on Resource management was not divided into sub-modules but only focused on water conservation. With this, only two objectives were presented which included explaining the importance of water to the community and in the environment as a whole as well as the roles of the learners in mitigating the mentioned environmental problem. The *Transect Walk* was the only Eco-

camp 2018 module not adopted in the 2019 version. The objectives of this module revolved around identification of riparian/coastal resources and the different issues and opportunities related to them.

The learning outcomes per module should be made more strategic and better formulated depending on the type of comprehension that the target learners is expected to acquire. There should be specific objectives if the intention is the acquisition of knowledge, learning of a skill or set of skills, or the realization of an attitude or behavior.

### **Development of Learning Guides**

#### **The person/ team involved in the development of learning guides (or modules) and their specific roles**

The modules implemented in the Eco-camp 2019 were modified versions of the Eco-camp 2018 modules. Feedback from EAP 2018 volunteer facilitators and EAP 2018 program coordinator regarding the Eco-camp 2018 were collated. Based on the interviews, several members of the 2018 EAP team worked with a new batch of volunteer facilitators and the Eco-camp 2019 program coordinator, EAP Program Coordinator 1, for the enhancement of the EAP modules.

EAP Program Coordinator 1 who had previous experience in working for an NGO focusing on DRRM was in charge of the overall module content. She delegated specific environmental concepts to student module designers and collated them afterwards to ensure the quality and correctness of content. However, no other technical experts were tapped to review the content of the modules.

### **The framework used in the development of learning guides**

Similar to READ, EAP modules were also expected to utilize the ELC specifically thru a participatory method called ADIDS. Furthermore, ADIDS should further be supported by a framework called ORID. These learning and teaching frameworks were presented in the RRL and were further elaborated in the framework used in the development of learning guides analysis of READ.

It was observed, however, that a number of Eco-camp modules failed to follow the ADIDS format consistently as there was more time allotted in the input part to define environmental concepts. EPITOME in the facilitation component was also not properly integrated as the focus of most modules was more on the discussion of the definitions of the different scientific concepts.

### **The identification a culminating outcome and the criteria/indicators required to accomplish the culminating outcome**

Although the term culminating outcome was not explicitly utilized in EAP, two required EAP outputs were still observed to meet the definition of a culminating outcome. The project proposal was the culminating outcome for the two-day Eco-camp and the actual implementation of the final project which was the culminating outcome for EAP 2019.

Both the program plan and the final outputs were classified as authentic tasks as they required the demonstration of the learner's higher level of understanding of the module contents and integrated meaningful, real world contexts in the implementation of a final output that will benefit their respective communities. There was also variety as the learners were allowed to select different issues that piqued their interest and the final project

promoted the integration of several concepts discussed in the modules. However, for the project proposal, only a simple framework containing the expected components of the project proposal was included in *Module 8: PLANtastic* and scoring rubric was not even provided.

EAP Program Coordinator 1 mentioned a specific monitoring component called Eco-monitoring to verify the progress of the learners in their final projects. The program coordinator along with available volunteer facilitators visited Partner School 1 to track the progress of the projects that were proposed during the Eco-camp. Furthermore, UPLB Ugnayan ng Pahinungod did not provide a specific set of rubrics utilized in the mentioned Eco-monitoring component. EAP Program Coordinator 1 mentioned that the Eco-monitoring was done informally and in *chikahan* format.

Overall, the authentic tasks could have been better if a rubric regarding the indicators for successful performance were indicated. Both the program plan and the final output should not only be considered successful because they were presented and implemented but rather because they met a set of predetermined criteria that can qualitatively and quantitatively gauge program effectivity and impact.

**The different types of learning strategies and assessments and the criteria/ indicators required to accomplish the selected types of learning assessments**

For the Eco-learning sessions, learning strategies included film viewing, answering WH and Yes-No questions, describing picture cards, and creating different types of art from recycled materials like hanging Japanese fish, plastic parachute, paper bag monster piñata, flower basket, paper beads, popsicle broomstick bookmark, and flower vase.

EAP 2018 and 2019 modules integrated a number of learning strategies which included illustrating, mind mapping, and reporting the output, cooking while considering waste management, playing games specifically targeting conservation and resource management, participating in socials night with activities like question and answer and creating costumes out of recycled materials, and brainstorming measures for a selected disaster or climate hazard and predicting their future climate impacts and analyzing if they were effective. Only modules on Introduction to Solid Waste Management and Socials Night provided criteria to assess if the formative assessments required were met. Additionally, the most frequent strategy under activity was illustrating as instructed. It could have been better if the modules presented variety in terms of learning strategies like presenting images or screening short clips or documentaries as varied learning materials are available on environmental concepts.

Majority of the modules presented the discussion part as time allotted for processing of the learners' insights and the sharing of difficulties encountered, strategies, and realizations after participating in the activities. It was observed that some modules like Modules 5.1 and 5.3 merged the discussion, input, and deepening parts. For the remaining modules, however, the input part consisted of definition, enumeration of examples, and presentation of policies and relevant statistics regarding environmental concepts. Modules 5 and 7 were observed to have the most amount of content.

Deepening and synthesis were merged in majority of the modules. In this part, learners were given strategic questions so they can reflect on implications if environmental issues were not properly addressed and share their individual experiences and provide examples. Other strategies observed included role-playing and summarizing. It was to be

noted that new concepts should not be introduced and defined in the synthesis as observed in Module 2. The synthesis should serve as an application of the concepts previously learned in the other stages of the session and an opportunity for thorough reflection.

### **The identification of concepts or topics to be included in the program content and the reasons for the selection**

As observed, environmental theories and concepts included in the modules were chosen based on the knowledge and comprehension level as well as the environmental issues present in the respective communities of the learners and the partners in the sub-programs.

Since the EAP learning session on environmental awareness was only a half-day program that targeted elementary students, only few topics were prioritized particularly the environmental problems in the identified community which included environmental sanitation and water insufficiency.

After consultation with technical experts, UPLB Ugnayan ng Pahinungod selected the environment, different ecosystems, natural resource management, minimum wastage, water conservation, and riparian and coastal resource identification as topics for Eco-camp 2018. For Eco-camp 2019, topics aligned with the mission and vision of the co-organizer were added to the modules such as climate change and disaster risk reduction management.

Moreover, in terms of content, several modules only provided definitions and discussion of basic environmental concepts such as the environment, habitat, ecology, and ecosystem. The Eco-camp learners were already in the tertiary level which means they

have already encountered the definitions of these environmental concepts. It could have been better if more time were allotted in exploring the current climate and disaster trends in the different parts of the Philippines as well as on projections and impacts instead of just defining basic environmental concepts.

Lastly, during Eco-camp 2019, additional topics regarding organic plant production, pest management, and composting were focused on by the invited resource speakers.

## **Construction of Process Map**

### **The functions of the different participants of the program**

Similar to READ, no official written documents were readily available regarding the EAP process map particularly on the functions of the different participants involved in the program. The same analysis done in READ regarding the different types of participants, their roles, and their respective tasks in the established components of a literacy program: plan, design, implementation, and assessment and evaluation was also conducted for EAP.

As consistent with UPLB Ugnayan ng Pahinungod's VMGs, the main beneficiaries of EAP were the target learners and the volunteer facilitators of the EAP program. The learners were elementary students for the EAP learning sessions and college students for the Eco-camp. Unlike READ that required the accomplishment of pre-tests and post-tests, EAP learners under the Eco-learning sessions were only required to attend the sub-program. Learners were expected to improve their knowledge, skills, and attitudes on environmental awareness and protection thru attending the Eco-learning sessions.

Moreover, several tasks were required to be accomplished by the Eco-camp participants as they had to present a project proposal that would address an environmental

issue in their community and eventually implement the approved proposal. Another role of the learners was to attend the Eco-monitoring sessions conducted in their schools to report their progress to UPLB Ugnayan ng Pahinungod and LCCAO representatives. Some of the learners who finished the Eco-camp were also tapped to serve as volunteer facilitators for the EAP to be implemented in the next year. This was observed with the four Partner School 1 volunteers who joined the team for the EAP 2019.

The provider which pertains to the main institution or organization in-charge in the program was UPLB Ugnayan ng Pahinungod. However, the tasks were divided into various sub-groups which included the staff (director and program coordinator), the volunteer facilitators, and the module designer.

The program coordinator was in-charge of the following functions: coordinating with LCCAO and partner schools specifically on administrative related concerns, securing learning venues like LLGQ, organizing and training the pool of volunteer facilitators who will be deployed for the EAP program thru meetings and workshops, collating and revising the EAP modules as submitted by the volunteer module designers, assuring that the volunteers will safely arrive and leave the EAP venue, supervising the volunteer facilitators' implementation of EAP, handling the delivery of learning modules with more technical content such as disaster-risk reduction management and climate change, monitoring of the progress of the project implementation, spearheading the assessment and evaluation part specifically the debriefing of the volunteer facilitators, and writing a report about the value and impact. With the above mentioned, the program coordinator's functions included all the four aspects, plan, design, implementation and assessment evaluation of the EAP program.

Another UPLB Ugnayan ng Pahinungod sub-group was the module designers. The team of module designers was composed of UPLB students who volunteered to design EAP modules. According to the interviews conducted with the module designers, module topics were first provided by the program coordinator. After the topics were presented, the module designers were asked to form into teams and select the module topics that they wanted to work on. It was mentioned that the module designers were given the free hand to decide about the specific objectives of the EAP modules.

Majority of the module designers also participated as volunteer facilitators during the actual EAP implementation. As previously mentioned, volunteer facilitators were considered as major beneficiaries along with the actual learners. The volunteer facilitators functioned as camp masters in the Eco-camp. As camp masters, they were given opportunities to improve their skills such as leadership, facilitation, communication, classroom management etc. while simultaneously developing their technical knowledge on environmental concepts. More importantly, the volunteer facilitators were also able to strengthen their social awareness and service to the nation.

UPLB Ugnayan Pahinungod partnered with the LCCAO to successfully implement EAP. As co-organizer, LCCAO did not just provide funding for EAP but also maximized its strong network by inviting resource speakers from DENR and DA-BAR to further expand the learners' knowledge and comprehension on more technical aspects concerning environmental conservation and protection. Some LCCAO staff also served as resource speakers during the Eco-camp sessions. LCCAO and UPLB Ugnayan ng Pahinungod representatives were also present during the Eco-monitoring sessions in LU and also provided feedback regarding the progress of the projects.

Lastly, the partner schools delegated partner teachers to secure the general well-being and safety of the learners. These teachers who were responsible for the coordination with UPLB Ugnayan ng Pahinungod and LCCAO and regarding concerns like logistics, attendance of the students etc. also attended and monitored the Eco-camp. Additionally, the partner schools also provided venues for the Eco-monitoring sessions.

### **The expected output or contribution of the participants during the learning process**

As previously mentioned, a culminating outcome in the form of a project proposal was required to be presented by the learners by the end of the Eco-camp. Consequently, this project proposal related to an environmental issue in their community should be implemented by the learners by the end of EAP. For EAP learning sessions, the learners were expected to develop awareness regarding environmental issues in their locale. The ideal level of improvement in terms of awareness, however, was not specified.

Similar to the expected outputs in READ, UPLB Ugnayan ng Pahinungod staff should meet several duties as more intensively discussed in the previous section the functions of the different participants of the program. For outputs, modules and progress and terminal reports were all expected to be accomplished by UPLB Ugnayan ng Pahinungod as a requirement of OVCRE.

Furthermore, financial and technical assistance were provided by LCCAO. Partner schools and teachers aided in securing the attendance of learners and in providing venues for the Eco-monitoring. Overall, although partners had significant contributions in the learning and teaching processes, they were still not required to submit any outputs.

## **The interactions from the program implementation to assessment and evaluation**

During actual EAP sessions, flow of information was from the volunteer facilitators to the learners and volunteer facilitators to co-volunteer facilitators. In the project proposal presentation, interactions were also extended as LCCAO representatives and some guest speakers also provided feedback.

The program coordinator, LCCAO staff, and selected volunteer facilitators were in-charge in the eco-monitoring aspect of EAP. The program coordinator scheduled meetings and monitoring sessions with the teacher representatives from the partner schools to make sure that the learners were available to report the progress of their respective projects. Immediate feedback from the program coordinator, LCCAO staff, and selected volunteer facilitators were given to the students during the eco-monitoring sessions.

## **Designing Interactive Learning and Decision Support Tool Development**

Locally specific contents were integrated in all the modules of the sub-programs. To be more specific, the Eco-camp 2019 modules topics related to conservation and resource management as well as on the vulnerability of the Philippines in terms of climate change and disasters were included. Environmental issues in the respective communities where the sub-programs were conducted can be observed in the Eco-learning and Eco-camp 2018 modules.

Integration of participatory approaches and simulation of real-life challenges were also present in the learning and teaching processes as previously presented in the discussion of the framework of the learning guides. However, based on the interviews

conducted with the EAP volunteer facilitators, UPLB Ugnayan Pahinungod should provide more intensive trainings on facilitation and classroom management as there were challenges encountered in terms of handling learners who were of the same age as the volunteer facilitators and working with volunteer facilitators from Partner School 1 who were previous EAP participants. Additionally, the volunteer arm can also provide support through strategies that can assist volunteer facilitators in handling scientific and technical contents. Volunteer facilitators came from diverse degree programs with some being not as equipped in terms of scientific and technical knowledge as the others. It would then follow that problems may occur in terms of mastery and delivery of module contents which was supported in an interview with one volunteer facilitator where it was mentioned that unlike in READ which was also participated in by the same volunteer facilitator, the delivery of EAP modules was more challenging because of the technical content which were expected to be memorized despite the limited time and knowledge available regarding the environmental theories and concepts.

## **Implementation**

### **The actual teaching-learning methods practiced by the volunteer facilitators and learners**

Compared to READ, EAP was observed to implement learning and teaching methods which were more holistic as all the modules were geared to the achievement of program outcomes which were project proposals for Eco-camp and project proposal implementation for EAP respectively. It was to be noted, however, that unlike the READ program which gave emphasis on the completion of the program based on attendance and

the accumulated hours as well as the accomplishment of pre-test and post-test, the program completion of EAP was more based on both accumulated hours and demonstration of knowledge and skills.

Generally, time was also held constant in EAP. The Eco-learning sub-program was only a half-day event while only two days were allotted for the Eco-camp and only two to three days for Eco-monitoring. Eco-camp 2019 followed a strict schedule as eight modules should be covered and additional lectures on more technical areas regarding environmental conservation and protection were delivered by invited resource speakers from different partner institutions. However, although time allotments were determined beforehand, EAP was observed to be more flexible in adjusting schedules in instances when learners requested for extensions to accomplish activities. Unlike in READ in which the learner no longer gets the opportunity to accomplish learning objectives after taking part in the sessions, EAP thru eco-monitoring and actual implementation of the project proposals were given the opportunity to apply the concepts that they have learned.

In Eco-camp 2019, the 40 learners were divided into five small groups. During the sessions, there was a main facilitator in-charge of delivering the module content. There were also co-facilitators in-charge per group that ensured smooth class dynamics and addressed questions and clarifications especially while activities were being accomplished. This was far from the conventional one teacher, one classroom approach in formal classroom setting as with the presence of a main facilitator with co-facilitators, the possible challenges that may arise from differences in the learners' competencies and talents can be easily solved.

The maximization of the venue of the Eco-camp was also observed. The different ecosystems present in the venue were utilized in the activities which was consistent with the principles of ELC.

### **The roles of facilitator and learners during learning sessions**

Volunteer facilitators did not just utilize conventional teaching strategies as experiential learning and participatory approaches were strategically integrated in the learning modules. The EAP sessions encouraged collaboration not just among the learners but between learners and volunteer facilitators as activities were mostly done in teams with an assigned co-facilitator to assist the learners in accomplishing tasks. With this, immediate feedback was provided and the differences in learner's competencies and talents were acknowledged unlike in a one teacher, one classroom format. However, it was to be noted that not all volunteer facilitators were equipped with mastery of scientific and technical knowledge regarding the environmental concepts in the modules. Some volunteer facilitators had become more conscious in making sure to memorize and deliver content correctly. During the input part more specifically, volunteer facilitators were observed to function primarily as lecturers and were inhibited to design more individualized learning methods and environments.

### **Assessment and Evaluation**

The EAP program did not observe impact and policy evaluations. This particular area of program management should really be improved on by UPLB Ugnayan ng Pahinungod as assessment and evaluation strategies are very vital in over-all program success.

Assessment and evaluation tools utilized were very limited and were only aimed towards program and effectiveness evaluation.

After Day 1 of Eco-camp 2019, an informal debriefing with the program coordinator was conducted to evaluate the facilitators and learners' performance in the sessions so necessary adjustments can be done. Another debriefing was conducted several days after the end of Eco-camp 2019 regarding the program in general. Volunteer facilitators attended this debriefing that assessed the preparation which includes workshop/planning for the activity, reason for rating, training given to the volunteer to prepare for the activity and reason for the rating, activity proper, rating of performance as facilitator and the performance of the co-facilitator and the reason for the rating. Insights and suggestions regarding the over-all program were also collected. The debriefing was specifically done to enumerate the values learned or reinforced, skills acquired or improved by the volunteer facilitators as they were also considered as main beneficiaries of UPLB Ugnayan ng Pahinungod programs.

Since EAP was intended to be an intervention program to enhance the learner's knowledge and comprehension on environmental concepts and to instill values related to environmental conservation and protection, different assessment methods that will gauge the level of improvement in the previously mentioned objectives should be prioritized. For example, it could have been better if the learners were required to accomplish a diagnostic assessment before attending the Eco-learning sessions and Eco-camp with the objective of assessing the environmental problems in their respective communities. This diagnostic assessment will serve as a more grounded basis of the existing knowledge, skills, and attitudes of the learners regarding environmental concepts. With this, the results of the

diagnostic should be utilized to identify more specific environmental concepts that should be focused on during the sessions and aid in the formulation of better performance indicators as well as more relevant culminating outcome objectives.

Generic environmental projects should be avoided and more immediate issues in the communities should be addressed. During the presentation of proposals, it was observed that most projects just targeted the learners' respective schools. Majority of the proposals presented the same project goal which was to reuse plastic bottles to address the waste segregation issue in Sta. Cruz, Laguna e.g. turning plastic bottles into eco-chair which will be done in the learners' respective schools. This was found to be counter-productive since the previous Eco-camp participants in 2018 also conducted environmental projects in the same venue. The target areas of the learners for the project implementation should be expanded and extended to immediate areas other pressing environmental problems.

As one of the sub-programs of EAP, Eco-monitoring also met the criteria of an evaluation on the progress of the learners regarding the projects they implemented. In a *kumustahan* format, learners shared if there were problems encountered and if assistance was needed from the different parties involved. However, no eco-monitoring criteria were mentioned.

On the other hand, effectiveness evaluation was measured thru data if the proposed projects were successfully implemented. However, performance indicators were also not provided.

## Chapter V

### CONCLUSION AND RECOMMENDATIONS

READ and EAP cater to two different types of main beneficiaries: the learners and the volunteer facilitators. READ targets the improvement of the reading proficiency of elementary students, while EAP particularly the Eco-camp and Eco-monitoring sessions intends to promote climate literacy for college students. Although both programs included objectives that are instrumental in targeting the knowledge and skills of the learners, it was observed that EAP presented more affective objectives, with the clear attempt to lead to attitudinal change among students. For the volunteer facilitators as supported by the interviews conducted (See Appendix J-AB), participating in the READ and EAP sessions was an opportunity to develop their knowledge and skills in teaching particularly in facilitation and classroom management. With the involvement in the design and implementation components of READ and EAP, the volunteer facilitators also became aware and more critical regarding essential components of effective literacy programs. Being part of the READ and EAP programs was also observed to have led to improved social awareness as they were exposed to the realities of primary and tertiary education in the Philippines.

In terms of criteria utilized to select a population or community, it was observed that both READ and EAP were more concerned on proximity, practicability, and partnership, which set aside one of UPLB Ugnayan ng Pahinungod's VMG on serving the more marginalized sectors. Moreover, there was limited involvement of people in the community assisted in the planning and implementation of the program. EAP was observed to give

more room for collaboration as in the development of intended outcomes as well as in the writing of learning modules. Various stakeholders like technical experts, program coordinator, volunteer module designers, volunteer facilitators were involved in this part of the planning and designing, which is in contrast to READ that involved the module designers only. EAP was also designed by volunteer module designers who were also present during the implementation of the modules.

However, it is to be commended that both programs utilize Filipino and English for the materials and instruction. ELC specifically thru a participatory method called ADIDS further supported by ORID, which is a more student-centered teaching and learning framework was used in by both literacy programs in the development of learning guides. Also, locally specific contents as well as simulation of real life challenges were incorporated in majority of the modules of the literacy programs. EAP was observed to also integrate the learners' contexts even more with specific modules that tackle environmental issues in the learners' respective communities.

EAP, compared to READ, required two clear outcomes: the accomplishment of project proposal and the implementation of the said proposal as culminating outcome. This was consistent with the OBE framework as there was a clear indicator if the EAP participants were able to grasp the concepts learned during the sessions they attended. Both literacy programs incorporated a number of learning strategies and assessments which were pillared from ADIDS and were generally consistent with the stage of literacy development of the learners. Although not explicitly mentioned, the literacy programs were also able to incorporate components of reading theories and models like the traditional, cognitive, and metacognitive views. However, it was observed that criteria/s indicators to

verify if the students were successful in the assessments were not available. This was observed in the lack of assessment rubric in the evaluation of the implementation of the EAP project proposals. For READ, the pre-test and post-test were the only sources of data to claim reading proficiency improvement.

In the implementation component, READ observed time as constant. All the materials or content prescribed in the modules were also required to be covered and the learner was no longer allowed to accomplish the learning objectives after the session. READ was also attendance-based. It was also observed that small group instruction was practiced but not sustained. On the other hand, EAP was seen as more holistic as most of the modules were geared to the achievement of program outcomes. There were also more student-centered learning and teaching strategies incorporated. Time was also viewed to be more flexible time and learning space was also maximized to provide the learners with a more holistic learning experience. Generally, EAP is also outcomes-based as clear culminating outcomes were prioritized.

For the assessment and evaluation, both literacy programs focused more on program and effectiveness evaluations. Program evaluations were mostly done through debriefings, while effectiveness evaluations were through the test scores for READ and the accomplishment of the proposed projects for EAP.

READ and EAP were found to have integrated a number of OBE principles particularly in the design and implementation program components. In the program design, ELC specifically with a participatory method called ADIDS further supported by ORID which is a more student-centered learning and teaching model was integrated in the modules. Clear culminating outcome was also observed in the EAP 2018 and 2019. In the program

implementation, teaching-learning systems that promote a collaborative learning environment, flexibility of time, and student-centered learning strategies were also observed. Compared to READ, EAP was observed to have integrated more OBE principles with its clear program outcome and integration of more student-centered learning and teaching strategies as further elaborate in the Chapter 4 of the study.

However, despite utilizing the participatory approach and experiential learning as the core of the selected UPLB Ugnayan ng Pahinungod Programs which are consistent with OBE, there are a number of areas that the volunteer arm should work on to not just integrate OBE in its programs but to improve their program management in general.

After data collection and analysis, the following recommendations for the planning, designing, implementing, and assessing aspects of the literacy programs of UPLB Ugnayan ng Pahinungod are suggested. In terms of planning, the volunteer arm should retool their staff regarding program management, review the rationale of the programs to make sure that these are aligned with national and global education standards, improve the identification of target learners to be consistent with its VMGs of helping the more underserved instead of practical reasons, improve needs assessment strategies and integrate processes which are aligned with standards particularly if the literacy program intends to supplement formal education curricula, utilize better instruments to gauge the profile of the learners and their capacities to further justify the significance of the program which would lead to better plan, design, implementation, and evaluation, consistently involve the volunteer facilitators, partner teachers, families, and communities of the learners, and integrate strategies that will ensure project sustainability particularly in partnerships.

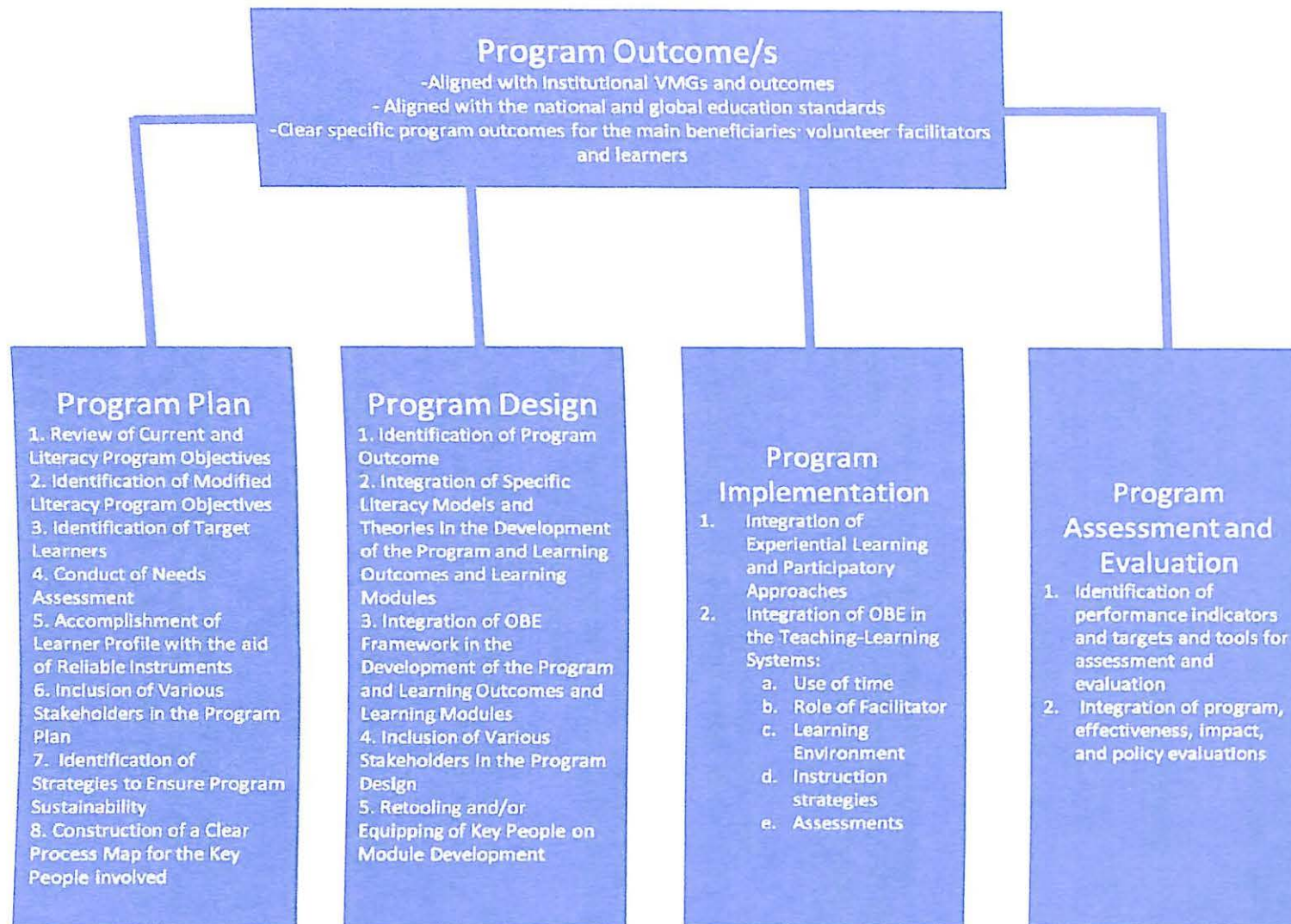
For the designing component, the volunteer arm should establish a clear culminating outcome which is based from the program and learning outcomes and provide clear indicators regarding its accomplishment, make sure to integrate specific learning models and theories related to the lessons, provide volunteer facilitators tapped as module designers with necessary knowledge and skills in module development particularly in integrating OBE principles, and construct a clear process map.

In terms of implementation, strategies consistent with OBE principles particularly on teaching and learning structures should be integrated particularly ensuring that learning is more holistic, time is not held constant, learning environment is conducive and highlights whatever learning experiences that work better for the learners, and learning results are specified.

In assessment and evaluation, both READ and EAP programs need to better identify performance indicators and targets and tools for observing and measuring the programs and their effectiveness, and make it a point to include impact and policy evaluations as both would provide necessary feedback and help assess the actual state of the programs. The implementation and eventually the assessment and evaluation of the literacy program should be properly accomplished as it would lead to the collection relevant data that can aid in the nationwide assessment of literacy. With this, the increasing or declining trend in literacy can be verified and more effective strategies to address reading related problems will be developed.

**Figure 8**

*Recommended Literacy Program Model*



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## APPENDIX

### Appendix A

Checklist of data to be collected and to be discussed in the results and discussion part of the thesis

#### I. Identification of Educational Need, Learner Groups, and Technical Resources

- A. The need, the people who need the program, and the motivation to participate in the program  
(age, grade, reading level, place of residency (urban, suburban or rural) socioeconomic status, ethnicity, and exceptional learning characteristics, all of which were lifted from the National Reading Panel reader profile criteria)
- A. The criteria to be utilized in deciding the population/ community where the program will be implemented
- B. The type and sources of funding and the measures to be implemented to assure the sustainability of the program
- C. The policies or legislations that are aligned with the program and the capability of the institutions or organizations to run the program in terms of mandate, experience, and resource availability
- D. The current teaching personnel
- E. The existing learning materials or learning materials to be developed
- F. The language spoken by the learners and the language that will be used for instruction
- G. The program plan at the local level

H. The learning space and community engagement (or participation) in the program planning and implementation

**II. Development of Locally Specific Intended Outcomes (or objectives if the selected literacy programs do not use the term outcomes just yet)**

A. The person/ team involved in the development of program objectives and their specific roles

(e.g. education specialist, technical experts, stakeholders, partner organizations volunteers etc.)

B. The nature and types of program and learning objectives and/or outcomes included and the factors considered in writing them

Cognitive objectives pertain to objectives that focus on comprehension (understand and remember), application, analysis, synthesis, evaluation, and creation which are consistent with the revised Bloom's Taxonomy of Educational Objectives as mentioned in CHED handbook (2014).

Affective objectives pertain to objectives that focus on characterization by value, organization, valuing, responding, and receiving which are based from Krathwohl, Bloom, and Masia (1964).

(e.g. specific, measurable, attainable or achievable, realistic, and time-bound (SMART))

(e.g.) the target learner, the needs of the target learner, the expectations from the target learner which are based from pre-determined program objectives, the circumstances in which learning occurs, a specific criteria that should be met by the learners (mastery in a specific amount of time))

### **III. Development of Learning Guides**

- A. The person/ team involved in the development of learning guides (or modules) and their specific roles  
(e.g. education specialist, technical experts, stakeholders, partner organizations volunteers etc.)**
- B. The framework used in the development of learning guides (e.g. top-down, bottom-up, transactional, etc.)**
- C. The identification a culminating outcome and the criteria/indicators indicators required to accomplish the culminating outcome (if any)**
- D. The different types of learning strategies and assessments (formative, summative, criterion-referenced, alternative, authentic, or performance) and the criteria/indicators required to accomplish the selected types of learning assessments  
(Strategies to improve phonemic awareness, phonics instruction, vocabulary, fluency, comprehension, and writing which are mentioned by the National Reading Panel as components to be prioritized for effective literacy programs and/or integration of activities such as reading alouds, shared reading, guided reading, independent reading, modeled/ Shared writing, interactive writing and independent writing)  
(e.g. The learning assessments are based on the pre-determined objectives per session; The learning assessments will aid the learners to be successful in an exit outcome that will be accomplished before the end of the program; The learning assessments will actively engage the participants (learning by**

doing); The participants get to contribute their own experiences in learning assessments; The participants get to directly apply the learning assessments in their daily lives.)

- E. The identification of concepts or topics to be included in the program content and the reasons for the selection

(For the identification of concepts or topics to be included, e.g. selected by institution or organization in-charge, by participants, by implementing institution or organization and participants, or by funding partner institution or organization etc.

For the reasons for the selection, e.g. readability, relatability, resonance etc.)

#### **IV. Construction of Process Map**

- A. The functions of the different participants of the program

(e.g. the learner, the wider community, the provider which pertains to the main institution or organization in-charge in the program and the various sub-groups, and the partners and the funders)

- B. The expected output or contribution of the participants during the OBE process

- C. The interactions (e.g. information flow, feedback etc.) from the program implementation to assessment and evaluation

#### **V. Designing Interactive Learning and Decision Support Tool Development**

The process of integrating locally specific content or other strategies to strengthen

the program, the integration of relevant tools and technologies that highlights participatory

proaches and simulation of real-life challenges, and the equipping of necessary skills for facilitators to teach the program in OBE and promote interactive learning

(Conduct of facilitator orientations and availability of venues for new skill development such as knowledge on child development, games, play, and other dynamics, making and using materials, teaching reading and writing to elementary students (language experience, comprehension, phonological awareness), language development, planning and delivery of sessions, record keeping, and monitoring learner's achievements)

(Validation of facilitators or trainers' skills in terms of their interest in the learners, ability to engage with their learners, fluency in the required language of delivery, ability to plan interactive sessions, ability to present suitable reading and writing, materials from varied sources, previous experience with literacy work particularly on literacy and numeracy practices that are applicable in real-life settings, and flexibility in working with learners with different learning profiles and socio-economic conditions.)

## **VI. Implementation**

A. The actual teaching-learning methods practiced by the facilitators and learners

1. Atomistic, parts prior to whole or Holistic, whole prior to parts
2. Time held constant, learning varies or Learning held constant, time varies
3. Classes start, end at same time or Environment ready when student is
4. One teacher, one classroom or Whatever learning experience works
5. Independent discipline/ departments or Cross disciplines/department

6. Covering material/content or Specified learning results
7. End of program assessment or Pre-during and post-assessment
8. Grading within classes by instructors or External evaluation of learning
9. Private assessment or Public assessment
10. Program completion equals accumulated credit hours or Program completion equals demonstrated knowledge and skills

**B. The roles of facilitator and learners during learning sessions**

1. Faculty are primarily lecturers or Faculty are primarily designers of learning methods and environments
2. Faculty and students act independently and in isolation or Faculty and students work in teams with each other and with other staff
3. Teachers classify and sort students or Teachers develop every student's competencies and talents
4. Staff serve, support faculty and the process of instruction or All staff are educators who produce student learning and success
5. Any expert can teach or Empowering learning is challenging and complex
6. Line governance/independent actors or Shared governance, teamwork independent actors

**VII. Assessment and Evaluation**

The alignment of the assessment methods with the program outcome and the stated learning outcomes and the measures of achievement; the evaluation process conducted to review the current and possible individual and program-referenced outcomes (also known as program evaluation) and the tools utilized for program evaluation (if done); the evaluation

process conducted to measure the effectiveness of the program in terms of achievement of objective and/or outcomes (also known as effectiveness evaluation) (if done) and the tools utilized for effectiveness evaluation (if done); the evaluation process conducted to measure the impact of the program (if done) and the tools utilized for impact evaluation (if done); and the evaluation process conducted identifies the effectiveness or ineffectiveness of an existing policy or formulates a new policy based on the results of the program (if done) and the tools utilized in policy evaluation (if done)

## **Appendix B**

### **Interview Questions for the UPLB Ugnayan ng Pahinungod Director**

1. What is Ugnayan ng Pahinungod's current vision?
2. What is Ugnayan ng Pahinungod's current mission?
3. What are Ugnayan ng Pahinungod's current institutional goals?
4. What are considered by Ugnayan ng Pahinungod as elements of an effective literacy or service program?
5. What are the different factors considered by Ugnayan ng Pahinungod before planning an extension program particularly a literacy program?
6. How does Ugnayan ng Pahinungod design literacy programs?
7. How does Ugnayan ng Pahinungod implement literacy programs?
8. How does Ugnayan ng Pahinungod assess and evaluate literacy programs?

## Appendix C

### Interview Questions for Program Coordinator

1. What is READ/ EAP?
2. What is/ are the significance of READ/EAP as literacy programs?
3. Who are the participants in READ/ EAP?
4. How are the participants of READ/ EAP selected?
5. Where and how often is READ/EAP conducted?
6. Are there other stakeholders and/or partners involved in READ/EAP? If there are any, what are their roles in the program?
7. What are the goals and objectives of READ/ EAP? What are the factors considered in finalizing these goals and objectives?
8. Who are involved in the formulation of goals and objectives of READ/ EAP?
9. How does/ did Ugnayan ng Pahinungod design READ/ EAP?
10. How does/ did Ugnayan ng Pahinungod implement READ/ EAP?
11. How does/ did Ugnayan ng Pahinungod assess and evaluate READ/ EAP?

## Appendix D

### Interview Questions for READ and EAP Module Designers

1. What literacy program are/ were you involved in?
2. In what part of the literacy program process have you contributed in (e.g. planning, designing, implementing, assessing and evaluating etc.)? Elaborate tasks accomplished.
3. How did you design your modules? What were your considerations in designing your modules?
4. What were the objectives of the module that you designed?
5. How did you choose the topics and themes included in the modules that you designed?
6. What were the learning and teaching strategies that you integrated in the modules that you designed?
7. Is/ are there points of improvement in the literacy program process that you have contributed in that you want to be addressed? Enumerate.

## **Appendix E**

### **Interview Questions for READ and EAP Volunteer Facilitators**

1. What do you think are the elements of an effective literacy program?
2. What literacy program are/ were you involved in?
3. In what part of the literacy program process have you contributed in (e.g planning, designing, implementing, assessing and evaluating etc.)? Elaborate tasks accomplished.
4. Is/ are there points of improvement in the literacy program process that you have contributed in that you want to be addressed? Enumerate.

## Appendix F

### Interview Questions for READ and EAP Partner Teachers

1. Please explain the processes involved on how your school/university/ institution was tapped by Ugnayan ng Pahinungod to conduct the READ/EAP program or if the school/university/ institution requested the assistance of Ugnayan ng Pahinungod, what processes were undergone.
2. What are the different factors considered by your school/university/institution before allowing or requesting for Ugnayan ng Pahinungod to implement the READ/EAP program?
3. What is the role (are the tasks) of your school/university/institution in the program in terms of mandate, experience, resource availability etc.?
4. Who are the participants in the READ/EAP program?
5. Why do the learners need (or not need) to participate in the READ/EAP program?
6. Are there changes (either positive or negative) that you have observed in the knowledge, skills, or attitudes of the learners during and/or after the implementation of READ/ EAP in your school/university/institution?
7. Are there points of improvement regarding the program plan, design implementation, and assessment and evaluation that you want to be addressed?

## Appendix G

Request Letter for Access to UPLB Ugnayan ng Pahinungod Literacy Program

Documents

April 19, 2017

**Prof. Glenn Lubuguin**

Director

Bahay ng Pahinungod, University of the Philippines Los Baños

Dear Prof. Lubuguin:

Good day! I am Katherine M. Gonzales, an instructor from the Department of Humanities and a graduate student from the University of the Philippines Open University currently enrolled in LLE290: Research in Language and Literacy: Language and literacy research designs and approaches.

One of the requirements to pass LLE290 is to accomplish a research proposal and one of the topics that I have proposed and have been approved by my faculty-in-charge is the integration of Outcomes-Based Education (OBE) in the literacy programs of Ugnayan ng Pahinungod-UPLB (or the evaluation and/ or assessment of OBE if already incorporated).

In your permission if I can  
line with this, I would like to ask for access Pahinugod's archive  
of the different literacy programs conducted for the past five years so I can already start  
writing my review of related literature.

You can contact me at 09278182158 or at [kayemolinagonzales@gmail.com](mailto:kayemolinagonzales@gmail.com).

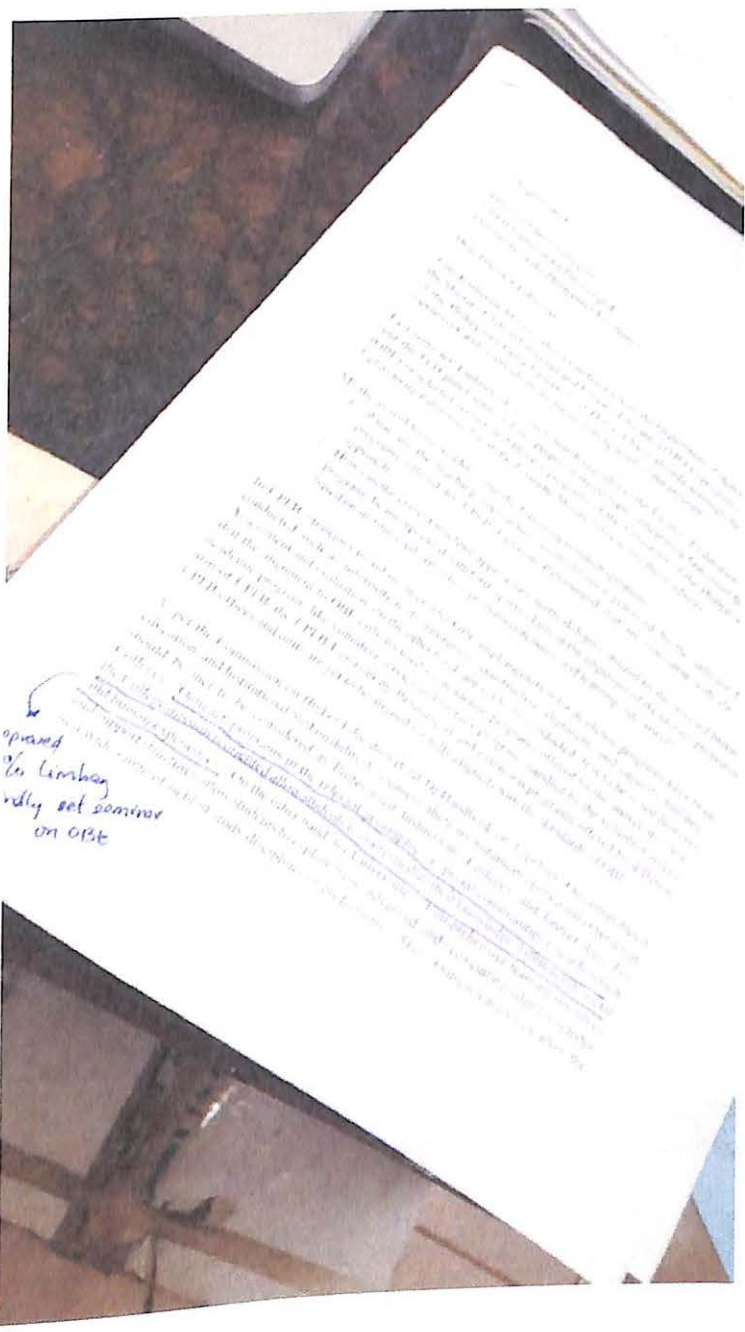
I look forward to your positive response.

Sincerely,

**Katherine M. Gonzales**

**Appendix H**

Request Letter for Interview with UPLB Ugnayan ng Pahinungod Director, Access to Other Relevant Documents and Endorsement to Key People Involved in the Selected Literacy Programs



## Appendix I

Sample Template for Request for Interview and Consent Given to the Module

Designer/Program Coordinator/Volunteer Facilitator/Partner Teacher

Date

Name of Interviewee

Address

Dear Module Designer/Program Coordinator/Volunteer Facilitator/Partner Teacher:

I am Katherine M. Gonzales, an instructor from the Department of Humanities and a student under the Master of Arts in Language and Literacy Education program offered by the University of the Philippines Open University (UPOU). I have already accomplished the required MLE coursework and is already in the thesis writing stage of the program.

Last semester, I defended my thesis proposal regarding Development of OBE-Enhanced Literacy Programs of Ugnayan ng Pahinungod. I am currently in data gathering stage of my multi-method research.

My thesis will focus on addressing the following research questions:

1. What are the teaching approaches/ methodologies practiced by the selected literacy programs offered by UPLB Ugnayan Pahinungod that are consistent with the OBE approach?
2. How can the current teaching approaches/ methodologies utilized by the selected literacy programs be incorporated with OBE (particularly in the alignment of the literacy programs based on institutional outcomes, program outcomes, and learning outcomes)?

In UPLB, strategies to aid in successful OBE implementation for academic programs have been conducted such as information dissemination, constructive alignment, and capacity building. Assessment and evaluation, on the other hand, are yet to be conducted. It is to be noted however that the alignment to OBE only focused on academic programs offered by the university. Non-academic programs like volunteer service and literacy programs handled by the volunteer service arm of UPLB, the UPLB Ugnayan ng Pahinungod and extension programs offered by different UPLB offices and units are yet to be aligned (or fully aligned) with the standards of OBE.

As per the Commission on Higher Education (CHED) Handbook on Typology, Outcomes-based education, and Institutional Sustainability Assessment, there are minimum operational criteria that should be met to be considered as Professional Institutions,

Colleges, and Universities. For Colleges, "Outreach programs in the relevant geographic or special communities towards which the College mission is oriented allow students to contextualize their knowledge within actual social and human experiences." On the other hand, for universities, "Comprehensive learning resources and support structures allow students to explore basic, advanced, and even cutting-edge knowledge in a wide range of field of study/disciplines or professions." Also, "Outreach activities allow the students, faculty, and research staff to apply the new knowledge they generate to address specific social development problems, broadly defined." CHED also emphasized another criterion that Autonomous Higher Education Institutions (HEIs) (by Evaluation) demonstrate exceptional institutional quality and enhancement through internal QA systems, and demonstrate excellent program outcomes through a high proportion of accredited programs, the presence of Centers of Excellence (COE) and/or Development (COD), and/or international certification. In particular, they are to show evidence of outstanding performance consistent with their horizontal type, e.g., research and publications for universities; creative work and relevant extension programs for colleges; and employability or linkages for professional institutes.

Moreover, the volunteer service arm that involves UPLB faculty, staff, and students can significantly be tapped by the rest of the UPLB community to meet the mentioned minimum operational criteria. However, to achieve maximum success, UPLB Ugnayan ng Pahinungod can align its educational framework and its service and literacy programs to be more consistent with educational framework utilized by the academic programs.

The Director of UPLB Ugnayan ng Pahinungod approved my request to access available data on the different Education and Literacy programs of the office and provided a list of key people involved in the literacy programs of Pahinungod particularly in the Reading Enhancement and Appreciation Development Program (READ) Program, Basic English Training for LP4Y, and Environmental Awareness Program (EAP) that I can interview.

With this, I would like to set an appointment with you so I can conduct a semi-structured interview regarding your tasks in the plan, design, implementation, and assessment and evaluation of the READ program. The information that you will provide will solely be used for academic purposes only. Should you agree to participate in this research, your identity and any other personal information will be treated with utmost confidentiality. I have enclosed in this letter a consent form for your review.

Please feel free to contact me via email: [kmgonzales3@up.edu.ph](mailto:kmgonzales3@up.edu.ph) or via mobile phone: 09278182158 if you have any questions.

I look forward to your positive response regarding my request as your knowledge and expertise regarding the program will be very vital for the accomplishment of my thesis.

Thank you very much.

Sincerely,

Katherine M. Gonzales

## **CONSENT FORM**

As I have consented to the interview, I also agree with the following terms and conditions:

I understand the purpose of the research.

I understand the contents of this consent form.

I have the opportunity to ask questions regarding my participation in this research.

I understand that I do not have any obligation to be part of this research, and I have the right to withdraw or refuse participation at any given time without the need to provide any reason or explanation for my withdrawal or refusal.

I agree to participate in this research.

I agree to have my interview audio recorded.

I understand that all the information I will provide will remain confidential.

I understand that my participation will require my identity however I may remain anonymous should the research be publicly accessible.

I agree that the information I will provide will be put into archive and cannot be used without any proper authorization.

I have read and understood the contents of this consent form and I agree to participate in this research study.

Name: (Optional)

Name of Interviewer: Katherine M. Gonzales

Mobile/ Telephone Number: 09278182158

Email address: kmgonzales3@up.edu.ph

## Appendix J

Interview with Pahinungod Director

**File Name:** Pahinungod Director

**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)  
Director Glenn Lubuguin (Pahinungod Director)

---

**Interviewer:** First question po, I would like to ask about the Ugnayan ng Pahinungod's current vision as an institution?

**Pahinungod Director:** Vision?

**Interviewer:** Yes.

**Pahinungod Director:** It's still the original vision, to create a critical pool of graduates that are not just critical minded or excellent in terms of academics but socially responsible, socially aware, so basically it's still the same vision. Siguro—as far as operations are concerned, we are just strengthening the technical dimension of the program so that it's not just a very generic values education program. It is there, it will always be there. But there is also technical expertise—there are strengthening of technical and specialized fields.

**Interviewer:** How about 'yung current mission niyo naman as an institution? Vision niyo po is to have graduates with a particular set of values, skills, and attitude. How about naman po your mission as an institution? Is it like overlapping na rin with the vision—

**Pahinungod Director:** As a program, as an institution, 'yun naman talaga 'yung Pahinungod ever since—values development, social awareness, 'yun naman talaga siya hindi siya nawala kasi nga we recognize na well—it is an extension program pero wala doon 'yung advantage natin as a university. Kasi tayo ay university, hindi naman tayo government front agency. So tayo basically ay instruction. So hindi nawawala 'yun, that has always been the vision. Institutionally, today what we're trying to do is strengthen na rin 'yung disciplines. So kung ikaw ay forestry, or agriculture, or natural sciences—we try to come up with a platform or a program na continuous. Kunyari isang mahabang program on disaster risk or environmental management so kung ang specialization mo ay environment or 'yun 'yung interest mo or advocacy mo, mayroon kang all throughout your stay it's an entire na program na—*nagugrow* ka, *nagugrow* 'yung values, *nagugrow* din 'yung specialization mo. Not necessarily the expertise—

**Interviewer:** Mas perspective nalang?

**Pahinungod Director:** Oo, 'yung appreciation mo doon sa field, 'yung realizations about your role as an expert. So parang 'yun lang, *nastrengthen* namin 'yun. Kasi before very generic—

**Interviewer:** Actually, sir, ayun 'yung gusto ko sanang makita kung paano nagimprove yung mission vision, institutional goals from a very generic na—makapagfield to a more holistic na perspective at pagpapadaloy.

**Pahinungod Director:** Dati kasi 'yung original programs ng Pahinungod madami siya, may arts, may literacy, may environment, etc. Pero 'yung involvement mo doon ay based sa free time. Ganito activity, free ka ba? Okay, free ako, sali ako diyan. 'Yung basis for involvement is not really your interests, your strength, your field—hindi. Free time. At the same time, hindi mo rin masisi 'yung bata kasi ayan naman talaga 'yung design ng program before.

**Interviewer:** Kasi volunteer, so they have that idea that they—

**Pahinungod Director:** Kunyari, ngayon 'yung ginagawa namin Sagana—food security program 'yun. It will run through the entire year. How do you advocate food security? How do you mobilize volunteers for food security? How will you educate kids on food safety? Mga ganoon.

**Interviewer:** Based doon sa *dinidiscuss* niyo sa'king mission vision tsaka goals, mas sustainable. Mas continued.

**Pahinungod Director:** Sustainable siya in UP, definitely sustainable 'yun kasi we have the experts to sustain it. Kapag nagbago 'yung panahon, may mga experts tayo na—we can modify the program relatively easily kasi nandito naman experts. Sa field, 'yun 'yung hindi ko pa alam. The design, in paper—

**Interviewer:** Ideally--

**Pahinungod Director:** Ideally kasi nga—kunyari 'yung design noong food security may SCU component tsaka may LGU component. So sila naman, pag sinabi namang sustainability sa community work, sila naman talaga 'yung crucial—'yung dalawang institutions naman talaga ang crucial. So in paper, nandoon siya. Kaya lang based sa experiences natin sa Pilipinas ay maganda in paper hindi naman nagkakatoo kapag nageleksyon na, magpapalit na 'yung ordinance, hindi na susuportahan ng mayor.

**Interviewer:** Sir, lilinya lang po ako kasi po ang mas topic po ng aking thesis ay literacy programs. So given sa *nadiscuss* niyong mission vision tsaka institutional goals, paano niyo *dinedefine* ang isang effective na literacy program?

**Pahinungod Director:** In terms of basic literacy, we already have the United Nations definition ng literacy. Functional literacy when you can apply it to the daily demands of your life, your routine. So halimbawa, turuan ka ng math, nagagamit mo ba 'yung math na 'yun sa pagtitinda? Sa pagbibilang ng kung gaano kadami nagbayad sayo dahil nagpalaba ka. So nagagamit mo ba 'yun? Or chemistry, nagagamit mo ba 'yun to assure safety in your home. Hindi mo nilalagay sa mainit na lugar 'yung butane or lighter. Mga ganoon. So if you can use it to the day to day demands of your life, 'yun 'yung literacy, 'yun 'yung functional literacy.

**Interviewer:** How about sir if *expand* natin 'yung literacy not limited to functional. May mga nakikita ka bang elements pa ng literacy program na tingin mo kailangan ng—

**Pahinungod Director:** What has always been missing from the discourse ng literacy talaga—

**Interviewer:** 'Yung definition ng literacy is very problematic.

**Pahinungod Director:** Ayun nga, 'yung functional, 'yung next level kasi doon dapat there should be such a thing as a—I don't know what to call it, there should be a progressive literacy. 'Yung literacy mo dapat nagagamit mo to develop your state. Hindi mo lang siya *naaapply* sa day to day, *naaapply* mo siya to grow, to develop, to better your life. Ganoon. Ayun 'yung isang level ng literacy na hindi—at least before 'yun 'yung hind ko nakita.

**Interviewer:** Something leading to progress—

**Pahinungod Director:** Of course, I understand na kasi 'yung essence na 'yun ay buried siya doon sa idea ng education. Education will better your social standing, nandoon siya. Pero technically, kapag sinabi mong literacy, hindi ako nakakita na ito 'yung measures ng functional literacy, ito 'yung measures ng progressive literacy or developmental literacy—I don't know what to call it.

**Interviewer:** So there's no such thing as a complex rubric na gusto niyong ilapat?

**Pahinungod Director:** Oo, parang wala pa tayong ganoon.

**Interviewer:** Mas abstract na—as long as functional and something that leads you to think na nagkakaroon ng progress. You find it somehow effective.

**Pahinungod Director:** I think it's subsumed under education. The higher you are in the education ladder, the better you become. I think nandoon siya sa diskursong iyon.

**Interviewer:** Next question, sir. Before planning an extension program na literacy ang linya, ano 'yung mga factors na *kinoconsider* ng Pahinungod?

**Pahinungod Director:** In terms of principle, number 1, may matututunan ba 'yung volunteers? Ayan 'yung underlying factor bakit underserved kasi you have to see the realities of the underserved. Pangalawa, 'yun. Underserved ba sila? Baka naman kasi ang tinutulungan natin ay 'yung may advantage na sa—in society. In terms of principle din, kaya ba nating—in terms of practicability, mayroon bang funding? Malapit lang ba siya? Malayo ba siya? May *ipoprovide* bang sasakyan 'yung ating partner school? May mga ganoong elements.

**Interviewer:** So mga logistic concerns po?

**Pahinungod Director:** Logistic concerns. May previous partnership ba tayo? Pwede ba nating *expand* 'yung partnerships natin from literacy pwedeng agriculture—may ganoong opportunity doon sa lugar? Safety. So mga ganoon. 'Yun 'yung mga administrative part.

**Interviewer:** How about po doon sa *pagdesign* ng literacy programs? Can you share to me, like give me a general framework na ginagamit ng Pahinungod when you design a literacy program.

**Pahinungod Director:** Number one is assessment. Number two, expert. So kaya 'yung

Kasi sa office wala naman 'yung—di naman kami *nakakapagplan* technically. We can plan administratively, we can plan how to implement on the ground, how to coordinate, how to assure safety, funding, financing, etc. But 'yung kanyang technical content, wala naman dito sa loob—well, there are some cases na syempre may mga background din naman 'yung staff dito, if it falls within their background ayun ang gagawa. Pero kagaya niyan, literacy and reading comprehension yan, language yan, wala kami masyadong ano doon. So when we design it, basically, if that's the question—how do we design it—we design it based on the needs. Based on the needs and capacity of our partner agency. Ilan ba 'yung kaya nilang ibigay na oras? Ilang linggo? Wala ba kaming *vinaviolate* na DepEd guidelines diyan kapag nandiyan kami every week, hindi magkklase 'yung teacher? So ayun 'yung mga *nafactor* in naming when we do that. As far as 'yung content, hindi ko kayang sagutin kasi 'yung experts 'yung—how they determine the number of hours for this basic, the number of hours for—

**Interviewer:** So for the designing process, ang mas involvement niyo po as admin ay on assigning a technical expert?

**Pahinungod Director:** Oo, kasi ayun 'yung nature ng volunteering din. Kasama 'yun sa mandate ng office to get volunteers for that.

**Interviewer:** And then they at least provide the technical expert, 'yung needs assessment.

**Pahinungod Director:** Needs assessment, monitoring improvement. So may mga *nirerevise* naman diyan. For example, 'yung mga modules namin every 5 hours—ay 5 years, *narerevise* naman.

**Interviewer:** How about po the role of Ugnayan ng Pahinungod in the implementation of the literacy programs. Kayo po lahat 'yung logistics concerns, coordination with the partner institutions. May iba pa po ba?

**Pahinungod Director:** Mobilizing ng volunteers. Kuha ka ng volunteers tapos kapag nandiyan na 'yung volunteers, 'yung basic training. How to facilitate training, how to manage group projects, how to manage group conflict, social skills, how to interact with the community, mga ethical considerations. Mga ganoon. May seminars din on framework on development. What do we mean by development? What do we mean by functional literacy? May mga ganoong trainings—'yun na 'yung sa Pahinungod. Basically, the skills of the volunteers to implement the program. To properly implement the program.

**Interviewer:** Skills for the facilitators and coordinators. So ang last question ko ay tungkol sa inyong role or ginagawang tasks in the assessment and evaluation ng inyong mga literacy programs.

**Pahinungod Director:** Actually before, ang literacy program—pre-test, post-test. Dalawa kasi ngayon. Kapag sinabi mong assessment, dalawa 'yun. 'Yung assessment namin doon sa impact ng volunteer work sa volunteers, values, sa skills, attitude noong volunteer. 'Yung isa ay anong impact noon doon sa community or doon sa school. Doon sa volunteers, debriefing. Minsan—way back in 2012, nagkaroon kami ng survey. Ano 'yung mga skills na *naimprove* mo, *nadevelop* mo? Anong values 'yung nabuo because

of your—may mga ganoon kaming survey but basically ang regular and consistent 'yung mga debriefing. Anong *narealize* mo? Anong nakita mo? Saan ka nahirapan? So basically, debriefing siya. 'Yung doon sa school—wala, pre-test post-test. Bago ka magturo, ito 'yung knowledge nila, so pre-test. At the end, post-test. May mga—there are some other indicators like before, sa elementary, noong supplementary tutorials talaga siya—'yun 'yung program before eh, before there was NSTP, or during the earlier of NSTP—ang *pinakametrics* namin ay 'yung NSAT—

**Interviewer:** 'Yung pagpasa nila doon sa parang NSAT—

**Pahinungod Director:** May mga school kasi diyan na *tinarget* namin na kunyari 'yung sa—they were second to the lowest in the entire laguna. After four years, na nandoon nagpapadala ng NSTP, nagkaroon ng program, teachers' training—After four years, or three years ata, I can't remember exactly—basta after that number of years of intervention, nag second highest sila sa district yata. So sila 'yung second highest tapos 'yung top performer doon sa exam na 'yun was from them. So after three or four years 'yun so—'yung sa CBK sa Laguna, ganoon din 'yung number of pumapasa doon sa NSAT. Mga ganoon. Pero of course, it's a very loose indicator kasi nga sabin namin unang factor diyan 'yung principal. Magaling 'yung naging principal, nagpalit ng principal. Or may bagong guidance councilor. Madaming ano—or nagkaroon ng additional support from the LGU, from the province. So madaming factors pero 'yun lang 'yung metrics ng Pahinungod. Basically, internal. pre-test, post-test within. Wala pa kaming nagkaroon ng—wala pa kaming 'yung long term na study na—ito *nareview* natin, naghonor—or dati di na napasok, noong *naliteracy* program ng Pahinungod *nainspire* siya—wala kaming ganoong studies.

**Interviewer:** So sir, 'yung mga assessment methods niyo limited siya sa volunteers tapos doon sa students na involved doon sa literacy program. Pero wala po tayong assessment or eval methods para doon sa mga partners. Sino 'yung mga partner teachers? Partner organizations involved doon sa program?

**Pahinungod Director:** Di ko rin *marecall* pero 'yung sa READ wala pa. 'Yung ngayon—ang literacy nalang kasi naman actually very—lahat naman 'yan literacy. Kahit naman 'yung arts, literacy naman 'yan. Pero 'yung traditional sense of the word na literacy meaning na—

**Interviewer:** Numeracy, language—

**Pahinungod Director:** Sa READ, READ lang naman 'yun. Wala kaming assessment pa doon sa—we have an assessment on teachers pero hindi siya nakatali doon sa READ kasi may teachers training program ang Pahinungod kaya kung mayroon man, doon siya ginagamit. Separate siya from the READ.

**Interviewer:** Sir, clarify ko lang din po pala 'yung pagpili po natin ng mga elementary schools for READ. Ano po 'yung basis natin?

**Pahinungod Director:** Number one, public schools. There was a time na 'yung basis ay performance doon sa National Aptitude Test. Pero after a while kasi nagkaroon nga ng

NSTP, naging basis namin ay 'yung sa Pahinungod ay 'yung walang NSTP kasi kawawa naman 'yung school kapag ang dami dami na disruption noong classes.

**Interviewer:** They can't afford na ibigay pa 'yung time.

**Pahinungod Director:** Naging basis namin 'yun. Tapos naging basis din naming 'yung, of course, number of students. Tapos 'yung degree of cooperation noong principal. Crucial kasi 'yun. 'Yung principal, 'yung hahanapan pa ng permit from the region or from the division or from the—Ayun, recently, 'yun 'yung mga naging basis.

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## Appendix K

Interview with READ Program Coordinator 1

File Name: READ Program Coordinator 1

Speakers in the Audio File: Ms. Katherine Gonzales (Interviewer)

READ Program Coordinator 1

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Interviewer: Okay, so, good afternoon po.

READ Program Coordinator 1: Good afternoon.

Interviewer: So, my first question is I'd like to ask about your involvement in one of the programs of Pahinungod which is READ. So ang una muna ay, ang tanong ko muna ay, during your time as Program Coordinator, what is READ?

READ Program Coordinator 1: What is READ? Uh, so, Reading Enhancement and Appreciation Development in English siya. Nung nadatnan ko siya, mayroon daw silang sixteen (16) modules na *niru-run* nila through the course, parang three to four months, parang four months kasi every Monday siya so parang four Mondays in a month ganyan. Uh, so dun iyon, iyon yung ginagamit noon. However, pagdating ko biglang sabi ni Sir Glen, so this was September, so October? Oo. October of two thousand and ano ba 'to...

Interviewer: 2016 or 2017?

READ Program Coordinator 1: Sixteen (2016) ako nandito. Ano siya, sabi ni Sir Glen kailangan paikilin kasi daw ang nangyari noon is *nag-calendar shift* tayo noon di ba? So hindin natin *na-a-achieve* yung *pag-ru-run* ng program within one semester dahil nga August na tayo nag-sa-start tapos hindi tayo *makapag-deploy* ng tao it's like late September na. So ayun, hindi siya nakakayanan within one academic semester ng U.P. So sige, paikliin daw naming 'yun. Tapos ang nangyari noon, mayroong parang dalawang part-time volunteers, si Nat at si Mark. So si Natalie Merlan ay siya yung part-time volunteer na *naka-assign* for READ. Uhm, nung una sila lang talaga, si Nat with the volunteers na involved, involved na rin niyan sina Megan, sina Renee. Ugh, ano sila, sila yung nagpaikli ng module. Kasi apparently yung four months na yun per month may isang topic siya. So sabi nila, ate why not gawin nalang natin, instead of one month na gagawin yung per topic isang meeting lang siya. Sabi ko, o sige, game. So, we came up with system na anim (6) na meeting nalang yung kailangan natin for the run of the whole program.

READ Program Coordinator 1: First meeting will be your pre-test. Four consecutive meetings you will do the specific topics. Then, sixth meeting will be your post-test evaluation. So we did that tapos after nangyari yun, nagkaroon kami ng parang crash course on social impact assessment with CHE, uh kina, oo sa CHE. Tapos,uh, hindi natin siya ginawan ng full-blown na social impact assessment. However, nagkaroon ng realization na hindi talaga magiging ganoon *ka-effective* kung ganoon naman siya kaikli with only the six meetings. Actually, four meetings lang. So, after nangyari yun sabi ni Sir

Glen, o sige kailangan na talaga natin *mag-consult* with a faculty. So tinap na noon sina Ma'am Ayel, si Jalmar, at tsaka si Allison Danao. And then, uhm, sabi nila o sige we'll do it in such a way na *i-align* na siya sa K to 12 program kasi nga nag-K to 12 na. Pero ang target pa rin is *ma-ru-run* siya within one academic sem ng U.P. So ang nangyari na nun ay nagkaroon na tayo ng six modules plus pre-test, post-test. So parang eight meetings, parang two months. Uhm, dahil nagbago ng modules, ay ayun nagbago nanaman yung everything tungkol sa kanya from the materials to the execution. Pero, basically, ganoon naman yung yung sinusunod pa rin naman natin, naka-ADIDS format siya so activity, discussion, input, deepening, synthesis. And then, uhm, yung topics nga lang ay naka-angkla siya doon sa supposedly nalalaman ng mga bata for that grade level. Kasi 'di ba nung nagkaroon pala tayo ng K to 12, ang English as a subject in school nawala siya sa first three years, yung Grades 1 to 3 rather, and then *i-ni-introduce* lang siya sa Grade 4. So doon *nag-adjust* din tayo kasi sabi natin hindi natin kayang pumasok, eh kasi appreciation and enhancement lang tayo supposedly, uhm dun sa unang experience nung *pag-ru-run*, nung kina Nathalie pa, actually parang nagiging tutorial tayo sa mga bata.

Pero nung nangyari si K to 12 sabin natin, oops kailangan nating *mag-adjust* kasi hindi naman natin kaya na Grade 4 papasok na tayo sa buhay ng mga bata dahil dito pa lang sila matututo ng basics. So, eh yung mga topics natin ay supplementary nalang dapat. So we did, that's why we did Grade 5 na noong time na yun. Hindi natin mapasok ang Grade 6 kasi kapag grade 6 usually *nag-re-review* sila for NAT? NEAT? Something like that. The exam that they take. So grade 5 tayo. Uhm, so ayun *nag-ru-run* kami and ang ginagawa namin noon is medyo matrabaho for everyone kasi after natin ng isang meeting, kailangan *i-process* natin agad kung ano yung nangyari sa meeting and then kailangan ibibigay natin doon sa mga faculty kung ano yung feedback ng mga bata, ng mga volunteers natin kasi kailangan *i-adjust* si module. So we tried to do that for the all modules. However, nung patapos na yung semester, nung patapos na tayo noon eh nagkanda-anu ano kasi noon eh nagkanda-bayo, nagka- you know naman the usuals, walang pasok. Natapos na tayo ay parang hellweek na ng U.P. na parang first or second week of December na kaya nung patapos sobrang onti na ng mga bata. Kaya nung patapos medyo *na-late* yung feedback natin for parang last two modules diyan. Yun siya, so nung nangyari yun – pero malaki yung naging improvement nun since, uhm, parang mas nagkaroon ng direction yung mga modules as compared to before. *Nag-start* daw kasi yung READ program kasi yung director natin dati, si Ma'am Weng Baconguis, parang advocacy niya lang yun para *ma-appreciate* ng mga bata yung reading in English. Kasi usually 'pag public elementary schools yung pagbabasa ng English task siya, parang ano yan homework yan, parang it's another thing that I have to deal with. So gusto niya *ma-appreciate* niya or ugh malaman ng mga bata yung ganung side daw. That's why they started the program. Tapos ayun, nung through the experience of the volunteers ang sinasabi kasi nila, ate kasi ano talaga nagiging tutorial tayo, Supplementary talaga to what is being taught kaya rin inangkla na rin siya sa kung ano yung sa K to 12 na ano program.

Interviewer: So, to clarify po ate Sam. Ibig sabihin, yung previous objective which is actually appreciation and enhancement was changed to actually become a remedial class, tama ba?

**READ Program Coordinator 1:** Hindi naman siya remedial pero nahirapan talaga tayo na *i-maintain* yung main objective which is appreciation and enhancement. Nangyari is more on enhancement and talagang development, I guess, ng skills and knowledge ng mga bata. So the appreciation was kinda put on the back seat. Uhm, dahil din nakita natin yung need nung mga bata na at this point they really can't appreciate something that they don't understand.

**Interviewer:** So, *i-clarify* ko lang po na given na ganoon yung context, mas ang naging focus ay *pag-i-improve* ng reading comprehension and reading as a skill?

**READ Program Coordinator 1:** Actually, ang nangyari nung una noon nung kina Ma'am Ayel, nagkaroon tayo ng multiple-modules per session. Oo, *na-discuss* na to 'no?

**Interviewer:** Ah, yeah.

**READ Program Coordinator 1:** So di ba per session kasi *i-nassess* nga natin yung mga bata nga and then nalaman natin na kahit isang section, iba-iba yung skill level ng mga bata, iba-iba yung knowledge level so we tried to cater to that. So, in that sense, I guess, para talaga tayong naging remedial class. Kasi what we wanted at that time was to ensure that para *ma-appreciate* niyo yung English literature and language, maintindihan niyo muna siya. So, I guess ayun yung naging atake natin.

**Interviewer:** So comprehension muna. So, actually yun yung next question ko eh. Yung naging significance ng READ as a literacy program so I think nasagot naman na po. Ang next question ko po ay, during your time as coordinator po, who are the participants ng READ?

**READ Program Coordinator 1:** Participants natin ay Paciano Elementary School. We tried tapping into the whole Bae Public Educational System. Actually, kinausap ko yung superintendent ng Bay. However, ang sagot niya ay it's really gonna be up to the principals. So ang pinaka-receptive sa atin at that time ay Puypuy at Paciano. So we decided, isa sa kanila would be the environmental program and yung isa sa READI. So si Puypuy yung sa EAP and si Paciano yung sa READ.

**Interviewer:** Uhm, ate can you elaborate on the choosing nung participants like how are you able to decide na Bay, from Bay public elementary schools? What's the basis?

**READ Program Coordinator 1:** Okay. So yung mga participants we tried going to Los Baños schools, Los Baños public schools. Siyempre kasi ito yung nearest sa atin. However, hindi na sila ganoon *ka-excited* sa mga ganitong klaseng programa. I guess, kasi marami na din namang *nag-su-supplement* sa mga Los Baños schools bilang nasa Los Baños nga siya, ganyan. Bay is more receptive and I guess they are more hungry for these kinds of programs kasi they feel that their students really need the extra help or all the help that they can get, uhm, kaya siya naging Bae. Calamba is out of the question because of traffic. So, medyo ang naging deciding factor dito is kung gaano siya kalapit sa LB kasi tinetiempo lang natin siya na kailan kaya pwede yung mga volunteers? And gaano katagal yung travel time? Yoon, yun siya.

**Interviewer:** So yun yung mas naging basis.

**READ Program Coordinator 1:** Yun yung mas naging basis.

**Interviewer:** Wala pong parang like previous na nabasang document or reading proficiency yung parang ganoon lang yung level nung tiga-Bae? Wala pong ganoon?

**READ Program Coordinator 1:** Wala akong alam na ganoon kasi we started this program in Los Baños, BN Calara in Anos, the elementary school of barangay Anos. So that's where the program started. However, BN Calara was adopted by DevCom. So, naging adopted school na sila ng Development Communication kaya ano na sila, they don't need us anymore there in that aspect kasi sobra na yung ano na sila, sobrang dami na. So 'yun siya.

**Interviewer:** Okay po.

**READ Program Coordinator 1:** So, other school yun nga hindi na sila.

**Interviewer:** So previous schools po parang BN Calara, Paciano, and then Puypuy.

**READ Program Coordinator 1:** Hindi, hindi tayo nag-Puypuy. Puypuy was for EAP.

**Interviewer:** Ah, during your time hindi po pero the other coordinator nag-Puypuy. Okay.

**READ Program Coordinator 1:** Oo.

**Interviewer:** So, two schools po during your coordination?

**READ Program Coordinator 1:** Isa lang. Si Paciano lang siya.

**Interviewer:** Ah, yung kay Ma'am Baconguis yung sa BN Calara.

**READ Program Coordinator 1:** Oo. Si Ma'am Baconguis yung sa BN Calara.

**Interviewer:** Okay, sige po. And ate can you elaborate on kung saan at how often *kino-conduct* yung READ during your time as a coordinator?

**READ Program Coordinator 1:** So, doon kami sa room ng mga bata, room ng grade 5 at ano siya doon sa school mismo. So, what they do is every Monday, *shino-shorten* nila at ano yung classes for us. So, we are given our timeslot, 2-3. Three (3 P.M.) yung end ng classes nila so kami yung last period nung mga bata at that time.

**Interviewer:** Clarify ko lang ate Sam, for grade 5 to noh? Kasi yung last interview ko with the program designer, grade 4 yung nabanggit niya.

**READ Program Coordinator 1:** Grade 4 kami noong una tapos nung *ni-revise* namin ginawang grade 5 dahil nga dun sa K-12.

**Interviewer:** Ah tapos nung *ni-revise* nila ginawang grade 5? Ah, okay okay. Kasi from Ma'am Weng it was grade 3 eh.

**READ Program Coordinator 1:** Oo. *Nag-start* sila sa bata kasi ang gusto nga talaga nila is appreciation. Mayroon pa sila talaga noong mga props na magku-kwento ka talaga ng

*naka-costume*. Ganoon. Ganoong level sila. Wala sila more... hindi sila more on comprehension.

**Interviewer:** Mas vocabulary development actually.

**READ Program Coordinator 1:** \*mumbles in affirmation\*

**Interviewer:** Nung 2016 po, ibig sabihin nung *nag-start* po kayo mayroon na po agad module na *i-nimplement* ng early 2017 yun po yung *ni-revise* ng mga ibang volunteers. Pero po yung mayroon po tayong kopya ay yung 2017 ng first semester pong *na-implement*. Yun po ba yung ginawa po ba yun nung mga designers from the Department of Humanities?

**READ Program Coordinator 1:** Nina... kay Megan na ata yung nakita mo. Ay, hindi, last year lang yung kina Megan.

**Interviewer:** Kasi po mayroon pong – Opo, yung 2018 po yung kay Rayal at tsaka kay Fortaleza.

**READ Program Coordinator 1:** Oo. Yes.

**Interviewer:** So bali iba po yung *i-nimplement* nung 2016. Iba din po yung *i-nimplement* nung 2017.

**READ Program Coordinator 1:** Oo. Medyo naging mabilis yung module development.

**Interviewer:** Ah, okay po. Sige po. Tapos, uh, next question ko po ay about yung stakeholders or partners po involved in the conduct of READ. Pwede po ba natin *elaborate* yung naging roles nila sa program? May iba pa po ba kayong partners maliban sa elementary na nakasama?

**READ Program Coordinator 1:** Wala. Sila lang. Aside from dun sa faculty natin, faculty volunteers, student volunteers, tapos yung school.

**Interviewer:** Can you elaborate more on the role of the school?

**READ Program Coordinator 1:** Yung school, uhm, actually, hindi sila okay naman sila kasi okay lang sa kanila na *mag-hold* tayo ng program. However, pag nandoon tayo ang napapansin is hinahayaan na nila yung klase nila sa atin. So, with the supervision of the classes talagang iniwan na nila tayo doon sa room. So, hindi talaga nila actually alam kung ano nangyayari during the run of the program. Pa-minsan minsan mayroong faculty na umuupo dun sa likod so *nagse-stay* siya sa klase niya pero for the most part yung klase ay atin. Oo, basically. Kalimitan may kasama tayong at least isang staff pag nagpupunta tayo doon ayon with the student volunteers.

**Interviewer:** Yung next question ko po actually you were able to answer naman na po yung goals and objectives of READ as a program. Pero, what are the factors po na kinonsider niyo dun sa pag-finalize ng objectives tsaka nung goals nung kayo yung coordinator?

**READ Program Coordinator 1:** During our time, ang nagyari doon is after the first run na kasama ako yun nga, *inassess* siya ulit and then nung nakita kasi ni Sir Glen yung nangyari noong una, parang kasi lahat naman *kino-consult* namin kay sir Glen. So yung first run na ang ginamit natin ay yung parang medyo mga *shinorten* lang na mga module yung nauna, ah, yung feedback doon ay masyadong magulo yung nangyari. Magulo in a sense na gahol sa oras lagi yung mga tao. Tapos kasi walang dedicated na tao na sinong *mag-eedit* ng module, ganyan ganyan, sinong magsusulat? So, meedyo nahirapan yung mga tao *mag-adjust* kaya sabi niya: O sige, hingi tayo ng tulong nga. And then nung setting ng goals for the module na ginawa ng faculty ng DHUM and doon na pumasok yung ano –

**Interviewer:** Impact Assessment?

**READ Program Coordinator 1:** Mh-mmm (affirmation). Oo, dun na pumasok yung impact assessment. So, sinabi na natin sa kanila na okay ayon sa initial na ano natin, napagtingin natin na ganito ganito yung nangyari so yon. And then the K to 12 had to be factored in.

**Interviewer:** Actually the next question you were able to answer as well na po, yun pong formulation ng mga goals and objectives sino po yung mga involved? So summarize ko lang po na of course yung Pahinungod staff na *nagko-coordinate* ng program, yung mga partner na education specialists, tsaka yung mga volunteers na involved in the actual implementation. Pero mayroon din pong napasok na yung observation ng mga estudyante ng CHE na gumawa ng impact assessment, tama po?

**READ Program Coordinator 1:** Yes.

**Interviewer:** Okay po. Sige po.

**READ Program Coordinator 1:** Class yun ni tita Emie Mendoza.

**Interviewer:** Ah, yung next question ko po you were also able to answer na which is how did Pahinungod design READ during your time? So, okay na din po tayo doon.

**READ Program Coordinator 1:** Sorry, ang daldal ko noh? Nasabi ko na lahat.

**Interviewer:** It's okay. Okay lang po. No problem. And then the second to the last question would be regarding naman po sa implementation. Can you elaborate po, paano po yung naging experience nung *inimplement* niyo yung READ nung kayo yung coordinator?

**READ Program Coordinator 1:** Sa implementation, so ang nangyayari sa buhay namin noon, ibibigay si module. We tried noong time na yon, si Ma'am Ayel, we tried to give the modules as early as possible kasi we do know na yung preparation time ay medyo haggard dahil siyempre yung mga volunteers kung kailan lang sila pwede saka lang tayo mag-gagawa. Although parang mayroon tayong set schedule na parang o sige *mag-meet* tayo every day ganyan to read through, and then to divide our tasks, and then to make our props ganyan. So parang ganyan nung nangyari sa atin, once a week before we deploy, *mag-me-meet* tayo, read through tayo, hatiin na natin ganyan, lahat ng

assignments kina-claro. And then on the day, syempre, nagkakaroon pa rin ng mga little ano mishaps, like may nagkakasakit, may hindi makakapunta, mayroon may exam, so may final adjustments on the day.

Sa school, uhm ang pinakamalaking challenge for the volunteers, for everyone actually, is the classroom management. Uhm, kasi ibang-iba *mag-handle* ng mga bata kaysa sa yung sa, per age group iba-iba yung pag-handle ng klase. Add to that the fact na hindi rin naman talaga kami teacher at wala rin kaming formal training kung paano mag-turo sa mga bata. So, uhm, yun yung mga challenges na kinakaharap ng mga tao everytime we go to the field. Uhm, ang isa pa sigurong nakadagdag doon ay yung availability ng volunteers na hindi naman natin mapilit yung mga bata na *nag-commit* ka na eh hindi ka pupunta kasi nga eh volunteer nga. So, uhm, minsan kailangan mag paano ba? Maghati-hati ulit or –

**Interviewer:** Another adjustment.

**READ Program Coordinator 1:** Oo, ganyan. Minsan napipilitan kami na kami yung magturo na *magha-handle* din kami ng group ganyan.

**Interviewer:** Opo.

**READ Program Coordinator 1:** Pero okay lang. Yun yung mga challenges na *na-encounter*. Siyempre makulit yung mga bata. Mayroong batang clingy, may batang bayolente, ayon.

**Interviewer:** Ah, follow-up question lang po regarding sa implementation, so nag-ano po tayo ng breakout sessions, tama po?

**READ Program Coordinator 1:** Ay, oo. So, how we implemented it was hinahati nga natin yung klase into smaller groups kahit na magkaka-iba nga yung level nila parang we had modules na A to C ganyan or something like that per class.

**Interviewer:** Okay po.

**READ Program Coordinator 1:** And then magkaiba pa yung topics per class kasi may star section tapos may regular section. We tried to make the modules as similar as possible kasi we know that the children will actually sense it kung magkakaiba yung ginagawa nila and then mag-sasabi na ay ate bakit iba yung ginagawa nila from us? So ganoon yung ginawang adjustment diyan kasi we had to confine ourselves inside one classroom.

**Interviewer:** Ah, so during the run in Paciano po one section lang po?

**READ Program Coordinator 1:** Dalawa siya, dalawang section tapos sorry, dalawang section siya tapos kailangan lahat ng tao nasa loob ng room kasi once you go out yung attention ng mga bata lilipad na rin. Although *nag-experiment* kami --

**Interviewer:** So nag-merge po yung two sections?

**READ Program Coordinator 1:** Hindi hindi. Tig isa pa rin siya.

**Interviewer:** Ah, two classrooms pa din.

**READ Program Coordinator 1:** Tig isa. Parang 30 something per section nung mga bata.

**Interviewer:** So two sections pa din of grade 5 students of Paciano. Okay po. Last question po. Since we're done with the design, the planning, the implementation, the last question would be, paano po yung assessment and evaluation ng READ program during your time as program coordinator?

**READ Program Coordinator 1:** Ang final na ayun nga, every meeting, after every meeting mayroon kaming short ano uhm gathering dito. *Ina-assess* na namin kung ano yung nangyari. Naglalabas na ng ano mga saloobin yung mga tao and then we try to give the feedback to DHUM people as well. Kasi what they wanted to do was edit the module as soon as possible para kumbaga hindi na makalimutan ganyan. Ayos na agad. So ganon yung *tinry* natin gawin nung time na yun and then at the end of the run of the whole program parang may isang mega mega assessment wherein naka-upo rin yung lahat ng involved so whether isang session lang ang nasalihan mo or nasalihan mo lahat doon sila. Tapos doon parang yung *inassess* ulit. *Nag-re-assess* nung mga bagay bagay. Although, kalimitan kasi pag ganoon kaunti lang ang nakakapunta kasi end na ng sem. Hindi ko nga maalala kung nagawa namin siya ng talagang end na ng sem or ano na first, second semester na siya nagawa. I don't really remember right now pero ganoon yung ano natin.

**Interviewer:** Pero *i-highlight* din po natin noh bukod po doon sa experience ng volunteers that would aid in the *re-assessment* of the modules, paano naman po yung naging assessment at tsaka evaluation ng effectivity ng program in terms of the target audience?

**READ Program Coordinator 1:** Yun yung sa ano, pre-test, post-test natin. So, yung pre-test and post-test natin ginawa siya at actually, actually ang hindi ko *na-mention*, this program is supposed to be run in English pero nag-adjust tayo. *Nag-Tagalog* tayo. *Nag-vernacular* tayo. We had to use vernacular to teach English dahil nga parang medyo nagsisimula pa lang yung mga bata. So, the same happened for the pre-test and the post-test na *naka-English* si pre-test nung una. We tried to gauge. Nung unang pre-test na naalala ko English talaga siya kaso ang ginawa na namin noon para sige mabilis, somebody will read the test, let's answer it together ng mga bata. Uhm, dahil din from previous experiences may mga bata na kahit grade 5 na ay hindi pa rin talaga matatas magbasa whether in English or in Tagalog.

**Interviewer:** So, the pre-test and post-test were conducted both parang oral exam. May *nag-re-read* and then –

**READ Program Coordinator 1:** May *nag-ga-guide*. Actually, guided siya.

**Interviewer:** Ah, okay. Guided siya. Guided oral, guided exam.

**READ Program Coordinator 1:** Yes. Minsan kailangan mo pang tabihan mismo yung bata kasi you'll notice, 'di siya nagsasagot or ano. So, ayon, we had to guide them with the pre-test and the post-test.

**Interviewer:** Uhm, last question na po regarding doon sa assessment and eval. Uhm, ano pong ginamit nating pag-proseso nung improvement?

**READ Program Coordinator 1:** *Nag-compare* tayo ng scores, yun ang alam ko. Kasi parang the pre-test mayroon siyang iba-ibang parts 'di ba? Tapos it's supposed to gauge their competencies in certain areas. Tapos ang naalala ko is we compared na nagkaroon ba ng improvement sa area na to sa area na yan by the scores.

**Interviewer:** Okay po.

**READ Program Coordinator 1:** By the test scores.

**Interviewer:** Yun lang po. Thank you very much po. Thank you for your time.

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## Appendix L

Interview with READ Program Coordinator 2

**File Name:** READ Project Coordinator 2

**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)  
READ Program Coordinator 2

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**Interviewer:** Okay for the first question, I would like to ask about the literacy program that you are coordinating so what is READ?

**READ Project Coordinator 2:** Reading Enhancement and Appreciation Development Program, program siya towards elementary school for specifically grade 5 students. Originally, grade 3, pero since *nadevelop* na nang *nadevelop* 'yung READ, ngayon targeted na siya towards grade 5 students na labas ng UPLB, hindi na sa Los Banos pero Bay. 'Yung Bay, dahil parang sa kanila 'yung kailangang—'yung level of students—tsaka 'yung fact na marami na tumutulong sa Lopez ganyan—so ang aim ng READ ay hindi lang 'yung pagtuturo kung paano magbasa kasi 'yun 'yung trabaho ng teachers diba. So and READ ay for the appreciation, ano 'yung kahalagahan ng pagbabasa para sa mga elementary students.

**Interviewer:** Actually that's the second question, I would like to ask about the significance of the literacy program. Siguro can I ask you nalang to elaborate more on the participants of the literacy program. Paano tayo pumipili ng eskwelahan, sino ang *cincontact* natin? Mga ganoon.

**READ Project Coordinator 2:** So para sa participants, para kasing hindi siya *nagstay* sa isang elementary school. Before ay Paciano Rizal. And then after Paciano Rizal sinabi ng—director na utos na iba naman.

**Interviewer:** May I ask why? Para may variety lang? Para hindi lang isa 'yung *naseserve-an*.

**READ Project Coordinator 2:** Ano kasi, since parang nandoon na tapos—noong *na-assess* na, sinabing ang hirap *i-handle* noong students ng Paciano Rizal, okay silang turuan pero parang habang tinuturuan mo may part na parang nababastos na 'yung volunteers—habang naglalaro tapos nababatuhan ng basahan—sobrang hirap nila *i-handle*. So, and para na rin *matest* 'yung material sa ibang elementary school so Puypuy naman. So *cincontact* lang kasi yung Puypuy naging participant din sila for EAP before. Hindi lang naming sure kung yung READ ngayon na students, sila 'yung naging EAP participants before. May connection naman po sa mga principals pero tumulong din si ate Sam kasi sa NSTP—

**Interviewer:** So may previous na silang partnership with Puypuy.

**READ Project Coordinator 2:** Sa experience mainly yung inaano ni Sir Limbay—

**Interviewer:** May previous palang eval na hindi magandang— next question would be, how often is READ conducted?

**READ Project Coordinator 2:** Since the academic calendar shift, hindi nagswak 'yung schedule ng UPLB at ng elementary school so ngayon every first sem nalang *inimplement* ang READ. And then after *macontact* 'yung principal, 'yung school, ngayon 8 modules, kasama pre and post test, so 8 Mondays. Napuputol lang siya kapag nahahagip ng October dahil nawawalan ng pasok.

**Interviewer:** 'Yung next question naman, *na-answer* mo na, it's about the stakeholders or partners involved in the READ program. Pero may iba pa bang external na partners maliban sa school? May sponsors ba?

**READ Project Coordinator 2:** Wala po. Before, mayroon parang orgs na *nagtatry* na parang makisali pero nakasali sila doon sa program na—pero hindi na siya *nagrarun* ngayon. Pero parang ngayon, nagusap kami ni Ate Kat, mayroon pong parang pinaplantsa na *iimplement* 'yung READ sa bahay ampunan.

**Interviewer:** Really?

**READ Project Coordinator 2:** Parang ganoon, titignan siya tapos sa summer. Kasi nasa isang bahay lang sila para at least yung READ *magrarun* din siya nang second sem. 'Yun pala 'yung main purpose kung bakit walang READ nang second sem dahil naabutan siya ng end of classes.

**Interviewer:** Pero dati mayroong READ na *iniimplement* both semesters, tama ba?

**READ Project Coordinator 2:** Hindi ko siya naabutan kasi noong pumasok ako dito *nagshift* na yung calendar.

**Interviewer:** May isa pa pala kong question regarding sa goals and objectives ng READ kasi *naestablish* natin na 2014 pa siya, 2013 pa siya, nagbago ba? Or same pa rin 'yung goals and objectives, iba lang 'yung manner ng implementation.

**READ Project Coordinator 2:** Feeling ko rin nagbago siya, hindi ko—kasi ngayon ko lang siya nahawakan, so hindi ko rin alam kung paano 'yung before. Nakekvento lang na may role playing, ngayon hindi na siya ganoon na isang bagsakan na activity—plenary session. Ngayon, per group na. Tapos noong nangyari—base sa evaluation noong last READ implementation, medyo nakafocus masyado sa teknikal yung modules so medyo hirap silang *iimplement* yung modules. Ngayon, ang ginawa from scratch nagawa ulit ng module. Kinuha yung ibang stories tapos *inimplement* pero sila Megan—simula noong—every Friday, nagbabagsak sila ng Modules na ginawa na nila tapos nakabase yun sa reading competency ng students. So bale—pre-test tapos after ng result, item analysis. So part noong sequencing halimbawa, mababa 'tong mga to, sila yung nasa module B or C, 'yung mga mataas module A. So every time na mag READ, tatlong modules yung dala namin, module A, B, and C.

**Interviewer:** So tatlong modules din 'yung ginawa nila Megan?

**READ Project Coordinator 2:** Oo, Ma'am. Tatlo din. So kung 6 modules yun, times 3 yun. Ganoon 'yung nangyari. Tapos C, 'yun 'yung level ng grades 3-4, 4-5, tapos 5-6 yung module A. So sila 'yung medyo magagaling, mga *nageexcel* talaga.

**Interviewer:** Mas okay yung performance sa pre-test? So ibigsabihin noong nagbago nga kayo ng module—

**READ Project Coordinator 2:** Oo, ma'am. Nagbago na talaga. Binase siya sa K-12, since nagtuturo sila ng senior high. Doon binase ni Gejo at Megan. 'Yun 'yung nangyari, as in from scratch ulit.

**Interviewer:** So bale, mixture of K-12 competencies tapos *cinonsider* niyo rin yung result noong pre-test tapos item analysis pa. Actually 'yung next question ko kung ano yung mga factors na *cinonsider* doon sa goals and objectives na *iimplement* niyo sa READ program. Tapos yung involved sa formulation ng goals and objectives, *na-answer* na din naman. Kayo na nagpa pre-test, sila Megan na *nagredesign* ng modules. Tsaka 'yung mga volunteers *magiimplement* ng bago niyong objectives. Next question ko actually ay *nadiscuss* mo na rin, how does Pahinungod design READ? Basically, *nirerevise* niyo siya every semester, tama ba ang pagkakaintindi ko?

**READ Project Coordinator 2:** 'Yun 'yung nangyari, ma'am. Every implementation ng READ, revise-revise or bago nanaman—

**Interviewer:** Entirely different from the previous—

**READ Project Coordinator 2:** Kasi parang nahirapan noong nangyari— noong previous, since iba yung gumagawa, iba yung *nagiimplement*. 'Yung ngayon, nary nila mag READ so *naconsider* nila yung factor na ganito 'yung mga kids, hirap sila sa mga ganito—

**Interviewer:** So 'yung designers ngayon, implementors din sila before?

**READ Project Coordinator 2:** Opo. Tapos *naobserve* din namin—doon namin nakita na, noong nagiba kami ng school, nakita naming yung performance, *nacompare* naming performance ng Paciano at Puypuy, mas okay performance ng Puypuy compared sa Pasyano pag dating doon sa READ na program kasi mas nakita namin yung scores nila and then 'yung participation nila. 'Yung sa Paciano, parang mababa pa.

**Interviewer:** Minimal lang yung nakitang improvement. Pwede mo ko *share-an* about the implementation ng READ. Paano kayo *nagdedesignate* ng mga faci, ng mga volunteers na pupunta?

**READ Project Coordinator 2:** 'Yung volunteers na pupunta, hindi na kami namimili noon. Kung sino yung available, sila. Kasi kulang lagi ng tao.

**Interviewer:** Especially pag malapit na 'yung—

**READ Project Coordinator 2:** Pag patapos na din, pag patapos na yung hell week.

Siguro mas maganda pagstart ng sem, *magstart* na rin yung READ.

**Interviewer:** Based nga sa attendance niyo, may mga fluctuating—

**READ Project Coordinator 2:** So ayun yung nangyari. Pag dating sa *pagaassign* ng modules, 'yung team leaders, si Tel tsaka si Via, sila yung *nagaassign*. Minsan tinatanong nila, gusto mo ba maghawak ng A—kasi kahit anong module hawakan ng volunteers, okay lang sa kanila. 'Yung iba, preferred nila na *naexperience* nila bawat group kasi magkakaiba per module so yun yung *nirerequest* nila. 'Yung iba naman kung ano ibigay mo sa kanila, okay lang. Kasi halos same lang, medyo nagkakaiba lang sa A, 'yung B and C halos magkaparehas lang and then parang kaya naman nila pasadahan or basahin lahat so okay lang sa kanila kahit ano.

**Interviewer:** How about 'yung rationale ng breakout sessions, was it like a collective decision na instead na plenary lang ang class or like, one faci or may mga co-faci, magkakaroon ng maraming main faci and maraming co-faci.

**READ Project Coordinator 2:** Parang *nagagree* lahat na mas okay na *magbreak* into groups kasi mas *nakakafocus* and then hirap kasi *icontrol* kapag masyadong malaki—although maraming co-faci, pero kasi 'yung attention span ng students sobrang ikli and then mas nakakainteract kasi ng mga volunteers 'yung kids kapag small groups. 'Yun 'yung napansin nila kaya nagstick nalang kami doon.

**Interviewer:** May mga *naobserve* ka ba regarding sa methods and teaching strategies noong mga facis during the actual implementation?

**READ Project Coordinator 2:** Iba iba kasi sila eh. Habang umiikot ka makikita mo na, ito very playful yung *pagfafaci* niya in a way na biglang *magpapaclap* nalang siya, mayroon namang iba na talagang sobrang seryoso.

**Interviewer:** Basta module based?

**READ Project Coordinator 2:** Oo. 'yung iba naman biglang magbibigay ng candy. Alam naman natin na bawal tapos—sige bahala na. May mga ganoon. Lalabas talaga yung styles nila. Feeling ko mas komportable sila nang smaller groups kasi mas gamay nila and mas nakikita nila kung sino yung tinuturuan nila so mas komportable and mas *naimplement* nila nang maayos. Pag yung mag *aact* out 'yung mga kids katulad noong last time na nagkulong sa cr, may ganoon. So parang hirap sila—mahirap lang pag small groups, pag walang volunteers, hindi makakilos yung facis. Pero overall, okay naman. Kung anong style ng *pagfafaci* mo, kung doon ka komportable, kung nagagawa mo nang maayos yung—*maimplement* mo yung modules nang maayos, okay tayo.

**Interviewer:** How about 'yung mga visual aids? 'Yung mga ginagamit na materials.

**READ Project Coordinator 2:** Ayun lang, since small groups—kanya kanyang gawa ng mga visual aids so mas marami kang *iweworkshop*. So Sunday palang, nagsastart na kami ng workshop or kung maaga maibibigay yung module, magagawa na namin agad. Minsan, *cinocconsider* ng module developer ay less pag-gawa ng materials, so kung kayang isulat lang, okay na yun—pa-games ka na lang or activity na interactive. Ganoon yung ginagawa para hindi na masyadong mahirapan sa *pagcollect* ng materials or pagdadala—tsaka less gamit ng resources.

**Interviewer:** Yung mga TLs, gumagawa sila ng mga materials din? Tapos binibigay nila sa mga facis or yung mga facis or co-facis ba ang mas gumagawa ng visual aids?

**READ Project Coordinator 2:** Depende yun, ma'am. Kasi kapag Sunday, minsan TLs lang nandito, minsan nandito 'yung volunteers, minsan kanya kanya silang gawa. Minsan naman kapag ano—kadalasan ang nangyayari mass produce na, kailangan nito sa A, so ito na 'yung gagawin namin—paulit-ulit na lang. Tapos ikaw na lang—

**Interviewer:** Ikaw na lang magsulat, ikaw na lang—

**READ Project Coordinator 2:** Hindi siya yung per group mo gagawin—

**Interviewer:** Kasi nga hindi fixed yung faci?

**READ Project Coordinator 2:** Oo, ganoon.

**Interviewer:** Last na to, how does Pahinungod assess and evaluate READ?

**READ Project Coordinator 2:** Ang ginawa namin—implementation ng READ, Monday, Thursday, *nagdedebriefing* kami. And then paulit-ulit yun hanggang sa matapos. Ideally, sana after ng implementation ng READ, December pa lang nakapag overall eval na kami and assessment para yung revisions for this sem *iaaply*. Ang kaso natambakan—yun nga, ang problema kapag finals week na hindi na mahagilap—nakakahiya din naming istorbohin 'yung—acads ang priority. So ayun yung nangyayari. 'Yun po, iisa-isahin namin yung modules, kung ano sa tingin nila 'yung kailangan baguhin—sinusulat and then *makikipagmeeting* doon sa module developer kung paano *iaadjust* or *ieedit* yung modules. Ganoon lang po, overall debriefing and assessment.

**Interviewer:** How about 'yung assessment with regards to the partners, 'yung tingin ng partners sa program?

**READ Project Coordinator 2:** 'Yun yung kulang naming, ma'am. Hindi namin nababalikan yung partners kasi kapag pupunta ka dun sasabihin—simula noong nag-READ kayo, *nageenjoy* na magbasa yung mga students ko—'yung mga ganoon na sinasabi nila na nakatulong ganyan—pero 'yung pinaka—paano mo *maaassess* kung may effect 'yung READ ay yung pre-test and post-test ng students. Tapos doon sa teacher, wala naman masyadong—

**Interviewer:** Hindi sila masyadong directly involved doon sa—given yung ganoong situation na super limited yung involvement ng partner, mayroon ba kayong strategies na ginagawa para *iaddress* yun?

**READ Project Coordinator 2:** Noong *inimpliment* yung READ, inisip ko na rin siya na parang ang awkward naman—iniwan nila kami doon tas bigla na lang—bye po, nandito na kami, sige kayo na po bahala diyan. Based sa experience, pabor sa kanila 'yung ganoon dahil nakakapagHINGA sila or nakakagawa sila ng other stuff pero kung makikita rin kasi nila kung paano ginagawa yung READ baka somehow makakuha rin sila ng technique or magabayan din nila yung students nila at makikita din nila yung performance ng students nila habang iba yung nagfafaci, hindi yung classroom setting. 'Yun 'yung iniisip ko parang ang awkward na punta lang doon tapos alis na.

**Interviewer:** Pero do they get a copy of the modules?

**READ Project Coordinator 2:** Hindi po, ang mayroon lang sila ay yung materials na iniwan like yung pinapabasa sa mga kids. 'Yun lang 'yung nakikita nila pero yung modules, hindi naman siya binibigay kasi sabi ni Sir Glenn kapag—

**Interviewer:** Oo, actually copyrighted yun. Pero dahil di sila involved kahit 'yung mga topics hindi nila alam.

**READ Project Coordinator 2:** Hindi nila alam. Mayroon akong feeling na hindi talaga sila fully aware kung anong ginagawa namin. Parang ganoon, parang andoon lang sila nagtuturo sila, andiyan na 'yung mga taga UP. 'Yun yung thinking nila so okay na pwede na gumawa ng ibang gawain. Mas okay siguro kung parang—kasi sila 'yung tulay namin sa kids eh.

**Interviewer:** Tsaka yung continuity—

**READ Project Coordinator 2:** So parang—hindi yung bigla lang kaming papasok. *Naintroduce* kami pero 'yung presence nila nakakatulong din sa classroom kasi magiiba yung ugali noong studyante kapag walang ano—so nakakaapekto siya sa implementation tsaka yung continuity nga—okay din sana kung *maaapply* nila, makikita yung problems sa comprehension, mga ganyan, sa reading.

**Interviewer:** Actually, yun lang yung questions ko eh. Tatanungin ko din yung ibang mga previous coordinators tsaka yung mga *nagdesign* noong—

**READ Project Coordinator 2:** Si ate Sam.

**Interviewer:** Si ate Sam din ay coordinator before?

**READ Project Coordinator 2:** Opo, siya yung may hawak noon.

**Interviewer:** Sino ang designer noong si ate Sam yung—

**READ Project Coordinator 2:** Si Ma'am Ayel.

**Interviewer:** Pwede naming si ate Ai muna yung tanungin ko tapos si ate Sam yung next schedule ko para may idea na ko kung ano 'yung— Thank you!

## Appendix M

Interview with READ Module Designer 2

**File Name:** READ Module Designer 2

**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)

Ms. Mariyel Hiyas Liwanag (READ Module Designer 2)

**Interviewer:** Okay, so for the first question, I would like to know the literacy program of Pahinungod that you were involved in.

**READ Module Designer 2:** I was involved in the, ah, hindi ko ano yung exact complete name niya. It's the READ program pero Reading Enhancement and Appreciation, hindi ko alam yung "D" eh.

**Interviewer:** Appreciation and Development.

**READ Module Designer 2:** Development? Ah, okay yun.

**Interviewer:** Okay, tapos can you elaborate your role dun sa READ program? Were you involved sa planning part, sa designing part?

**READ Module Designer 2:** Last year ito, ay hindi pala 2017. Twenty seventeen (2017) I was asked to modify the READ program itself since we already have the K to 12 curriculum. So ang ano lang naman sa akin, originally the team was composed of Sir Cheeno Sayuno, Ma'am Diane Manzano, sino ng aba? Ay mali pala. Sino kasama ko dito? Sorry, si Jelmar Hernandez. Ayan nagkakilala-lito na ako. LP Forward pala yung naiisip ko. Ah, the team was actually composed of Sir Jelmar Hernandez at tsaka si Ms. Allison Danao. However, they were only involved in the first part of the module design. Pero dun sa mga bandang gitna na, hindi na sila *naka-follow* through with the well, heavy load or teaching load.

**READ Module Designer 2:** Well, primarily, ang trabaho ko talaga sa READ program ay yung *pag-design* ng module based doon sa kung ano yung bagong curriculum ngayon ng K to 12.

**Interviewer:** Uhm, may I ask about doon sa actual design? Was it fit for like Grade 5 students or Grade 3 students?

**READ Module Designer 2:** It was implemented for Grade 4 students. But the module itself was designed with Grades 1-3 concepts. Kasi it's supposed to be a follow through doon sa mga nakapasa. Kasi 'di ba there's a saying in DepEd na: *No Child Left Behind*. So ibig sabihin, hindi man niya *na-reach* yung level ng grade 3, gagraduate pa rin siya ng grade 3. *Mag-momove* on siya sa grade 4. The problem is may issues pa rin na grade 4

na, hindi pa rin marunong magbasa. So the module itself or the modules themselves are designed for remedial purposes.

**Interviewer:** Uhm, so ang pag design ay for remedial given na ang idea is may mga struggling readers.

**READ Module Designer 2:** \*mumbles in affirmation\* Yes, pero at the same time mayroon din naman doon na parang okay naman na. Hindi sila pwede *i-exclude* sa program. You also have to find ways on how to keep them preoccupied and how to supplement their current reading materials in grade 4. Ayun.

**Interviewer:** In the process ng pag-design nung READ module, binago mo ba yung previous objectives na established nung mismong reading program?

**READ Module Designer 2:** Honestly, hindi ko nakita yung mismong the curriculum map nung mismong old READ program. *Nag-base* lang ako doon sa previous modules na *na-develop* pero hindi rin tapos or unfinished. Parang ganoon. When I asked them, nasaan na yung dati? 'Di nila *ma-recall*.

**Interviewer:** So walang talagang module ka talaga na pinag-basehan or nakita mo yung previous nung kay Ma'am Bakungis?

**READ Module Designer 2:** Yung kay Ma'am Bakungis ata yung may mga Science?

**Interviewer:** \*mumbles in affirmation\*

**READ Module Designer 2:** Nakita ko naman iyon pero it's more on the content rather than the skills for reading. Ugh, hindi rin malinaw yung may teacher's guide pero yung exact na objective na dapat niyang matutunan in terms of reading skills, hindi malinaw na *naka-indicate* doon. So, technically speaking, yung module na *dinevelop* ko ay medyo malayo na doon sa... hindi pala medyo, malayo na talaga. Pero mas nag, ang basis ko nalang ay yung K to 12 curriculum. Yung mga salient points na ano dapat doon ang alam ng bata para matuto siya magbasa and at the same time, yung ADIDS na concept ng Pahinungod. So, mas doon nalang ako nag-base noon.

**Interviewer:** So bale, it's a mixture of formal classroom curriculum for grades 1-3 na ginagamit for grade 4? Tama? Na gagamitin for grade 4?

**READ Module Designer 2:** Oo. Objectives ng K-12.

**Interviewer:** Ng grades 1-3? Tapos, na *i-implement* for grade 4 kasi ang idea is maraming struggling na readers.

**READ Module Designer 2:** Oo, so parang hahabulin mo sila.

**Interviewer:** Okay, so, remedial. Tapos, *inincorporate* mo pa rin yung ADIDS or yung participatory approach.

**READ Module Designer 2:** Oo.

**Interviewer:** Pwede bang mag-elaborate more on the topics that were part of the module? Tapos parang –

**READ Module Designer 2:** Ah, babalikan ko. Hindi ko na masyado maalala.

**Interviewer:** Paano ka nag-ano

**READ Module Designer 2:** Arrive?

**Interviewer:** Paano ka *nag-designate* ng mga objectives? Ano yung mga criteria mo?

**READ Module Designer 2:** Bago siguro iyon, teka lang sorry, hanapin ko.

**Interviewer:** Alright. So dun muna tayo sa *pag-identify* mo ng objectives per module. Parang ano yung naging basis mo maliban doon sa K-12?

**READ Module Designer 2:** Sa K-12?

**Interviewer:** Oo or *inincorporate* mo talaga siya based sa K-12?

**READ Module Designer 2:** Based talaga sa K-12. Mas doon nalang kasi iyon din naman yung hihignin ng teachers kapag nagpa-exam siya.

**Interviewer:** Ah, so ang idea is maging helpful din sa mga formal classroom teachers yung program?

**READ Module Designer 2:** Kung sa dapat, oo. Parang kumbaga kung *mag-achievement* test yung mga bata. NAT ba? Nakalimutan ko na. Hindi na yung kanila eh.

**Interviewer:** Yung for elementary ba?

**READ Module Designer 2:** Ah, I see kasi parang yung isa sa mga naging question prior to the development of READ or nung progress ng READ nung panahon namin nung 2017 ay magkaiba kasi yung appreciation sa yung enhancement na part. Medyo mahirap yun na dalawang magkaibang instrument yung kakailanganin mo para masukat mo both. So, sinabi namin na yung sa part namin na yung appreciation baka hindi muna yun. Kasi yung appreciation medyo holistic iyon eh. Medyo hindi lang siya involvement ng Pahinungod. Hindi lang siya pang one hour or two hours na session. Kakailanganin mo dun ng follow through sa mga magulang. Kinakailangan mo ng follow through sa mismong institution nila. Kapag ganoon at *magbe-base* lang siya sa 1 or 2 hours na program every week. Medyo alanganin kami doon sa appreciation at tsaka mahaba na panahon ang kinakailangan mo for that eh.

**READ Module Designer 2:** So nung 2017 talaga, ang tutok talaga namin, *nag-decide* din naman yung grupo noon even yung mga kasama namin na Pahinungod counterpart, na dun muna kami sa skills. So kaya, solely, yung skills muna for reading.

**Interviewer:** May I ask about the specific reading component that you had in mind na mas gusto mo *i-develop* kasi 'di ba may mga specific 'di ba like phonemics, awareness, comprehension. Ano mas naging focus nung ano...

**READ Module Designer 2:** Balikan ko ha.

**Interviewer:** Mas grammar ba? Mas vocabulary ba?

**READ Module Designer 2:** Mas vocabulary at tsaka yung familiarity both sa sound at sa mismong words.

**Interviewer:** Kung paano mo mismo *ma-rerelate* yung words.

**READ Module Designer 2:** Oo. Not so much on how they pronounce words talaga pero basta makita nila o *ma-identify* nila na kapag nakasulat 'to binabasa 'yon sa ganoon.

**Interviewer:** Ah, okay.

**READ Module Designer 2:** Oo, 'yon and at the same time yung vocabulary nga.

**Interviewer:** Ah, okay so ulit. Ang mas naging focus ay ang objective na reading

development and enhancement. Pero may I ask kung *na-publish* yung module na nag-iba kayo ng objective?

**READ Module Designer 2:** Paanong *na-publish*?

**Interviewer:** Parang *na-implement* ba or napasa na ito na yung bagong module kasi

**READ Module Designer 2:** Hindi kasi parang *na-implement* lang siya pero hindi talaga

siya as in yung *finormalize* ng Pahinungod.

**Interviewer:** Ah, okay.

**READ Module Designer 2:** Kasi I think din right after the program itself parang nalito na

din sila kung ano yung kasi parang mayroon pa rin sila na mode na gusto pa rin nila na

appreciation, na *ma-appreciate* ng mga bata pero at the same time ayun. Nandoon din

ako sa point na hindi rin ako, ako as a module writer, hindi ako confident na ipublish

na siya kaagad kasi isang beses mo palang naman siya na-run eh. Eh dun pa nga lang

sa unang beses na *ni-run* namin ang dami naming comments.

**Interviewer:** Pwede mo *i-share* sa akin yung mga different activities na *inintegrate* mo

dun sa modules?

**READ Module Designer 2:** Ayon. Uh, usually naman ang development ko ng modules

ay good for four to six participants per group. So small group lang sana siya. Kung

mapapansin mo yung sa akin, may one, two, and three component kasi supposedly yung

Module A ay sabay sabay nilang *i-rurun* pero yung one, two, and three ay *naka-depende*

sa competency ng bata. Ugh, may ganoong kaming pihit nun kasi nung una naming *ni-run* yun, isa lang talaga yung module na ginawa naming designed for everybody. But

then, we realized na iba-iba talaga sila ng competencies. Mayroong iba na wala talaga.

Kahit monosyllabic words hindi sila marunong magbasa. Mayroong namang ano na

advanced na sa level nila yung module. So ayun, from there pihit kami kaagad, decide

kami why not develop a module kasi nangapa din kahit yung mismong facilitator sa ano

na yun, sa taong yun.

**ENHANCING SELECTED LITERACY PROGRAMS OF A UNIVERSITY**

**VOLUNTEER SERVICE PROGRAM THROUGH OUTCOMES-BASED EDUCATION**

**READ Module Designer 2:** Nagulat din sila kasi nga ito yung module pero sobrang dali para sa mga estudyante nila. May iba naman na parang uy sobrang hirap naman ito para sa mga estudyante ko. Eh yung ultimo pagbabasa ng letters or yung syllables palang ah na p, l, a or j, o, y hirap na sila.

**Interviewer:** May I know kung paano yung naging assessment niyo regarding sa competence nung mga bata? Paano niyo sila *grinoup*?

**READ Module Designer 2:** Ah, *nagpa pre-module*. Uhm, may pretest na ginawa prior to that. Pero sa mga naging assessment noon, hindi mapigilan nung facilitator na *i-accomodate* yung questions ng mga bata. Supposedly, ang mode naman nun ay ano man score ng eh bata as is, hayaan mo iyon. Eh parang medyo dumating kasi sa point na nagpapasalin na sa kanila like ano po ito sa tagalog? Eh hindi naman ganun dapat kapag test 'di ba?

**Interviewer:** So, medyo invalid yung naging pre-test?

**READ Module Designer 2:** Nasubukan naman nilang *i-grupo* pero yun nga sa pre-test hindi lumabas doon yung... sa pre-test hindi talaga lumabas yung result. May hindi talaga... non-readers at all. Kasi nga may naibigay na din ng panahon ng ano

**Interviewer:** Ikaw din yung gumawa ng pre-test?

**READ Module Designer 2:** Mh-mmm. \*mumbles in affirmation\* Tapos, at the same time, yung pre-test mismo it had to be kept short Pero at the same time kung mapapansin mo yung pre-test ko rin may mga a, b, c, d, multiple choice. What are the odds 'di ba na matsambahan niya iyon?

**Interviewer:** Tas yung answers nila initem analysis nalang siya?

**READ Module Designer 2:** \*mumbles in affirmation\*. 'Yun na-item analysis yun yung pre-test kaya *na-determine* pa namin yun na dalawa.

**Interviewer:** Ah, sa first dalawang teams lang? Dalawang groups?

**READ Module Designer 2:** Dalawa lang talaga. Isang maayos na as in advanced na for their level and ilan na kailangan lang magpayaman ng vocab. Hindi lumabas doon yung non-readers.

**Interviewer:** Kasi may multiple choice na questions?

**READ Module Designer 2:** At tsaka, may ano, may coaching na naganap.

**Interviewer:** Ah, may translation talaga. Okay.

**READ Module Designer 2:** Na sabi nga namin kung *mag-dedevelop* ulit ng module, dapat kung *i-cocompile* na siya, mayroon talagang facilitator's notes na kapag test, test talaga 'yon. Hindi ka pwede magbigay ng kahit na anong hints.

**Interviewer:** Kaya naging problematic yung pre-test. Uhm, regarding naman dun sa mga learning assesments na binibigay mo, uh, na prinovide mo dun sa mga modules parang can you discuss more on that?

**READ Module Designer 2:** Ah, yung sa modules mismo yung sa akin ang ginawa ko ay may some sort of an ice breaker activity pero at the beginning na usually naman ay magagamit na din ng facilitator to assess immediately ano na nga ba talaga? To grasp na rin, magkaroon na rin siya ng grasp sa mga participants niya kung alam na na nga ba talaga nila o hindi, kasi from there doon na nga sila *makaka-pihit*. Doon na din sila makakapahit kung alin lang dun sa input part ng module na 'yun yung ipapamahagi nila.

**READ Module Designer 2:** Mayroon naman 'yun sa kada dulo na may ano rin siya, may activity, na some sort of a synthesis part or for deepening pala rather, for deepening. Doon mo din *ma-aassess* kung may *na-pick up* ba sila sa lesson mo or wala. Ganoon naman kapag ADIDS 'di ba? Ayon.

**Interviewer:** How about yung mga pagpili mo ng ano, let's say mga tema ng mga stories, concepts or topics?

**READ Module Designer 2:** Ah, yung sa tema ng storya, actually kami-kami nalang yung gumawa noon. May ilang mga bahagi doon, yung mga wala namang citation, ano yun ibig sabihin kami na yung gumawa noon. Yung iba naman na may citation kung makikita mo roughly revised kasi kailangan maganda yung tema, swak sa tema.

**Interviewer:** Can you elaborate more on the –

**READ Module Designer 2:** Ah, yung sa tema muna?

**Interviewer:** Criteria mo.

**READ Module Designer 2:** Ah, ano muna uunahin ko? Yung una mong tanong or yan?

**Interviewer:** Yung ano muna kung paano ka *nag-identify* nung mga themes? Yung parang ay yung story na 'to pwede 'to sa module na 'to?

**READ Module Designer 2:** Yung themes kasi nga ay yung unang bahagi ay sarili, tungkol lang sa sarili. Syempre parang ang pagpili naman ng theme ay batay sa kung anong meron yung bata. Alam niya. So, nagsimula yung unang module sa sarili, yung ikalawang module ay sa pamilya, yung ikatlo ay sa paligid so labas na sa pamilya niya, yung ika-apat bilang bahagi ng bansa. Ganoon. So mas naging ganoon yung larga niya.

**READ Module Designer 2:** Yung pagpili ng stories siyempre nakabatay doon sa mga theme na 'yon. Kung may makikita kaming mga storya na swak doon, okay. 'Pag wala talaga, ayun, magsusulat kami ng mga mas maiikli lang reading materials or kung ba makita man kami, i-modify namin gamit yung kay Fisher ba 'yun? Yung readability test. 'Yun yung kay Fisher na readability test kasi doon kami nagbabatay kung too much ba yung text para sa bata or hindi? Kapag masyadong marami or ano, ginagawa naming mas simple kaya mas loosely based nalang siya or revised version ng isang text.

**Interviewer:** So for again, for the theme and concepts, mas focus niyo ay relatability at tsaka

**READ Module Designer 2:** Readability.

**Interviewer:** Ah, okay, dalawa. Okay.

**READ Module Designer 2:** 'Yon.

**Interviewer:** Naging, bukod doon sa mga actual na mga objectives na nasa K-12 --

**READ Module Designer 2:** Kung nagdagdag ako?

**Interviewer:** May mga dinagdag ka pa ba na topics? Marami?

**READ Module Designer 2:** Wala kasi 'yun alone ang dami na niy. Para sa two hours, ay

one hour lang pala actually yung hiningi na duration sa akin kasi two hours actually yung activity nila pero kasama pala kasi doon yung i-gugrupo mo sila, kasama na din yung biyahe. So one hour lang talaga halos yung session. Sinubukan na hanggang tatlo lang, at least tatlong objective lang yung mayroon per module. Ah, kung sa dapat, mahabaang program ito. Maganda sana na tatlo-tatlo lang pero mahabaang program kaso parang nagsimula kami ng October tapos kailangan na naming matapos bago sila *mag-Christmas party*. Otherwise, wala ng estudyante. Ayun.

**Interviewer:** So *i-highlight* lang natin *na-involve* ka sa planning kasi *chinenange* mo yung objective and then *na-involve* ka dun sa designing entirely kasi yung module ay ikaw yung gumawa. How about dun sa actual implementation ng READ?

**READ Module Designer 2:** Ah, dun yung nagkatalo kasi tinanong din naman ako kung hanggang saan yung hangganan ko, nasabi ko talaga na medyo alanganin sa akin yung Mondays kasi mayroon din naman akong ginagawa kapag Mondays na ano talaga yung Mondays ko for that. It's just that wala na talaga silang ma-tap na tao na medyo free nung panahon na 'yon kasi the rest were on leave. So, as for the implementation itself, I wasn't there. Kaya I'm always asking for immediate feedback right after the implementation ano yung, kasi may mga ganon naman akong pihit eh, like halimbawa yung sinabi nga nila, oh no hindi nag-work yung dalawang modules lang. We have to develop another one for the same session simultaneous. Ganon.

**Interviewer:** So bukod sa actual designing *nag-revise* ka din everytime na may feedback na nanggagaling sa kanila?

**READ Module Designer 2:** Mm-mmm \*mumbles affirmation\*

**Interviewer:** Pero parang may *prinopose* ka ba na process map na parang eto dapat yung facilitator ko ganito siya.

**READ Module Designer 2:** Wala, wala. 'Yun nga sabi ko din kung *i-cocompile* na siya, which is hindi ko na rin naupuan kasi 2018 was a busy year, ugh kasi dapat talaga yung module na ganyan may facilitator's note, may facilitator's training din. Ano dapat yung

prior to giving the, prior to implementing the program itself, dapat yung facilitator, he or she knows how to handle READ program itself. Uh, baby batches ata yung binigay nila for this program. So, even yung nagiging problem talaga nila yung mismong facilitation yung magugulo yung mga bata. Ganoon, etcetera. Ayon. As for the actual implementation I wasn't there. 'Yun talaga yung loophole nung akin kasi I wasn't there to actually implement it myself kasi feeling ko naman, ako as a module designer, sympre may mga bagay sila na hindi nila nakikita kasi nga busy na sila. Aligaga na sila sa pati yung facilitation process ay poproblemahin nila. Feeling ko kung nandoon ako may makikita pa ako beyond dun sa mga concerns na talagang nasasabi nila sa akin.

**Interviewer:** Actually, 'yun na yung last question eh, kung may mga points of improvement sa literacy program process na *na-involve* ka, na gusto mo *ma-address* sana.

**READ Module Designer 2:** Marami, marami. Una feeling ko talaga is magkaroon ng definite institutional objective kasi feeling ko kaya nagkakaiba-iba din kami ng atake doon kasi lito din yung institution itself. Ano talaga yung gear ng READ Program? Kasi pwede ka naman sige talaga na awareness. Awareness ba 'yon? Appreciation pala rather. Pero *i-didisregard* mo talaga yung fact na, I mean, appreciate lang talaga siya pero 'yun nga feeling ko yun. Kailangan magkaroon ng institutional objective talaga na 'yun yung susundin.

**Interviewer:** So *na-poproblematican* ka dun sa idea na *pinag-cocombine* mo yung appreciation aware-- and development?

**READ Module Designer 2:** Hindi wala nga eh, *ni-let go* ko nga yung appreciation eh.

**Interviewer:** Oo, pero yun talaga yung program before.

**READ Module Designer 2:** Pero 'yun nga kaya din sila in the middle of the process hindi din sila sanay na very technical.

**Interviewer:** 'Pag very technical naman nakikita nila na parang masyadong mahirap yung module, ganoon? Or kailangan *i-revise* agad?

**READ Module Designer 2:** Hindi naman. Hindi wala namang sinabi pero siguro ang technical siguro na parang hindi masyadong or (pause) kasi halimbawa 'pag technical talaga sasabihin mo ano yung counterpart nito. 'Pag sinabing "house, ano 'to? Paano mo yan babasahin? Paano mo 'yan *i-sespell*? Ano, paano?

**Interviewer:** So, mas institutional na *pag-establish* ng gusto nilang maging na program, okay?

**READ Module Designer 2:** Oo, kasi may iba naman na halimbawa, nakita ko siya 2018, gulat ako kasi nakita ko 'kala ko akin, hindi pala, kina Gerard. Maganda din yung kina Gerard ah nakita ko. Pero more on literary talaga siya, analyzing the plot, analyzing characters, setting, etcetera, the basics of yung *li-literature*, yung literary analysis. Pero

yun nga kasi at the end of the day mauwi kasi kung ano yung institutional objective mo for the program eh and you stick to that institutional objective.

**READ Module Designer 2:** Pero kung ako ang tatanungin, what is the pressing issue on hand? That's the reading skills mismo.

**Interviewer:** Enhancement.

**READ Module Designer 2:** So kung ako ang papipiliin, I'll go back to the technical. Pero that's me being technical nga yun nga baka naman iba talaga yung institutional, yun. Siguro yun. Ikalawa, hindi ko din alam kung tama rin ba na baby batch yung isasalang nila sa ganoon kasi I know for a fact lalo na kung skill based ha, tapos kasama na yung handling ng bata, mas madali pa kasing pakiusapan ang adults eh, bata medyo rowdy, ayun, so ano nalang din yung siguro. Mas siguro sa modules themselves, ano, gusto ko sana ibalik yung dati nilang program na half a year ang READ program kasi dun mo talaga makikita yung, 'di mo talaga makikita sa apat na sessions o walong sessions ang iginaling ng bata. Kasi alam mo ang reading hindi lang naman siya isang bagsakan ng memorizations eh, kasanayan din yan eh. So kung paulit-ulit mong inuulit yan, wala namang problema kung maulit yung objective na halimbawa ang gusto mo lang malaman ay makapagbasa siya ng monosyllabic words. Kahit magbago-bago ka ng topic niyan eh mapipick-up nila.

**Interviewer:** So, you want it to be like a six-month time frame at least?

**READ Module Designer 2:** Oo, yung dating time frame. Kaso nga yung with the --

**Interviewer:** So at least, let's say, 20 sessions ganoon?

**READ Module Designer 2:** Ano ba yung dati? Twenty sessions pero labas sana dun yung pre-test and post-test. Given pa kasi yun na twenty hours? Medyo kulang pa yun eh.

**Interviewer:** Kulang pa din. Pero how about the schedule na Monday na after class? Okay na ba sa 'yo yung ganoong sched?

**READ Module Designer 2:** Tingin ko ano naman, feeling ko yun ang *pinaka-feasible* kasi studyante, student-volunteers mo yun din ang *pinaka-free*. Medyo mas mahirap ka magpa-volunteer kapag weekend. Kapag weekend naman mahirap naman ang mga bata mismo. Siyempre mayroon yang mga obligasyon sa bahay, mga responsibilities plus mga constraints sa bahay. Feeling ko, yah, Mondays are the most feasible ano days na.

**Interviewer:** Best. May iba ka pang suggestions sa tingin mo na dapat *i-improve* doon sa process, specifically doon sa prosesong naging part ka? So mayroon na tayo sa planning, yung objective ng institution.

**READ Module Designer 2:** Medyo hindi sila *nagkaka-follow through* doon sa post-test kaya the very reason kaya hindi ko din magalaw yung sarili kong module, 'cause I was asked, I was actually asking for the post test kasi 'yun hindi ko talaga nakita yung results

nun eh. I knew for a fact that they gave. I know for a fact na *nagpost-test* sila pero yung checking and yung evaluation mismo nung post-test, hindi ko nakita. Ina-ask ko na sa kanila yun. Ask ko nalang sa kanila yun.

**READ Module Designer 2:** Ayun yung pagpalit ko ng dati ay grade three yung start nila tapos ngayon ay grade four. Kasi dun sa bagong K to 12 program, Grades 1 to 3, sa pagtuturo nila ng English, both in reading, writing, and speaking pwede kang *mag-code switch*. So ibig sabihin, gagamitin mo talaga yung unang wika mo in transition sa pagtuturo ng another language.

**READ Module Designer 2:** By the time that they reach Grade 4, ideally, according the curriculum, the subject itself should be taught in English. So kaya namin naisip na Grade 4 ang ituro, ang gawing participants nung module nung 2017 kasi yun yung panahon na baka may mga bata pa na hindi pa ready for the transition na full English na. Kasi yun din yung ni-note ko kina Sam eh. Sabi ko or kahit sa module itself makikita nyo na pwede ipaliwanag na parang itong bahaging ito ay pwede nyo ipaliwanag, pwede niyong *i-translate* into Tagalog kung nahihirapan pa rin yung mga bata. Pwedeng mag-bilingual, *mag-code switch* na kayo in between.

**Interviewer:** Pero English yung module 'di ba?

**READ Module Designer 2:** English yung module. Oo. Pero pwede, ibig sabihin yung facilitation doon pwede ka *mag-Taglish*, pwede ka *mag-code switch*, kaya napili ko yung Grade 4. Ayun. Tapos supposedly, dapat, ang follow through noon, kung magtutuloy-tuloy yung programa, susundan naming yung mga batang iyon. Kaya kumbaga sa 2017, yung Grade 4, the same set of students pa rin in the same institution, supposedly yung magiging participants namin for, well may dalawang rekurso yon.

**READ Module Designer 2:** Pinapili ko rin sila doon pero hindi sila makapili. Kasi yung unang rekurso ko, sinabi ko na yung module na iyon, pwedeng *i-revise* ko yung module na iyon, improve the modules, *i-run* ulit iyon sa same Grade 4 or we move on to Grade 5 and develop another set while we revise the Grade 4.

**Interviewer:** Okay.

**READ Module Designer 2:** May ganoong mode. May ganoong option kasi nandoon na din sa lock down na wala yung Post-test.

**Interviewer:** Okay. Thank you.

## Appendix N

Interview with READ Module Designer 3

File Name: READ Module Designer 3

Speakers in the Audio File: Ms. Katherine Gonzales (Interviewer)  
READ Module Designer 3

**Interviewer:** So for the first question, I would like to ask about the literacy program of Pahinungod that you were involved in?

**READ Module Designer 3:** So first, it was the READ, Reading Enhancement and Appreciation Development program. So it was actually my 2nd year na kasama ako doon. First one was I was just a student volunteer then the second time around kasama na akong nagdevelop ng modules.

**Interviewer:** So as you've mentioned, you were part of the designing progress of READ. Can you elaborate on your role as a module designer of READ?

**READ Module Designer 3:** So first, we actually traced back on ano nga ba 'yung goals ng READ. Based on our experience last year, 2017, hindi din namin alam as student volunteers kung ano nga ba 'yung READ, para saan nga ba siya. Kasi parang ang nangyari is we are just an English supplementary classes or sessions. Then when we traced back, READ is supposedly for reading enhancement and appreciation comes after reading comprehension part this year kasi sabi namin appreciation comes after focus niya is to improve the reading comprehension of students. Doon kami nagbank sa reading comprehension. So ayun, when we were actually planning, we look on the curriculum guide of DepEd specially for grade 5 since 'yun 'yung participants namin. 'Yung mga topics na ginamit namin ay galing doon sa curriculum guide ng grade 5. When we do the pretest, noong ginagawa namin siya, lahat ng ginawa namin doon is-- lahat yan ay fit doon sa kung ano lang learning competency ng isang grade 5 student in terms of reading comprehension. After the pretest, doon naman inassess, hanggang saan lang ba kaya noong ibang bata in terms of the specific learning competency. Doon kami nag parang titignan din namin 'yung mga pang grade 4 or possibly for grade 6, kung advanced sila sobra or medyo behind sila. Ang ginawa namin we designed three modules per session. The same topic but the level of let's say difficulty is different for each module.

**Interviewer:** Emphasize ko lang na 'yung naging objective noong pagdesign niyo ng READ program for the implemented READ program last semester ay for reading enhancement particularly on the comprehension level of the students so that would be quite different from the previous READ modules because 'yung iba vocabulary development, 'yung iba appreciation development, 'yung iba more on grammar tsaka decoding. Importante to note that. Next question ay, did you follow a specific framework in the development of the learning modules? Is it important that you start with the activity first or dapat you discuss the concept first?

**READ Module Designer 3:** We still follow kung ano 'yung sinusunod ng Pahinungod, the ADIDS framework: Activity, Discussion, Input, Deepening, and Synthesis framework.

**Interviewer:** Tapos per module pala, 'yung pagwrite niyo ng objectives, based siya doon sa expected na learning competencies noong grade 5 K12 DepEd guide.

**READ Module Designer 3:** Yes, we try.

**Interviewer:** So parang ang ginawa niyo ay for the first tsaka second quarter na scope noong K12, 'yun 'yung *include* niyo, with the assumption na magiging parang remedial/supplementary class siya. Next ay doon sa actual modules niyo, can you discuss about the learning strategies that you integrated? Like let's say for example, did you have like read-alouds? Mayroon bang drawing?

**READ Module Designer 3:** Part din talaga ng mga Pahinungod modules is 'yung activities *nagvavary*. Ano siya, what do you call this-- participatory in nature. So for example, we have puzzles.

**Interviewer:** I would actually love to know more about the types of strategies that you-- na naalala mo.

**READ Module Designer 3:** We had this thing called *dugtungan* ng stories and then I think mayroon din doon na vocabulary building that but I can't remember the activity. Since dalawa naman kaming gumagawa, I can't remember the other--

**Interviewer:** It's okay. How about 'yung *pagidentify* niyo ng concepts or topics na nilalagay niyo sa module?

**READ Module Designer 3:** It's based pa rin doon sa curriculum guide ng K12. So for example, ang learning competency ay about evaluating informational texts. Doon kami humuhugot for example, is this descriptive? Is this just narrating or is this a process? Doon kami kumukuha ng topics.

**Interviewer:** Doon sa mismong topics or concepts na required mapag-aralan ng isang-- okay. How about 'yung mga themes? Mayroon ba kayong kunyari, may mga themes kasi na parang itong module na 'to for self, itong module na 'to for interpersonal. May mga ganon ba kayo in terms of your module writing?

**READ Module Designer 3:** Wala. Ang tinry namin ay gawin siyang-- sabihin nating ilapit 'yung mga stories, like localized in a sense. For example, kasi sa Bay 'yung school so mayroon doon na mga legends, mga ganon. 'Yun mga ginamit naming stories.

**Interviewer:** So hindi siya themes pero integration ng mga stories na localized 'yung context or mas malapit sa sensibilities and experiences ng mga bata?

**READ Module Designer 3:** Yes.

**Interviewer:** How about for the learning assessments included in the modules? Nagpaquiz ba kayo? Nagpapagraded activities ba kayo? Paano ang strategy?

**READ Module Designer 3:** That's actually the struggle doon sa framework na ginamit namin kasi walang exactly evaluation part. But for example in the deepening part, kung saan we have additional activities, doon na lang tinitignan if the students actually-- kung naachieve ba 'yung objective na 'to for this module in the deepening part. Kasi doon parang naaassess pero not directly, implicitly lang. Hindi siya quantifiable.

**Interviewer:** Can you elaborate more on that? Let's say magbigay ka sa'kin ng isang objective tapos sa deepening, paano niyo siya napalabas?

**READ Module Designer 3:** For example, sa isang module namin, we were focusing on figures of speech. Isa naming objective is to for the students to create statements with figures of speech and kasama din doon 'yung *madifferentiate* nila kung ano 'yung simile and metaphor. So for the deepening part, there's a story tapos doon sa story punong-puno siya ng mga figures of speech. They were asked what does this figure of speech mean? Is it either simile or metaphor, then eventually nanghingi ng example 'yung mga facilitators ng isang simile and isang metaphor. So 'yun lang, 'yun lang 'yung parang naging assessment.

**Interviewer:** So mas direct?

**READ Module Designer 3:** Yes.

**Interviewer:** Pero hindi siya noted, hindi siya nakasulat? So mas formative type ng assessment siya.

**READ Module Designer 3:** Yes, actually.

**Interviewer:** Next question ay, so we're okay na with the learning assessments. Okay na rin tayo sa learning strategies. Actually, last na pala, are there points of improvement in the literacy program process which is designing that you contributed in that you want to be addressed?

**READ Module Designer 3:** I really want an assessment na quantifiable talaga. Na makikita namin directly 'yung naging improvement doon sa mga bata after implementing the modules. Kasi the struggle din is every monday lang to so ang daming factors. Irregular pa siya, minsan may Monday na hindi makakapunta kasi may activity sila or walang pasok. Even though may post test kami, it's not enough. Hindi niya masasakop lahat ng nangyari. There's a lot of factors na makakaapekto doon sa post test nila.

## Appendix O

Interview with READ Volunteer Facilitator 1

File Name: READ Volunteer Facilitator 1

Speakers in the Audio File: Ms. Katherine Gonzales (Interviewer)

READ Volunteer Facilitator 1

**Interviewer:** Okay, so para sa first na question ko ang gusto ko sanang malaman ay paano mo *dinedefine* ang isang effective na literacy program, kahit reading program man siya or (?) program paano mo nasasabi na effective siya para sayo?

**READ Volunteer Facilitator 1:** Unang una syempre pag may natutunan 'yung mga audience, 'yung target na audience mo and siguro if at the end of the day or yung program, naging masaya sila sa naging outcome noong program.

**Interviewer:** With pagiging masaya, paano mo siya *minemeasure*? Paano mo siya *ginegauge*?

**READ Volunteer Facilitator 1:** Siguro ano, kapag—in terms, sa READ, siguro kapag—the next week, the next meeting, kapag nagtatanong kami kung may natutunan ba sila, kung ano 'yung topic namin noong nakaraang meeting tapos may nasasagot naman sila. Sa tingin ko naman ayun, nagiging effective naman 'yung pagtuturo.

**Interviewer:** Nagiging effective kasi nakikita mo involved sila and nag *participate* sila. Actually yung next question, itatanong ko sana ano yung literacy program ng Pahinungod na involved ka?

**READ Volunteer Facilitator 1:** Yung READ, reading enhancement and- ano nga yun?

**Interviewer:** Appreciation.

**READ Volunteer Facilitator 1:** And appreciation—nakalimutan yung meaning.

**Interviewer:** Okay lang 'yan, medyo mahaba rin kasi 'yung acronym. Tapos pwede mo ba sa akin *i-share* kung anong proseso, anong part ng READ ka *na-involve*?

**READ Volunteer Facilitator 1:** So this sem kasi ako yung *tinap* nila ate Ai na maging isa sa mga team leader, so last sem, so mga 1 year na kong Pahinungod volunteer so noong first sem na naging pahinungod volunteer ako, ano palang ako, faci palang, faci palang anyan, so since alam na siguro nila ate Ai na mayroon na kong experience as faci sa READ, sa mga bata nakahandle na, isa ko mga naging TL ngayong sem. So as a TL, kami yung nag *me-make* sure na mayroon na kaming module, kinukulit naming 'yung ga-gawa ng module kung okay na ba, tapos kung nagkakaroon sila ng problema

nagdadagdag kami sa module ganyan, tinutulungan namin sila para matapos 'yung module and then the day before ng meeting naming sa READ, ng READ mismo, ginagawa naming *nagpiprint* kami, *piniprint* namin 'yung kailangan na materials, 'yung envelope, *hinahandle* namin yung mga envelope na nandoon na 'yung lahat ng kakailanganin ng mga faci kasi nagkaroon ng—well ano, problema din kasi ngayong sem na parang konti lang 'yung mga volunteers na available so as much as possible na kahit konti lang 'yung time nila para mag prepare at least yung mga kailangan materials ng faci ay okay na.

**Interviewer:** Ay may question pala ako regarding doon sa mga modules na ginagawa niyo, parang mayroon kayong isa pang, isang module na model, tama ba ang pagkakaintindi ko?

**READ Volunteer Facilitator 1:** Opo.

**Interviewer:** Tapos, iyon ba ay *cinreate* ng isang program designer before or kayo mismo *nagcreate* noong module or may *binasehan* ba kayo na preliminary module tapos *nirevise* niyo siya?

**READ Volunteer Facilitator 1:** Ang pagkakaalam ko po kasi, ang ginawa nila, ng mga gumawa ng module ngayon, ay yung previous na READ last year ay 'yun 'yung pinagbasehan tapos since yung mga gumawa ng module ngayon sem ay nakapag READ na rin, Pahinungod volunteers din, so alam na nila kung ano 'yung mga babaguhin para maging effective para mas masundan noong mga grade 5 students since alam na nila 'yung mga competency alam na nila yung *ieexpect* sa mismong READ.

**Interviewer:** Sa proseso ng *pagdedesign*, anong ginagamit niyong channel? Mostly ba nag *weworkshop* kayo or mas online? Para sa *pagrerevise* okaya sa pag communicate sa isa't isa?

**READ Volunteer Facilitator 1:** Noong one time na nagtulong ako sa *pagrerevise* ang ginawa namin, bukod dun sa previous na module na ginawa ng isang professor, *nagconsult* din kami sa online. Kunware yung mga pictures ganyan, yung mga activity specially, nag *sesearch* kami online na *nakabase* din sa grade level—yung competency ng mga estudyante. So since alam na naming mayroon 3 groups na kunware, grade A B C na competency, so for the C students, mag a-ano kami sa, parang grade 3 to grade 5 na module sa internet.

**Interviewer:** Ask ko lang din, noong napili kayong mga TL for READ, *nakaestablish* na dun na ang ating target audience ay Grade 5, dito tayo sa Puypuy Elementary School mag *hohold*. So may mga ganun ng mga preliminary na mga plano, before or after niyo—after kayo *itap* as TL?

**READ Volunteer Facilitator 1:** Oo, *naestablish* na yun. Noong mismong—noong first na *nagmeeting* kami for READ, noong nagtawag ng volunteers for READ, doon mismo kami *tinap* na sinabi na kami yung TL. So noong start ng meeting, kaming dalawa ni Via yung *pinagstart* nila ng meeting.

**Interviewer:** So kayo 'yung nagfacilitate?

**READ Volunteer Facilitator 1:** Yes, nag ano kami—among tawag doon, nag expectation check kami ganyan, tapos *inintroduce* namin since— tapos nag back ano kami sa mga experience namin noong READ.

**Interviewer:** Okay, so bale part ka ng designing, part ka rin ng planning kasi ikaw 'yung head, 'yung TL tapos part ka rin noong implementation. Pwede bang *ishare* mo sakin naman kung ano 'yung naging part mo dun sa during the actual fielding or READ sessions?

**READ Volunteer Facilitator 1:** Since 'yung first role talaga ng TL ay mag supervise kung may kailangan ba 'yung ibang faci tapos *magdocument* din, documentation ganyan. Tapos kami rin dapat, kami rin yung *magiistart* ng every meeting, mag *aactivity* kung mayroon mang activity as a class. Tapos, and then kapag walang—konti lang 'yung faci, kami 'yung mag *peplenary* ganyan as a class, kami yung bahala na magpatahimik and then 'yung time check din, kami rin 'yun sa TL. Pero since, as a TL, since konti lang din yung mga faci na available this sem isa rin ako sa mga nag faci din, so—

**Interviewer:** So ang dami mong roles?

**READ Volunteer Facilitator 1:** Kasi make sure din na nagiging maayos din yung lahat ng mga grupo ganon.

**Interviewer:** How about yung role mo dun sa assessment tsaka evaluation kung effective yung program?

**READ Volunteer Facilitator 1:** Every week after ng READ, nag *aassign* kami ng date and time kung saan mag *eevaluation* kami kung anong nangyari noong READ meeting na 'yun. So, si ate Ai kasi 'yung *nagaassign* kung anong araw.

**Interviewer:** Based sa availability?

**READ Volunteer Facilitator 1:** Opo, tapos kami lang 'yung *nagtatag*, nagsasabi sa mga faci na kung kalian 'yung meeting. Kapag naman evaluation na ang nangyayari kasi inuuna muna yung sa isang section, yung mga nag faci tapos kami na yung *magssusummarize*, kaming dalawang TL yung *magssummarize* kung ano 'yung overall na nangyari sa section namin.

**Interviewer:** Sige, so okay na tayo sa planning, designing, implementing, tsaka assessing, kasi lahat yun *tinake* mo as your role as TL. Yung isa ko pang tanong ay are there points of improvement doon sa literacy program, sa proseso na tingin mo ay dapat iaddress?

**READ Volunteer Facilitator 1:** Improvement pa?

**Interviewer:** Oo.

**READ Volunteer Facilitator 1:** Siguro ano, *nagstruggle* lang talaga kami sa mga volunteers, sa availability ng mga volunteers and—

**Interviewer:** So more—mostly dun lang ba sa parang sa implementation, nahirapan kayo *magimplement* kasi konti 'yung tao?

**READ Volunteer Facilitator 1:** Mostly yun, and doon din sa planning din, sa module, may trabaho din kasi 'yung mga nag-gagawa ng module so parang nakakahiya naman na madaliin sila sa paggawa ng module ganyan and—

**Interviewer:** Time constraints?

**READ Volunteer Facilitator 1:** Yes, and ayun, so kahit na wala kaming masyadong skill sa paggawa ng module we did our best para magawa 'yung module na yun.

**Interviewer:** Maybe pwede rin nating sabihin na, with acknowledgement na medyo konti palang 'yung skills, baka pwede pang magkaroon kayo ng skill improvement na workshops or training regarding module making.

**READ Volunteer Facilitator 1:** Ayan, so sa module making kasi, parang mayroon na kami sa vol camp—

**Interviewer:** May background na kayo.

**READ Volunteer Facilitator 1:** Yes, kasi nag ganyan na kami parang the last activity naming sa vol camp ay mag—mayroon kaming sariling audience, mayroong topic tapos bahala ka na kung paano mo *iimplement* 'yun.

**Interviewer:** How about doon sa ano, 'yung number ng estudyante, 'yung target audience, 'yung partnership, may tingin ka bang dapat *iimprove* about it? Yung number ng sessions, kasi part siya ng planning, general plan.

**READ Volunteer Facilitator 1:** Kasi ang pagkakaalam ko kasi ang sabi kasi ni ate Ai, parang ang pagkakwento ni ate Ai, 'yung sa principal, 'yung mga teachers, parang wala lang silang pakialam sa magiging outcome ng mga estudyante. So hinahayaan lang nila kami magturo ganyan ganyan, since from UP ganyan ganyan so hinahayaan lang nila.

**Interviewer:** So hindi sila involved?

**READ Volunteer Facilitator 1:** Tapos kapag nakarating kami doon, "Sige, pasok lang kayo.", ganyan. Tapos ganoon lang 'yung ano nila—

**Interviewer:** Walang nagtatanong kung kamusta, anong pagaaralan niyo today. So siguro masasabi natin mas improvement sa partnership, at involvement noong iba pa nating mga stakeholders lalong lalo na yung mga teacher. How about 'yung number ng sessions, tingin mo dapat ba siyang dagdagan?

**READ Volunteer Facilitator 1:** Considering kasi na estudyante din kasi yung mga sessions, tingin mo dapat 'yung numbers ng sessions, siguro mga six Pahinungod volunteers. Feeling ko okay lang 'yung numbers ng sessions, siguro mga six

ganyan. Since *pagkaistart* palang kasi ng sem, nag *mimeeting* na ganyan, nagaayos ng registration and all, so kapag okay na yung flow, going na 'yung mga classes, doon palang talaga nag *iistart* na—okay, extra-curricular activities.

**Interviewer:** Naka offset kasi na October, ano?

**READ Volunteer Facilitator 1:** And then November pa, so sembreak pa noong mga estudyante.

**Interviewer:** Tapos 'yun na 'yung time na maraming exams ang mga—

**READ Volunteer Facilitator 1:** Tapos December naman patapos na 'yung sem, so problema din 'yun kasi naghahabol din nga mga requirements.

**Interviewer:** Yes, kaya mas konti ang volunteers. So summarize ko lang na ang pinaka naging problema na nakita mo ay 'yung number ng nagfapalitan tsaka din 'yung—bukod dun ay mas madagdagan din sana 'yung workshops niyo sa lesson planning, and 'yung partnership and involvement noong mga partners nating teachers. Okay, 'yun lang. Thank you, Salamat.

**READ Volunteer Facilitator 1:** Thank you din.

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## Appendix P

Interview with READ Volunteer Facilitator 2

**File Name:** READ Volunteer Facilitator 2

**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)  
READ Volunteer Facilitator 2

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**Interviewer:** So good afternoon, ang una kong tanong ay ano sa tingin mo ang elements o components para masabi mo na ang isang literacy program o reading program ay effective o maganda or gusto mong salihan?

**READ Volunteer Facilitator 2:** Titignan ko po muna ay 'yung content, kung yung ituturo po ba ay kailangan po ng mga bata or ng audience na tuturuan mo. Tapos kung substantial ba 'yung information na matututo ba, or parang magiging redundant lang 'yung ituturo mo if ever. Siguro yung mode of, ano ba, parang kung paano mo ituturo 'yung lesson. 'Yung ginagawa natin ay—which is interactive kahit medyo matagal siya.

**Interviewer:** At mas mahirap siyang gawin?

**READ Volunteer Facilitator 2:** Oo.

**Interviewer:** Mas madaming activities.

**READ Volunteer Facilitator 2:** Mas *maeengage* yung mga bata na matuto kung naiintindihan nila at madaling *makarelate* 'yung mga bata on that kind of teaching.

**Interviewer:** So dalawa? 'Yung content, kung tingin mo redundant na siya sa tinuturo, parang off ka na ituro? Tsaka 'yung pangalawa ay methods, kung katulad lang siya ng normal na content based, 'yung parang teachers chalk and talk approach, parang hindi siya effective para sayo? Next question ko ay as a volunteer ano na 'yung literacy programs na involved ka?

**READ Volunteer Facilitator 2:** EAP

**Interviewer:** Environmental Awareness Program?

**READ Volunteer Facilitator 2:** Eco-camp po.

**Interviewer:** Tsaka of course READ?

**READ Volunteer Facilitator 2:** Oo, 'yun lang naman po.

**Interviewer:** Is this your first semester to join READ, or have you been a part of READ since last year, or two years ago?

**READ Volunteer Facilitator 2:** Parang last year lang po ako nag READ.

**Interviewer:** So pangalawa mo na tong READ?

**READ Volunteer Facilitator 2:** Uhm—

**Interviewer:** 2018?

**READ Volunteer Facilitator 2:** 2018 lang rin po kasi ako sumali, so—

**Interviewer:** So first time mo mag facilitate sa READ? Okay, pwede mo ba *ishare* sakín kung ano 'yung mga naging part mo sa proseso ng READ program, naging part ka ba ng pagdesign ng mga module, naging part ka ba ng *pagfacilitate* ng mga klase, naging part ka ba ng *pagcheck* ng mga test paper, pwede mo bang *ishare* sakín?

**READ Volunteer Facilitator 2:** 'Yung una po, sumali pa ko sa pre-test. Kabilang po ako doon sa apat na volunteers na nag pre-test.

**Interviewer:** So umpisa pa lang nandoon ka na?

**READ Volunteer Facilitator 2:** Hanggang sa dulo po. Tapos naging TL din po ako.

**Interviewer:** TL ka rin? Okay, pareho kayo ni Telle?

**READ Volunteer Facilitator 2:** Opo, tatlo po kami. Tapos di po ako gumawa ng modules, pero 'yung sa module po ay 'yung pinakahuli, module 6-C, module C ata—

**Interviewer:** Tumulong ka rin sa pagsusulat?

**READ Volunteer Facilitator 2:** Kami po mismo 'yung gumawa, mga TL.

**Interviewer:** Pwede mo bang *ielaborate* sakín yung mga roles niyo bilang TL, yung mga ginagawa niyo sa program, paano kayo nakikipag communicate sa mga co-volunteers.

**READ Volunteer Facilitator 2:** Sa logistics po, *nagpopost* po kami sa group, nag *cocall* for volunteers, yung mga gustong sumama tapos parang *sinosort* namin per module per section, sino magiging co-faci nito—

**Interviewer:** Kayo *nag-aassign* ng mga roles tsaka tasks?

**READ Volunteer Facilitator 2:** Opo. Tapos parang kami din po parang *nag-gaguide* sa mga bagong volunteers dun sa module kasi po hindi po *nagfafaci* mga gumawa ng module kasi nagtatrabaho sila. So parang sa'min *narerelay*, *ineexplain* muna, kami muna *mag-gegets* noong module tapos kung may mga tanong 'yung ibang volunteers—

**Interviewer:** So ang nangyari may *nagdesign* ng module tapos ifoforward sa inyo *ieexplain* sa inyo tapos kayo ang magbibigay ng tasks tsaka *mag-eexplain* doon sa *mag-iimplement*.

**READ Volunteer Facilitator 2:** Minsan naman po hindi *ieexplain* kasi medyo gets naman po ang gagawin.

**Interviewer:** Pero designer muna tapos kayo tapos—

**READ Volunteer Facilitator 2:** Opo

**Interviewer:** Pero may naging part ka rin ba doon sa actual na mga klase, as a TL or as a volunteer, ano mga naging task mo noong actual READ implementation na?

**READ Volunteer Facilitator 2:** Main fac po ako all throughout

**Interviewer:** Ilan na yung sessions na *naattendan* mo?

**READ Volunteer Facilitator 2:** Kumpleto po ako

**Interviewer:** Ay, kumpleto? Perfect. So main fac ka palagi?

**READ Volunteer Facilitator 2:** Co-fac po ako noong isa na nag plenary.

**Interviewer:** Noong nag plenary? Kasi konti ang *nagfaci*. How about doon sa assessment and evaluation kung effective yung program, ano ang naging part mo doon? Present ka ba sa debriefing?

**READ Volunteer Facilitator 2:** Opo, *nagdedebrief* naman po kami after.

**Interviewer:** Sorry, yung debriefing ay every after session, tama?

**READ Volunteer Facilitator 2:** Parang, bale Monday po yung READ so Thursday *nagdedebriefing*.

**Interviewer:** Based siya sa availability ng mga volunteers? So at least within the week na *inimplement*? Tapos isa, last question na lang actually, kasi *naexplain* mo naman na sakín yung role mo as TL. Mayroon ka bang mga napansin na points of improvement sa literacy program, doon sa proseso, sa entire process na gusto mong *iaddress*. Pwede mo ba siyang *ienumerate* sakín tsaka *iexplain* bakit?

**READ Volunteer Facilitator 2:** Siguro po una sa module, may mga module po kasi na parang kahit—parang masyado pa ring madali or masyadong mahirap for the group of students.

**Interviewer:** Ano kayang suggestion mo sa ganoon?

**READ Volunteer Facilitator 2:** Siguro po, hindi naman din po kasi matantsa beforehand kung ano po yung parang learning capacity so siguro po may backup module na lang po na parang kung makita nung *faci* na masyadong mahirap or masyadong madali—

**Interviewer:** Maadjust niya—

**READ Volunteer Facilitator 2:** Tsaka *mag-gogo*

**Interviewer:** So una, module, kailangan siya *irevise* tsaka *iimprove*.

**READ Volunteer Facilitator 2:** Tapos siguro po sa skills na rin po ng mga *nagfafaci* kasi most of us ay parang first time lang din magturo ng mga bata tapos may mga bagong sali lang din po—

**Interviewer:** Nasabak na sila? Nasend na sila sa ano—Ano kaya tingin mo pwedeng gawin about it, ano mga suggestions mo?

**READ Volunteer Facilitator 2:** Pweede naman pong siguro mag conduct ng training, or parang briefing before kung ano *ieexpect* nila. Tapos siguro sana *matesting* na rin—

**Interviewer:** Yung parang dry run talaga na *pagcheck*, kunware ganito yung situation, paano mo *iaaddress*. Mas practice pa ang teaching skills. Mayroon pa? Mayroon ka pang

gusto *improve*? 'Yung number ng sessions ng READ, 'yung mga beneficiaries, 'yung partners, tingin mo mayroon ka bang gusto—'yung school, 'yung mismong environment.

**READ Volunteer Facilitator 2:** 'Yung amin po kasing room ay maliit, medyo masikip po siya para *magform* ng circles.

**Interviewer:** Pero okay ka doon ng breakout sessions? Pero 'yung room masyado siyang maliit para doon? Tama? How about yung number of sessions ng READ? Pwede ba siya dagdagan or bawasan?

**READ Volunteer Facilitator 2:** Parang ang laking factor po yung availability noong faci. Kung dadagdagan po kasi—

**Interviewer:** Baka wala namang available, sayang naman.

**READ Volunteer Facilitator 2:** Nagsasabay-sabay nga po sa exams. Parang sila Gejo at Megan po kasi yung *nagset* ng topics per module— Parang may pinagbasehan silang list of topics na pang elem tapos tsaka nila—parang nag round up sila ng topics kaya anim na modules lang. Hindi ko po alam yung proseso ng pagpili nila. Pero sa tingin ko naman po yung mga napili naman po ay essential. Ano lang naman po, parang appreciation. *Nahit* naman po yung appreciation—

**Interviewer:** Paano mo nasabing nahit yung appreciation?

**READ Volunteer Facilitator 2:** Kailangan nila magbasa ng medyo mahabang English na text per session. Medyo nasanay na rin sila tapos kailangan nilang *maganalyze* at some point. I think medyo *nagimprove* naman yung reading skill nila, or yung attitude sa pagbasa.

**Interviewer:** Pwede mo ba sakin *ielaborate* yung improvement in terms of attitude sa pagbabasa. Paano mo siya nakita, paano siya naging visible sayo?

**READ Volunteer Facilitator 2:** Parang noong una po, hindi masyadong—

**Interviewer:** Active?

**READ Volunteer Facilitator 2:** Opo. Parang hindi sila *nagparticipate* masyado. Pero noong dulo na po, parang mabilis na po na, pag may binigay, magbabasa agad. Mabilis naman kahit papaano. May mga natutunan din kaming—Parang, pag halimbawa, module 3, may ituturo kaming ganito— after ilang modules—

**Interviewer:** Retention, so ibig sabihin parang *naappreciate* nga kasi naalala nila. Mayroon ka pang idadagdag tungkol doon sa mga points na tingin mo kailangan pang *improve* or makakatulong kung mabibigyan ng mas focus?

**READ Volunteer Facilitator 2:** Parang wala na.

**Interviewer:** Ayun lang, thank you! Diba sabi ko sayo generic lang yung questions. Thank you! Sorry sa abala.

## Appendix Q

Interview with READ Volunteer Facilitator 3

File Name: READ Volunteer Facilitator 3

Speakers in the Audio File: Ms. Katherine Gonzales (Interviewer)  
READ Volunteer Facilitator 3

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**Interviewer:** So magandang gabi, ang una kong tanong ay what do you think are the elements of an effective literacy program?

**READ Volunteer Facilitator 3:** For the components naman, I don't think na—talagang components siya. Pero more of what do you consider? Siguro it's—una, kailangan natin, *consider* is ano ba 'yung objective natin? Kasi kapag nakita natin 'yung objective natin, doon tayo mag *ruroot* kung paano natin *iaapproach* lahat. Pangalawa, kung sino 'yung audience natin, kung sino 'yung kailangan natin *iapproach*. Ano yung age bracket nila? Ano yung environment na pinanggagalingan nila? Paano ba sila natututo? Paano ba 'yung coping—Pangatlo, I think very effective is hindi na tayo dapat *nagbebase* on more of theories. Dapat 'yung theories natin—kapag *inintroduce* 'yung theories natin, dapat ano siya—may panggagalingan at the same time parang more of experiential para *nakakarerelate* 'yung audience natin.

**Interviewer:** Next question is what are the literacy programs you are involved in? Specifically here in Ugnayan ng Pahinungod.

**READ Volunteer Facilitator 3:** One of the literacy programs is yung sa mismong READ nga tsaka—more of 'yung sa READ kasi nagbibigay ng ano—mga different stories, from the stories itself—ayun nga, feeling ko doon nakukuha 'yung experiential then from there, doon naming pinapasok kung paano *iaapply* 'yung mga technicalities when it comes to grammar, to language. And doon naman sa program na 'yun, more of the involvement ng mga grade 3, grade 4 ata yun, not sure kasi medyo matagal na. And doon naman kasi sa program na 'yun, *tinatry* natin *i-penetrate* kung papasok ba 'yung dapat na supposed to be na program for their specific grade and age, kung *maaccept* ba nila yun kasi all throughout *minomonitor* 'yun kung kailangan ba *mag-adjust* kung parehas ba ng specific level of understanding—

**Interviewer:** Pwede mo bang *i-elaborate* sakin kung anong specific parts noong literacy program process ang *nainvolve* ka? Parang naging part ka ba doon sa planning? Kung sino ang magiging beneficiary or magiging partner? Naging part ka ba doon sa *pag-design* ng curriculum? Naging part ka ba doon sa *pag-design* ng module? Naging part ka ba doon sa *pag-implement* noong actual program? Can you elaborate more on your role?

**READ Volunteer Facilitator 3:** 'Yung naging role ko doon is—naging una muna kong—*nag-execute* muna ko. Kasi *nag-volunteer* na ko sa mismong day itself, kung magtuturo na din sa mismong bata. Kumbaga binigay na lang sa'min 'yung module, then mga around 1 hour ganoon para *pag-aralan* then how will you teach the children. 'Yun 'yung unang

part, execution. Pero naging part na rin ako noong development, development noong mismong module. Kasi from the first time experience namin, doon kinuha kung paano ba *mag-a-adjust*, for example is tama pa ba 'yung *pag-gugroup* depende sa learning capacity noong bata. Panglawas, sino 'yung mas appropriate na dapat—or ano 'yung appropriate na approach kung paano tuturuan 'yung bata kasi medyo maiksi or maliit 'yung attention span noong bata and considering the environment na medyo padismisal na kasi 'yun so—lahat yun *iniincorporate* parang—*chinecheck* kung gaano ba katagal 'yung susunod pang programs, 'yung susunod na modules, gaano ba kahaba? Mas marami ba dapat 'yung lecture or mas marami dapat yung activity para mas involved sila?

**Interviewer:** So given na naging part ka ng designing tsaka ng implementing, naging part ka rin ba noong assessment tsaka eval kung effective 'yung program?

**READ Volunteer Facilitator 3:** Oo, naging part ako noong unang assessment pero hindi na kasi ako *naka-attend* noong ibang assessment pero 'yung sa assessment naman din, naging part din ako doon. Sa assessment naman, overall na look na lang. Paano ba 'yung naging experience namin? Kinuha 'yung opinions namin. Paano ba gagalaw? Ano 'yung pagkukulang? Ano 'yung mali? May dapat bang *i-consider* naman sa part naman namin? Or ano pa 'yung mga dapat na approach sa bata—

**Interviewer:** Last question na actually. May mga points of improvement ka ba na napansin mo during the implementation, during the designing, during the assessing and evaluation, noong literacy program na gusto mo sana *i-address*? Para kung kunware *i-revise* 'yung module, mabibigyan siya ng focus. May mga naiisip ka ba na points of improvement, given doon sa maraming roles na naging part ka doon sa literacy program process?

**READ Volunteer Facilitator 3:** I don't know if it's possible, pero isa sa mga iniisip ko sanang improvement is—kung *iaallow* lang naman ng school, baka pwedeng 'yung program natin is *iimplement* siya earlier, hindi 'yung sa last part. Kasi *nagpoprogram* kami kapag 'yun 'yung last hour nila before dismissal. So from that point kasi, 'yung mindset noong bata nandoon na sa "kailangan ko na umuwi, nandiyan na 'yung sundo ko, sinusundo na ko", so it's more of "nagcocomply na lang ako, kailangan daw kasi ako nandito kaya *nagsestay* ako", so nawawala 'yung attention. I don't know if *nagwework* pa rin—if *nagpenetrate* ba sa bata 'yung lecture na inaano namin, kasi more of ano na lang sila—participation pero not 'yung kung paano nila *dinadigest* 'yung mga lectures. Tapos pangalawa is, baka pwede na may prepared na na module for different levels. Kasi level A, B, C. Baka pwedeng may prepared na then from that moment or from that day mismo, doon mismo *magpepre-test*. Kasi pag doon mismo *nagpre-test*, doon pa lang *magugroup* nang maayos. Kasi napansin ko all throughout na nakapag-READ ako, laging mayroong ano—hindi nawawala lagi 'yung comment na "Ay, dati kasi absent si ganito pero ngayon present siya, saan kaya natin siya ilalagay?", or "Dati absent siya, ngayon present siya", so laging nagkakawalaan. Mayroon iba kasi lagi—hindi nawawala lagi 'yung "Ay, siya ba 'yung absent? Sige, dito ka muna sa module na 'to", nagiiiba kasi 'yung ano—kahit isa lang siya or kahit dalawa lang siya, nagiiiba 'yung environment noong circle. Kasi kunware siya 'yung bibo, siya na lang 'yung sasagot kahit wala siya noong past. So hindi na focus 'yung mismong group na *ginroun* mo from the very start. So baka

mas okay or baka—pwede pa lang *improve* na on that day, doon pa lang mismong *magpre-test* or post-test. Tapos mabilisang check lang, *ibase* nalang doon sa scores nila tas tsaka niyo na lang igroup.

**Interviewer:** How about 'yung sa number ng sessions? Okay ka na doon sa number ng modules na *iniimplement*, na six sessions worth of module siya tapos pre-test post-test? Okay na sa ganoong design?

**READ Volunteer Facilitator 3:** Sa ganoong design—feeling ko kasi nakadepende pa rin naman siya sa objectives kung paano siya—

**Interviewer:** So sa current objectives, tingin mo *nag-wework* siya?

**READ Volunteer Facilitator 3:** *Nag-wework* naman siya pero feeling ko lang talaga mayroon talaga—may mga external factors lang talaga na hindi talaga maiwasan. Kasi mayroon namang mga cases talaga na 'yung mga bata attentive naman. Natatandaan naman nila 'yung sa mga susunod na weeks, "Opo, kinwento niyo po yan", mayroon namang mga iba talaga. Feeling ko it's more the ano na lang talaga—consideration of the approach. Sino 'yung tamang person na pwedeng *mag-handle*? Mayroong tama ba siyang briefing kung paano? And at the same time kung kaya niya bang kunin 'yung loob noong bata.

**Interviewer:** You've mentioned 'yung regarding sa person na fit to handle class like that. Mayroon ka bang suggestions or parang mga points of improvement regarding doon naman sa facilitators na *nag-hahandle* or tingin mo basically fit naman sila skill wise to carry with the implementation?

**READ Volunteer Facilitator 3:** Feeling ko naman ano naman—skills wise nandoon naman siya kasi more of the volunteers naman kasi ay naka-attend na noong vol camp. If hindi naman, may mga *nag-observe* lang pero feeling ko lang kasi 'yung sa mismong skills nila—more of ano kasi siya—macro general 'yung sinusunod nating—na dapat sa A ganito *i-consider*, yung B ay ganyan—Pero wala pa kasi noong parang mismong briefing na dapat sa ganitong age bracket ganito agad 'yung approach natin, ganito dapat 'yung atake natin. More of *nag-rerely* tayo sa sarili natin or sa mismong facilitator na parang kapain mo na lang kung kunware students ba siya—ano ba 'yung feeling mong dapat approach? Pero more of mayroon tayong technical na—ito 'yung protocol. At least na dapat ganito—

**Interviewer:** May mga common denominators for everyone.

**READ Volunteer Facilitator 3:** Oo.

**Interviewer:** Actually, 'yun lang. Baka may idadagdag ka pang points of improvement na pwede *i-consider*.

**READ Volunteer Facilitator 3:** Siguro more of—sa rotation, sa rasion ng facilitators tsaka 'yung sa lineup. Kasi more of laging *nag-a-adjust*. Sinong pwede? Dito naman kayo sa A, dito kayo sa classroom na 'to, dito naman kayo sa classroom na ganito. Tapos baka

pwedeng *ma-assess* kung sino 'yung mga mas suitable na facilitator. Kasi more of nagkakahaluan, mayroon din namang iba na sasalang na ano—parang trial by fire agad na parang head agad siya doon sa mismong group na 'yun. So baka pwedeng as much as possible sila muna 'yung *i-priority* na mayroong partner.

**Interviewer:** Parang mayroon munang skill level before you actually go there. Actually, 'yun lang 'yung questions ko. Thank you very much, makakatulong na 'to sa thesis ko.

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## Appendix R

Interview with READ Volunteer Facilitator 4

File Name: READ Volunteer Facilitator 4

Speakers in the Audio File: Ms. Katherine Gonzales (Interviewer)  
READ Volunteer Facilitator 4

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**Interviewer:** For the first question I would like to know, what do you think are the elements of an effective literacy program?

**READ Volunteer Facilitator 4:** Effective literacy program, first kasi ay—noong first time ko po parang nagkaroon na sila noong assessment noong mga parang—level noong understanding or competency noong mga bata. So *ginogroup* naming sila according to their competencies. Tapos effective—

**Interviewer:** Bale you consider a literacy program as effective kapag ang main objective niya is to assure na alam mo kung ano 'yung competency ng mga estudyanteng tuturuan mo para alam mo rin kung ano *idedevelop* mong material para sa kanila?

**READ Volunteer Facilitator 4:** Opo.

**Interviewer:** Mayroon ka pang idadagdag?

**READ Volunteer Facilitator 4:** Ayun, sa *magfafacilitate* parang kailangan talaga well—tawag dito—dapat well prepared.

**Interviewer:** So una, 'yung—isa, facilitation. 'Yung facilitator dapat ready kung saan sila dadalhin, kung sino 'yung tuturuan nila. Tsaka 'yung second ay—'yung una mong nasabi na tungkol sa assessment, kung ano 'yung competency ng tuturuan nila. Can you share about the literacy programs that you have been or is involved in?

**READ Volunteer Facilitator 4:** First time ko po 'yung READ. Tapos *nakapagjoin* din ako sa EAP.

**Interviewer:** Environmental Awareness Program.

**READ Volunteer Facilitator 4:** Pareho lang silang nagtuturo din po, more on environmental nga lang 'yung po EAP. Tapos—di ko po matandaan kung grade 3 or grade 5 'yung sa EAP.

**Interviewer:** Pwede mo bang *ishare* sa kin kung anong part noong literacy program process ka naging involved in? Parang naging part ka ba doon sa planning kung sino 'yung magiging partner? Naging part ka ba sa *pagdesign* noong module? Naging part ka ba sa *pagimplement*? Nagfaci ka ba? Pwede mong *ishare* sa kin.

**READ Volunteer Facilitator 4:** Noong first time ko po sa READ, facilitator po agad. 'Yung labas po namin noong camp, faci po agad ako. After po noon, nasundan po this—noong 2018.

**Interviewer:** So 2017, nagre-READ ka na?

**READ Volunteer Facilitator 4:** Opo.

**Interviewer:** So second time mo na 'yung last year?

**READ Volunteer Facilitator 4:** Opo. Bale noong second time, team leader na po ako kasama sila Chrystelle.

**Interviewer:** Tsaka si?

**READ Volunteer Facilitator 4:** Si Ryan po. Noong sa unang-una pong module, mayroon na po talagang naggagawa. Tapos noong pangalawa ay, 'yung mismong involved po doon sa *pagfafacilitate*, sila na 'yung parang nagtuloy. Kasi para mas alam nila 'yung parang mas appropriate na ilalagay kasi *naexperience* nila mismo. Tapos noong dulo po noon ay—noong medyo busy na rin 'yung naggagawa, tumulong na din po kami sa paggagawa noong module.

**Interviewer:** So bukod pala kila Megan tsaka kay Gejo, tumulong din kayo sa mismong writing ng module? Pwede mo pang *ishare* 'yung naging role mo as a TL?

**READ Volunteer Facilitator 4:** 'Yung pagiging team leader—kailangan 'yung sa groupings ng mga bata, kayo 'yung *magaassign* tapos 'yung *magfafacilitate* din, tapos *magooverall* check noong kailangan, tapos 'yung sa mismong araw na kailangan alam mo talaga 'yung kung—'yung buong—kung sinong nakarating, sinong biglaang *nagbackout*. Kailangan mabilis 'yung ano mo—

**Interviewer:** Parang on the spot makakagawa ka ng—*makakatroubleshoot* ka. Noong TL ka, naranasan mo rin na maging faci?

**READ Volunteer Facilitator 4:** Noong module 1 po ay TL po talaga ko, as in 'yung *nagoobserve* po noong buong isang section po. Tapos noong sumunod na pong mga module dahil 'onti na nga po 'yung *nagfafacilitate*, *nagfaci* na rin po ako.

**Interviewer:** How about 'yung ano mo—'yung naging role mo naman sa assessment tsaka sa evaluation ng program, given na TL ka?

**READ Volunteer Facilitator 4:** Paano pong ano—

**Interviewer:** Parang *nagfacilitate* ka ba ng mga debriefing? Or present ka ba during evaluation?

**READ Volunteer Facilitator 4:** Sa assessment po, more on ano po kami—'yung sa una po, expectations lang.

**Interviewer:** Pero kunware—I think during one interview, *namention* sakin after Monday—kasi Monday 'yung session, Thursday mayroon din debriefing diba?

**READ Volunteer Facilitator 4:** Opo.

**Interviewer:** Tapos present ka din lagi doon?

**READ Volunteer Facilitator 4:** Opo. Kapag kaya po ng time.

**Interviewer:** Tsaka kapag general evaluation niyo ng READ?

**READ Volunteer Facilitator 4:** Opo.

**Interviewer:** Last question, actually. Last question ko ay, may mga napansin ka bang points of improvement na gusto mo sanang *iaddress* ng READ program. Para sa next implementation ng READ ay *naaddress* na 'yun tsaka mas makakatulong doon sa mga beneficiaries natin or mas magiging mas okay ang flow for the facilitators. May mga napansin ka bang ganoon? Sa number of sessions, gusto mo bang dagdagan? 'Yung partner natin na current school, baka may gusto kang—*isuggest* sa kanila. May mga ganoong ka bang napansin?

**READ Volunteer Facilitator 4:** Sa *pagimprove* ng mismo pong program?

**Interviewer:** Oo. Parang lahat ng elements na nakikita mo, pwedeng faci, pwedeng sa module, pwedeng sa Pahinungod, pwedeng sa school na *kapartner*, pwedeng sa students, pwedeng sa number ng sessions.

**READ Volunteer Facilitator 4:** Una po doon sa module, parang kailangan—kasi limited din po 'yung naggagawa sa'min. Bale noong pangalawa po, dalawa nalang. Si ate Megan po tsaka si Gejo. Tapos parang marami pa rin po kasing napapansin so parang para sa'kin dapat may mas parang—mas marami, para mas marami 'yung involved sa paggagawa ng module para mas refined na siya. Mas konti na 'yung kailangan mong baguhin. Tapos 'yun, maganda 'yung ano—parang nagkakaroon ka na ng idea, or sa *pagfafacilitate*, maganda po 'yung mga camp camp po.

**Interviewer:** So parang skills improvement? 'Yung napapraktis na nila bago sila isabak sa classroom?

**READ Volunteer Facilitator 4:** Opo. Kasi noong sa camp po namin ay nag dry run talaga na kunware mabigyan ka ng ganitong participants, paano mo *ifafacilitate*?

**Interviewer:** So ang suggestions mo ay sa module, sa facilitator. Mayroon pa?

**READ Volunteer Facilitator 4:** Sa school, sana mas ano sila—parang hindi lang for ano 'yung pag—

**Interviewer:** *Pagconduct* lang ng activity?

**READ Volunteer Facilitator 4:** *Pagconduct*, oo.

**Interviewer:** Ano bang ineexpect mo sa isang partner, lets say isang school partner for a reading enhancement and appreciation development program?

**READ Volunteer Facilitator 4:** Di naman namin po parang nakakausap na—wala po talaga—sana lang po mas involved sila kasi parang kung ano ka ng school, syempre gusto mo 'yung studyante mo may matututunan talaga parang if ever na sa next na pagtuturo mas ano nila—

**Interviewer:** Mas alam nila kung ano 'yung mga nangyayari.

**READ Volunteer Facilitator 4:** Kung paano. Approach.

**Interviewer:** Pwede din nilang—kung may maganda silang nakitang method satin, pwede rin iimplement.

**READ Volunteer Facilitator 4:** Kasi tulad po noon na kapag *nagmimeeting* ng module module parang sana napunta rin po sila para alam nila 'yung results.

**Interviewer:** Involvement, oo. Mayroon ka pang idadagdag? Okay, thank you very much.

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## Appendix S

Interview with READ Volunteer Facilitator 5

File Name: READ Volunteer Facilitator 5

Speakers in the Audio File: Ms. Katherine Gonzales (Interviewer)  
READ Volunteer Facilitator

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**Interviewer:** Good evening! For my first question, I would just want to know your thoughts about— what do you think are the elements of an effective literacy program?

**READ Volunteer Facilitator 5:** I think—unang una po—pwede English?

**Interviewer:** Oo, don't—okay lang.

**READ Volunteer Facilitator 5:** I think kailangan po muna ng *pinakaexpert* na magtuturo doon sa kind noong literacy program. For example, ayun nga—parang kapag financial literacy, hindi naman pwede na ang *magiimplement* noon and *magcoconduct* noong parang mismong teaching ay someone na hindi naman expert or 'onti lang 'yung knowledge about doon sa program. Then siguro okay rin na may awareness, kahit hindi pa nila totally alam or hindi pa in-depth 'yung understanding ay may awareness naman sila kung tungkol saan 'yun. Baka naman feeling nila wala naman 'tong benefit sa'kin bakit ako mag a-ano—kailangan ko ng program na 'to—Tapos aside from awareness, siguro importante rin 'yung support ng, for example, government. Kasi may mga time na hindi naman—although maganda 'yung program, hindi siya *naiimplement* nang maayos or nalilimitahan kung sino 'yung mga sana maging beneficiaries noon kasi kulang sa pondo ganyan—sa mga kagamitan. Tapos ano pa ba—

**Interviewer:** So una ay 'yung at least may expert or tapos kung magiging involved ka doon sa program, mayroon ka ng preliminary or prior awareness regarding sa importansya ng pagtuturo ng concept or pag-aaral ng konsepto. Tsaka 'yung pangatlo ay tungkol sa networks tsaka linkages na pwede *magsupport* doon sa *pagiimplement* tsaka *pagsusustain* ng literacy program. Mayroon pa? May madadagdag ka pa? Or okay na 'yun?

**READ Volunteer Facilitator 5:** Okay na.

**Interviewer:** Sige, baka mamaya may madagdag ka pa. Kung may maalala ka, go lang. So ang next question ko naman ay what literacy program are you currently involved in? Or you were involved in—let's say, in a year span?

**READ Volunteer Facilitator 5:** Before noong high school po kami, tuwing parang—teachers' month, parang binibigyan namin ng break 'yung mga teachers. So kami 'yung nagrepresent for them tapos 'yung mga teachers, sila 'yung pipili. And naranasan ko na maraming subject kasi parang wala yata po silang mapili na parang—okay, ikaw muna 'yung *magsub* sakín sa science, sa may ano—English. Aside from magkaiba silang

subjects, magkakaiba rin 'yung topic. Kasi mayroon samin pong teacher na nagtuturo ng 2<sup>nd</sup> year, 3<sup>rd</sup> year—magkaiba sila. Though parehas ng subject, magkaiba ng topic.

**Interviewer:** Iba 'yung level ng difficulty?

**READ Volunteer Facilitator 5:** Yes, po. Tapos doon ko *narealize* na ang hirap pala. Unang una, ang hirap na *icontrol* 'yung behavior nila.

**Interviewer:** Special management?

**READ Volunteer Facilitator 5:** Yes po, tapos hindi rin naman ako talagang teacher. Parang studyante lang din naman ako, sino ba ko para iano nila? Pero okay naman—

**Interviewer:** So 'yun 'yung first na ano mo—experience sa—in terms of parang literacy program or pagtuturo? How about ngayong college, mayroon pa?

**READ Volunteer Facilitator 5:** Sa NSTP po, ang kinuha ko ay LTS.

**Interviewer:** So currently nage-NSTP ka?

**READ Volunteer Facilitator 5:** Dati po, noong 2<sup>nd</sup> year yata ako.

**Interviewer:** LTS 2 na 'yun?

**READ Volunteer Facilitator 5:** Opo.

**Interviewer:** Tapos of course, 'yung READ?

**READ Volunteer Facilitator 5:** 'Yung READ program po.

**Interviewer:** Can you tell me about kung kailan ka *nagstart magfacilitate* sa READ? Kung kailan ka—

**READ Volunteer Facilitator 5:** Last sem lang po kasi last last sem po ako naging part noong Pahinungod. Wala po yatang READ noong 2<sup>nd</sup> sem ng last school year walang READ kasi sabi nila na usually 2<sup>nd</sup> sem lang gawa nga po ng academic year nila.

**Interviewer:** Oo, ng elementary schools ay hindi natin *kafit*. Given na naging part ka na ng READ last semester, pwede mo bang *ishare* sa kinang kung ano 'yung naging contribution mo noon sa implementation ng program? Parang with contribution, naging part ka ba noong *pagdesign* ng module? Or *nagfacilitate* ka ba ng mga READ sessions?

**READ Volunteer Facilitator 5:** More on sa mismong ano na po, parang implementation ng program. Kasi hindi po ako *nakaattend* ng—ang nangyari po ay *nagcall* sila for volunteers na available na 'yung mga modules. 'Yun po 'yung nangyari parang sila kuya Pau and kuya Gejo po 'yung gumawa noong modules. Tapos 'yun po, more on facilitating. Tapos mayroon din na 'yung mga materials na ginamit kasi mayroon po yata na hindi natapos or kulang—

**Interviewer:** So gumawa ka rin ng mga materials?

**READ Volunteer Facilitator 5:** Gumawa kaming materials tapos kailangan din na *magresearch* ka kasi minsan limot mo na rin.

**Interviewer:** So part din pala kayo talaga ng program designing? Ng module designing?

**READ Volunteer Facilitator 5:** Parang ganoon po kasi binibigay nila tapos kung may questions kayo about module tas ayang—research na 'yan kung may nakalimutan kayong topic.

**Interviewer:** Tapos dagdag niyo doon sa design?

**READ Volunteer Facilitator 5:** Yes po.

**Interviewer:** How about 'yung ano—sa assessment and evaluation? *Umaattend* ka ba sa mga debriefing?

**READ Volunteer Facilitator 5:** Debriefing, yes po.

**Interviewer:** Tsaka mayroon din isang general eval, right?

**READ Volunteer Facilitator 5:** Yes po.

**Interviewer:** Tapos last na, diba ang bilis lang? Very informal ang aking interview. Gusto ko lang sana malaman if there are like points of improvement na gusto mo sanang *maaddress* para mas maging maganda or effective 'yung literacy program na READ.

**READ Volunteer Facilitator 5:** 'Yung sa READ po, feeling ko ang pinakaproblem ay hindi naman sa mismong implementation pero mismong sa students pa lang. Kulang na po talaga 'yung ano—

**Interviewer:** Competence?

**READ Volunteer Facilitator 5:** Competence. So parang dapat *magstart* sa—kasi ako po personally, natuto ko unang magbasa sa nanay ko so parang sa bahay doon palang simulan na talagang turuan 'yung mga bata kasi gradual naman po 'yung ano—

**Interviewer:** Appreciation ay hindi naman kaagad—anong suggestion mo kapag ganoon? Given na 'yun 'yung point na gusto mo *iaddress*.

**READ Volunteer Facilitator 5:** Since feeling ko po ay kulang—kasi feeling ko isang factor ay marami sa parents ngayon ng mga kids ay more on career-oriented. Siguro 'yung mga parents nila ay wala na talagang time para turuan sila, okay po sana na parang kapag bakasyon parang mayroong program na parang READ. Pero parang pwede *magenroll* 'yung kids for free na—ayang mayroon tayong parang workshop ganyan parang read, write, arts—parang lahat, lahat encompassing.

**Interviewer:** May iba ka pang napansin na points for improvement?

**READ Volunteer Facilitator 5:** Parang 'yung involvement po noong teachers. Kasi kahit naman sabihin niyo po na parang kulang 'yung sa guide noong parents, parang it's their job.

**Interviewer:** To at least know what's happening?

**READ Volunteer Facilitator 5:** Yes, nakukulangan po ako kasi kahit simple words na English words ay hindi nila alam. To think na anong grade na nila, grade 5 na sila, dapat ganito na 'yung level of competency nila pero medyo nakukulangan po ako doon.

**Interviewer:** As a facilitator, may naiisip ka ba na parang pwede nating solution or action para doon sa—para maengganyo naman natin 'yung mga partner teachers natin na maging mas involved sa READ kung sakaling *ipartner* natin sila ulit? May naiisip ka bang strategy? Na pwede nating *isuggest* kay sir Glenn kasi mahirap naman talagang iano sila na—pumunta ka dito or something. May naiisip ka ba na strategy?

**READ Volunteer Facilitator 5:** Ang naiisip ko lang ay—ang hirap kasing *imotivate* kung—

**Interviewer:** Kung hindi naman talaga sila motivated at all? Wala kayo on the same page.

**READ Volunteer Facilitator 5:** Yes. Parang more on ang naiisip ko ay parang mga sanctions na lang.

**Interviewer:** Mas negative ano—

**READ Volunteer Facilitator 5:** Mas negative reinforcement.

**Interviewer:** It's okay, it's a different view.

**READ Volunteer Facilitator 5:** Kasi—pwede po bang *magshare*? Kasi noong high school ako ay *nakaattend* ako sa meeting, parang division meeting—sinama ko ng teacher ko ng science noong 3<sup>rd</sup> year kasi at that time president ako ng science club ng division level so akala niya ay kailangan 'yung presence ko. Tapos meeting lang pala 'yun ng mga teachers from elem to high school tapos nagtanong 'yung parang superintendent ng division na parang ang specialization ay science. May tinanong siyang simple na question tapos nagulat ako kasi parang hindi alam noong mga elementary teachers.

**Interviewer:** 'Yung answer?

**READ Volunteer Facilitator 5:** 'Yung answer. As in sobrang—nalimutan ko na 'yung question pero sobrang trivial, sobrang basic lang. Tapos ang sagot nila ay, "Ma'am, kasi po hindi naman po 'yan part noong sa level ko. Hindi naman po 'yan sakop noong scope ng tinuturo ko, bakit po kailangan ko pang malaman 'yan?", tapos parang sobrang basic niya. Parang, talaga ba? Ganoon po ba? Kaya parang sabi noong science teacher ko na ayan, ganyan 'yung reality na—

**Interviewer:** Kung ano lang 'yung task, 'yun lang. So mas negative ang naisip mong sanction?

**READ Volunteer Facilitator 5:** Tsaka feeling ko po sobrang hirap din kasi *icontrol* ng mga bata na 'yung pagtuturo nila hindi lang *nakafocus*—unlike sa college, turo ka lang

nang turo. Sila feeling ko more on *pagcontrol* sa mga bata kaya nalilimutan nila 'yung mga—

**Interviewer:** Kasi from 8-5? Oo. May iba ka pang suggestions na naiisip?

**READ Volunteer Facilitator 5:** Sa part ng involvement?

**Interviewer:** No, like READ na lang in general. Kasi okay na tayo sa teacher involvement, partner involvement.

**READ Volunteer Facilitator 5:** More ano po sana, volunteers. Kasi nagkaroon nga po ng case na isang tao ay—isang volunteers, ang dami niyang handle na kids. So for sure, mayroong effect 'yun doon sa level of learning nila so more volunteers. Kasi feeling ko kapag mas 'onti, diba parang mas tutok—mas talagang direct 'yung learning.

**Interviewer:** Actually, 'yun lang questions ko. Gusto ko lang malaman kung ano 'yung mga tingin mong dapat pa *iimprove* tsaka 'yung experience mo as a volunteer. Kung ano 'yung mga tasks and roles tsaka paano mo siya ginampanan. Thank you!

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## Appendix T

### Interview with READ Partner Teachers-Part 1

**File Name:** READ Partner Teachers 1 and 2

**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)  
READ Partner Teacher 1 Male  
READ Partner Teacher 2 Female

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**Interviewer:** Okay po. Ang una ko pong tanong ay tungkol sa ating learner group. So pwede pong pakisabi po yung number po ng estudyante, ano pong type ng reader sila, mayroon po ba tayong mga struggling reader, mayroon po ba tayong mga readers na tingin niyo po ay pang Grade 6 na ang level. *I-discuss* niyo lang po sa akin kung kamusta na po ang mga estudyante natin.

**Partner Teacher 1:** Sa akin kasi, 37 po sila. So may mga frustrations pero mas marami naman po yung mga reader talaga. Halos lahat nakakabasa kaso yung iba walang understanding.

**Interviewer:** So sa comprehension po yung ...

**Partner Teacher 1:** Comprehension

**Interviewer:** Ah, okay po. Ilang po kaya ang lalaki dun sa 37 tsaka ilan po ang babae?

**Partner Teacher 1:** Nineteen (19) at tsaka eighteen (18). Nineteen po ang boys at 18 lang yung girls.

**Interviewer:** Okay po. Ma'am kayo po?

**Partner Teacher 2:** Sa akin naman ano, 35 sila. Fourteen (14) for boys and twenty-one (21) for girls. Sa akin naman, may nakakabsa na talaga na okay yung comprehension habang Pero kalimitan, siguro out of that mga sampo (10) yung may comprehension doon, marunong na sila nagbabasa na hindi na ulit babasahin ulit. Tapos yung kalimitan doon, marunong na sila magbasa pero kailangan pa nila basahin ulit para magkaroon ng comprehension.

**Partner Teacher 1:** Katulad nung sa akin.

**Partner Teacher 2:** Oo. Tapos kalimitan dun sa iba talagang may struggle reader pa rin.

**Interviewer:** Okay po. Pwede niyo po ba sa akin i-share kung paano po kayo *na-involve* sa program? Paano po kayo kinontact ng Pahinungod para po mapasama po yung Puypuy sa mga early intervention.

**Partner Teacher 2:** Ang una ko dyaang nakita nagpunta sila dito, kay Ma'am Luz, sa principal naming sila nagpaalam tapos si Ma'am Luz *kinoordinate* kami na sa Tuesday may darating dito na from U.P. Tapos yung head nila na sino yun? Yung babae?

**Partner Teacher 1:** Si Ma'am Aileen.

**Partner Teacher 2:** Ayun. Oo. Siya yung nagsabi na Ma'am okay lang po ba na yung bata niyo po ay gagamitin naming sa program na ito? Wala namang problema kasi maganda din naman siyang intervention sa bata.

**Partner Teacher 1:** Ganoon din sa akin. Pumunta lang sa...

**Partner Teacher 2:** Sa room?

**Partner Teacher 1:** Oo. *Inintroduce* muna ni Ma'am tapos pumunta sa classroom.

**Partner Teacher 1:** Oo. *Inintroduce* muna ni Ma'am tapos pumunta sa classroom.

**Interviewer:** Sir, naalala niyo or Ma'am naala niyo po kung kalian kaya ito? Siguro two months ago po ba? Or mga three months ago?

**Partner Teacher 1:** Two months ago kasi pang eight week na ito.

**Interviewer:** Before po kaya pinayagan ni Ma'am, nung principal niyo po mayroon na po ba kayong parang pinag-usapan or parang may mga factors po ba na *kinonsider* kung bakit pinayagan na dito *i-conduct* yung READ?

**Partner Teacher 1:** Hindi. Magandang ano kasi ito eh kasi mapapasama din namin ito sa non-infrastructure na ano...

**Interviewer:** Sige sir pwede po ba natin *i-elaborate* yung tungkol sa non-infrastructure?

**Partner Teacher 1:** Kailangan din naman kasi sa mga ginagawa naming documents kailangan din naman itong mga ganito. Parang donations siya pero infrastructure po siya papasok.

**Partner Teacher 2:** Tsaka yung knowledge dapat hindi lang dapat sa teacher nanggagaling pero pwede din sa community.

**Partner Teacher 1:** At tsaka napakagandang program ito para matulungan ang mga bata.

**Partner Teacher 2:** Para din siyang remedial sa English.

**Partner Teacher 1:** Parang remedial. Oo nga, tama.

**Interviewer:** Actually iyon na din po yung susunod kong tanong. Bakit tingin nyo po na yung mga learners po natin ay kailangan po nilang *mag-participate* sa READ program? *Pa-elaborate* nalang po.

**Partner Teacher 1:** Kailangan *mag-participate*?

**Interviewer:** Opo. Bakit niyo po tingin na kailangan or significant na sumali sila sa program?

**Partner Teacher 1:** Ayun nga, para mas *ma-improve*.

**Interviewer:** If may suggestions po kayo regarding doon sa program, let's say for example yung length, yung tagal, yung limit. Mayroon pa po ba kayong ibang suggestions?

**Partner Teacher 1:** Kung sa akin, mas maganda kung mas matagal pa itong program na ito.

**Interviewer:** Sir, with mas matagal, gaano po kaya katagal yung tingin niyo na better?

**Partner Teacher 2:** Kung result based siguro hindi mo siya makukuha na in two months.

**Partner Teacher 1:** Oo.

**Partner Teacher 2:** Siguro kung in half a year, siguro six months ayan siguro may magiging resulta na kasi pag ganoon lang ka-short term yung turo kasi imposible mong makita yung tunay na result.

**Partner Teacher 1:** Ang nagiging problema naman, na-aapektuhan yung ibang subjects naman.

**Partner Teacher 2:** Oo, kasi may mga nasasagasaan.

**Partner Teacher 1:** Oo buti nalang yung sa akin, English talaga yung subject nila. Related talaga dun sa subject.

**Partner Teacher 2:** Yung time naman sa akin, AP.

**Interviewer:** Ah, so yung AP po nasasagasaan siya.

**Partner Teacher 2:** Opo, nasasagasaan siya tuwing Tuesday.

**Partner Teacher 1:** Eh naka-plan yung ano...

**Interviewer:** Ah, opo, yung AM schedule po natin sa klase.

**Partner Teacher 2:** Kaya binabawi nalang nung teacher ng next day, Wednesday.

**Interviewer:** Kaya *ine-extend* nalang po yung klase?

**Partner Teacher 2:** Oo, ganoon.

**Partner Teacher 1:** Pero yung program talaga, very good naman siya.

**Interviewer:** Kung ganoon po, sir at ma'am, may suggestion po ba kayo na pwede po naming *i-consider* para hindi na po masagasaan yung time? If let's say na pwede po kaya siya ng summer?

**Partner Teacher 1:** Ayun, yung summer mas maganda.

**Partner Teacher 2:** Oo, yung summer mas maganda. Kasi ang bata talaga pag *nai-istuck* siya na hindi nag-aaral nawawala talaga.

**Partner Teacher 1:** At tsaka yung focus niya, ayun lang talaga.

**Partner Teacher 2:** Oo, ayun lang, yung subject lang na iyon.

**Interviewer:** So para po hindi masagasaan. Yun nga po yung isa ko pong naisip na suggestion na kung pwede po ay hindi during class hours kasi po nasasagasaan and kapag naman po after class, masyado naman pong late makakauwi yung mga bata. Wala na po silang panahon para magpahinga at tsaka gumawa ng assignment. Tapos yung question kop o actually, yung next question ko po ay related nga po doon sa sinabi niyo na hindi *makakapag-produce* ng tangible results in 2 months. Pero kahit papaano po ba, mayroon po kayong napansin kahit sa attitude ng mga bata upon the implementation of the program? Kung sa knowledge po siguro wala pa po masyado ano?

**Partner Teacher 2:** Ang una kong na ano ay *nag-eeenjoy* sila.

**Partner Teacher 1:** Sa akin din, *nag-eeenjoy* sila.

**Partner Teacher 2:** Kasi more on activities, games, laro, yun kasi yung mga gusto ng bata.

**Partner Teacher 1:** At tsaka nag-kukwento sila.

**Interviewer:** Sige po. Ikwento niyo po sa akin.

**Partner Teacher 2:** Nung unang day ata, kasi kakatapos lang namin *mag-simile* at metaphor, sabi nila Ma'am ang topic po naming simile at metaphor. Ma'am alam na po namin kung ano ang isasagot. Parang *nare-refresh* yung memory nila. Kaya okay naman siya para sa akin.

**Partner Teacher 1:** Yung sa akin naman, sa attitude naman, mas gusto na nilang magbasa ngayon.

**Interviewer:** Ah, talaga sir?

**Partner Teacher 1:** Minsan kinukuha nila yung ano doon, minsan kasi may babasahin ako sa klase, binabasa din nila ngayon. Medyo na-aano sila.

**Interviewer:** Ay wow. Naengganyo? Naeengganyo po ba sila?

**Partner Teacher 1:** Na-eengganyo sila.

**Interviewer:** Ayun po. Actually, ayun lang po yung questions ko. Very simple. Tapos, *iko-collate* ko nalang po yung data tapos pag tapos ko na po yung thesis ko, bibigyan ko po yung school. Baka magamit niyo din po.

**Partner Teacher 2:** Ah, okay. Malaking tulong po iyon.

**Interviewer:** Sige po. Thank you very much po. Kunin ko po pala yung full names niyo po.

**Partner Teacher 2:** Maria Jessica D. Reyes.

**Interviewer:** English coordinator po kayo Ma'am?

**Partner Teacher 2:** Yes, yes.

**Interviewer:** Pero hindi po kayo adviser?

**Partner Teacher 2:** Adviser din po.

**Interviewer:** Tapos si sir po ay?

**Partner Teacher 1:** Joel Ortilla.

**Interviewer:** Tapos kayo po ay adviser ng? (Section)

**Partner Teacher 1:** Oo ng (Section).

**Interviewer:** Tapos, ano pong subject ang *hina-handle* niyong subject sir?

**Partner Teacher 1:** MAPEH. Coordinator din ako ng MAPEH.

**Interviewer:** Ah, okay po. Thank you very much po.

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## Appendix U

Interview with READ Partner Teachers-Part 2

**File Name:** READ Partner Teachers 1 and 2 (Follow-up)  
**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)  
READ Partner Teacher 1  
READ Partner Teacher 2

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**Interview:** Magandang hapon po, salamat po ulit sa pagpapaunlak sa mga questions ko. Ano una ko pong tanong ay kukumustahin ko po sana 'yung mga bata. Dalawang buwan na po after po noong last na READ session, hinahanap po ba nila 'yung mga naging teacher? Nagtatanong po ba sila kung kailan ulit magtuturo sa READ?

**READ Partner Teachers 1:** Opo, lalo na po 'yung ano— nahingi pa nga po ng activity-- gustong gusto nila kasi 'yung mga activity na binigay.

**READ Partner Teachers 2:** 'Yung module, 'yung parang activity sheet. Naghahanap sila na parang may iba pa daw version, kasi parang nagustuhan nila.

**READ Partner Teachers 1:** Nag-enjoy sila doon sa pagsasagot.

**Interviewer:** Hindi po ba naibalik 'yung mga booklet?

**READ Partner Teachers 1:** Nasa kanila po.

**Interviewer:** Pero mas additional lang po na booklet?

**READ Partner Teachers 1 and 2:** Opo, gusto nila ng iba pa.

**Interviewer:** Okay, noted po 'yan. Sa *pagrevise* ko po ng module ay may mga supplementary. Itatanong ko lang po kasi, ang idea ko po is sa revision po ng module, tingin ko importante po 'yung input niyo, kung ano pong parte ng module 'yung pwede ko pa pong dagdagan o kaya bawasan. So itatanong ko po sana kung ano po kaya 'yung mga lessons na tingin niyo dapat isama ko doon sa reading program na dahil medyo kailangan ng mas maraming time for the students para *idiscuss* or parang nagenjoy 'yung mga studyante na *idiscuss*. May mga particular parts po kayo dito ng K12 guide na gusto ipasama?

**READ Partner Teachers 2:** Honestly kasi, kung K12 na 'to, sa sobrang ano niya-- hindi siya matatapos. Ang kalimitan dito ay siguro one half or lagpas ng one half, natatapos siya. Pero 'yung dulo talaga, *naneneglect* na siya kasi kung tutuusin mo, 'yung balak niya for this ay kulang na kulang talaga para sa isang-- so ang nangyayari, kung gusto mo matapos 'yung lesson, magdidiscuss na 'yung pang one week na lesson niya *ididiscuss* no nang two days. Kung gusto mo siya matapos talaga 'yung isang book pero kung usundin mo 'yung lesson plan mo, ang mangyayari hindi mo talaga siya matatapos kasi possible talaga na matapos mo siya. Ang mangyayari 'yung mga lesson, two days mo

lang *madidiscuss* na dapat sinasabi sa K12, one week. Ganoon siya. *Natataackle* naman siya, siguro-- itong literary text, hindi siya masyadong napagtutukan ng pansin.

**Interviewer:** Mas doon na po tayo sa information texts?

**READ Partner Teachers 2:** Oo, informational texts. Tapos 'yung mga grammar kasi 'yun 'yung nandoon sa book, kalimitan nandoon siya. Pero 'yung ganitong literary text, hindi siya masyadong *nadidiscuss*.

**Interviewer:** So mas grammar and mechanics po, vocabulary development. So kung may *isusuggest* po tayo, siguro 'yung sa literary? Na mas more on reading comprehension.

**READ Partner Teachers 2:** Kasi ang pansin namin mga bata kasi ngayon, medyo boring—

**Interviewer:** *Nabobore* sila magbasa?

**READ Partner Teachers 1:** Sa comprehension talaga.

**READ Partner Teachers 2:** Lalo na kapag sobrang haba na noong-- kasi kapag mahaba, ba 'yung binabasa nila, bukod sa *nabobored* na sila kasi nagbabasa sila nang mahaba, nawawala na rin 'yung retention kasi ang haba.

**Interviewer:** Kasi 'yung attention span din nila limited lang. Sir, kayo po, may suggestions po ba kayo or may mga topics po ba kayong-- MAPEH po kayo diba?

**READ Partner Teachers 1:** Opo, Ma'am. Nagturo din po ako noong nawala po si—

**Interviewer:** Baka pwede niyo po *ishare* 'yung mga topics na pwede pang—

**READ Partner Teachers 1:** Ayun nga po, sa fourth grading kasi, ang dami ngang mga kwento, literary pieces. Ang ano, kailangan babasahin nila, ang problema po 'yung comprehension nila. Medyo mababa. Pero naman po talagang mga— grade 5, nakakaintindi na pero 'yung iba po hindi pa—medyo mahina.

**READ Partner Teachers 2:** May iba *naleleft* out.

**Interviewer:** So mas maganda po kung *naitatailor* fit sana namin 'yung reading program na mas comprehension ang target at mga literary texts kasi 'yun po 'yung mas hindi natin nabibigyan ng maraming time. Noted po yan. Tapos mayroon lang din po ako hihingin regarding sa ano 'niyo— tingin niyo po, ano po ba mas magandang reading program? Parang ano po ba siya, intervention? Remedial class? Or parang advanced? Kasi po kung mas literary, mayroon po siya sa first part pero mayroon din po siya sa fourth quarter tama po?

**READ Partner Teachers 1 and 2:** Opo.

**Interviewer:** So bordering remedial in terms of comprehension pero po 'yung topics mas advanced kasi fourth quarter? Noted po yan sa revision ko. May mga *nashare* pa po ba

'yung mga kids na parang mga experience po nila na tumatak po sa kanila na gusto pa po nila sigurong—

**READ Partner Teachers 1:** 'Yung mga activity.

**READ Partner Teachers 2:** Tsaka 'yung mga games before 'yung—

**READ Partner Teachers 1:** 'Yun nga 'yung mga activity nila, 'yung mga group activity nila.

**READ Partner Teachers 2:** Kasi ang bata ngayon, bored na kapag walang ginagawa tapos lesson na lang. Ang mas gusto nila 'yung recreational.

**READ Partner Teachers 1:** Ganyan talaga sa K12—

**Interviewer:** Mas collaborative? Mas group-based. May iba pa po ba na pwedeng idagdag na suggestions na based po doon sa mga nashare ng mga bata?

[inaudible]

**Interviewer:** Pero ang balak ko po kasi ay gagawin ko po siyang mas quantifiable para po mas *measure* 'yung comprehension nila na mas fixed po 'yung *pag-guage* ng improvement. Pero nilalapat ko pa lang po tapos humihingi lang po ako ng suggestions kasi tingin ko po parang noong nagawa po 'yung module, hindi po kayo natanong-- parang tailor fitted na. Pinakaimportante po kasi para sa'kin sa reading program na extension ay alam ko po ang mga--

**READ Partner Teachers 2:** Before--

**Interviewer:** Before, hindi 'yung tipong nandoon na kasi mahirap naman na *itetailor* fit nang nandoon na. At least, *matetailor* fit ko na a year before--

**READ Partner Teachers 2:** Nagsearch muna ng ano 'yung need--

**Interviewer:** Maayos po muna 'yung needs assessment.

## Appendix V

Interview with EAP Program Coordinator 1

File Name: EAP Program-Coordinator 1

Speakers in the Audio File: Ms. Katherine Gonzales (Interviewer)  
EAP Program Coordinator

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**Interviewer:** Okay so for the first question, I would just like to be acquainted with the program that you are currently handling so what is EAP ey-ap?

**EAP Program-Coordinator 1:** The EAP or ey-ap means—this is a project of UPLB Ugnayan ng Pahinungod which aims to raise awareness, knowledge, and understanding of the youth specifically grade schoolers and high school and then for the college students for their own idea of stewardship for the environment.

**Interviewer:** So as you've mentioned, there are a number of participants involved in the EAP. Can you elaborate on the—how do you make sure na ito para 'to sa college students, ito para to sa—

**EAP Program-Coordinator 1:** For the learning sessions, the modules were specifically designed for grade schoolers, for elementary students. For the eco-camp, the module is also good for high school students and also for college students. But for the last two years, almost two years, of the running of the project *nagfocus* doon for the eco-camp ay college students.

**Interviewer:** So *igualify* lang natin na for this interview, we are focusing on the three parts of EAP. 'Yung *namention* mo for elementary students, 'yung environmental awareness camp for college tsaka 'yung monitoring. So how are the participants for EAP selected? Siguro doon muna tayo sa elementary, 'yung previous na naging project niyo for elementary students. Paano niyo sila *sinelect*?

**EAP Program-Coordinator 1:** Actually for the elementary student, for the learning sessions, this is request-based. So the rollout last year, if I'm not mistaken, was February 2018 for the learning session for the elementary students. It was request-based coming from the practicumers of the IHN students in Calauan, Laguna. Pero wala siya 'yung regular na fixed na parang partners.

**Interviewer:** So request siya, tapos mayroon pa kayong partner na students from UPLP?

**EAP Program-Coordinator 1:** Yes.

**Interviewer:** So mayroong dalawang partners or stakeholders. How about for the eco-camp?

**EAP Program-Coordinator 1:** For the eco-camp, since we are partnering with the Laguna Climate Change Adaptation Office, we're narrowing it down for the youth of Laguna. Sila 'yung basically *nagtatarget* kung sino ang school. Since, they are the funder, they are the major partners of this so they are targeting sino ba 'yung school, ano 'yung year noong students, so ganoon siya.

**Interviewer:** So it's mostly—ang involvement ng Laguna Climate Change Adaptation Office ay ang *pagidentify* ng participants?

**EAP Program-Coordinator 1:** Plus the funding support.

**Interviewer:** So can you please elaborate on where and how often is EAP conducted? Siguro 'yung sa elementary *namention* naman na natin, it's request-based so depende siya sa need. 'Yun nalang siguro sa college, gaano siya kadaming sessions, ilang sessions siya per year.

**EAP Program-Coordinator 1:** 'Yung sa eco-camp, it is originally designed to be conducted twice a year. Kasabay siya ng semesters ng mga college students kasi nakadepende rin kami sa mga availability ng volunteers so 'yung first and second semester ng UPLB ayun 'yun. So walang definite na dates pero we're trying to have at least two camps, actually nga dapat four kung kakayanin ng budget but ang ideal talaga is to have two camps. We had one camp last year, that was April 2018, and another one was set to be rolled out noong the following sem but there has been a problem kaya hindi natuloy but this year, 'yun we recently concluded na camp 'yun. And we're planning it to have, based doon sa usapan, ay baka September of this year 'yung next.

**Interviewer:** So you're really targeting na at least two per year. My next question, you were already able to answer, it's about the stakeholders involved in the EAP program. May iba pa bang involved maliban doon sa *namention* mo na NCCA o may iba pa bang partners or institutions?

**EAP Program-Coordinator 1:** Dahil doon sa camp, we are trying to build a network with the Laguna university since sila 'yung naging participant na namin noong last camp. We're trying na regularly ay manggaling na lang din sa kanila 'yung mga participants since the camp supposedly talaga siya ay training of trainers. So 'yung mga susunod na generation from the Laguna university, they can also manage--

**Interviewer:** Their own camp in the future. Are there other colleges or universities na involved in the eco-camp?

**EAP Program-Coordinator 1:** CDLB.

**Interviewer:** So there were two universities?

**EAP Program-Coordinator 1:** Two universities for this year but last year, it's only the Laguna university.

**Interviewer:** So approximately how many students are participating in the eco-camp?

**EAP Program-Coordinator 1:** 38 noong last year and then 40 ngayong year.

**Interviewer:** How about po doon sa ano, eco-sessions for elementary?

**EAP Program-Coordinator 1:** 38 din 'yun.

**Interviewer:** May I also know the grade level na *natarget*?

**EAP Program-Coordinator 1:** Grade 5 sila.

**Interviewer:** My next questions would be on the goals and objectives of EAP. Siguro let's start muna with the general goal or objective and then perhaps we can be more specific doon sa para elementary tsaka para doon sa college later on. Siguro po 'yung ano muna, general objective ng EAP.

**EAP Program-Coordinator 1:** For the awareness, awareness raising on environmental issues.

**Interviewer:** So for elementary, what's the main objective? Ganoon din, awareness din pero in a more elementary targeting level?

**EAP Program-Coordinator 1:** Yes.

**Interviewer:** Same with the college or may mas nadagdag pa?

**EAP Program-Coordinator 1:** 'Yung sa college, ang *pinaka-objective* niya is for them to come up with workable ecological projects for their target communities.

**Interviewer:** So may *i-ne-expect* na outcome or output for them by the end of the—

**EAP Program-Coordinator 1:** After na ng camp 'yun.

**Interviewer:** May I know the history about who formulated the goals and objectives of EAP? So paano kayo *nag-come up* with the project? Paano siya nag start? Sino 'yung proponents?

**EAP Program-Coordinator 1:** Actually, it was just endorsed to me from this office. Limbay, siya 'yung original na naghahawak nito and I think Limbay had talked with other colleges and I think for the module design, I think *nagconsult* din siya with the wetlands office for the camp, plus CHE, for the design of the—

**Interviewer:** So bale the framework of the design, is Limbay?

**EAP Program-Coordinator 1:** Oo, sinalo ko lang siya.

**Interviewer:** Tapos ikaw 'yung *nag-coordinate* noong everything. So I think I also have to interview him about the general framework of EAP. Since we're okay na with the goals and objectives tsaka 'yung *pag-formulate* ng mga goals na 'yun, I would like to ask more on the designing part. Siguro 'yun na lang time na ikaw na 'yung head, ikaw na 'yung coordinator, can you share to me kung paano ang naging designing process niyo noong mga modules ng EAP?

**EAP Program-Coordinator 1:** For the learning sessions doon sa elementary students, there are already available modules for that na specifically designed for elementary students.

**Interviewer:** Sino pala 'yung—

**EAP Program-Coordinator 1:** Si Limbay na 'yun, sa kanya galing 'yun. For the eco-camp naman, mayroon mga initial na din na list of activities that can be done na nanggaling din kay Limbay 'yung ilan doon tapos together with volunteers na *nag-agree* to help conduct eco-camp, *nag-collab* na lang. Plus noong nag come up na kami with the different activities to be done and then the modules, *nag-design* ng mga modules ang mga volunteers and then we consulted with some of the faculty from the College of Human Ecology, doon sa—

**Interviewer:** So may mga technical experts pa na *na-involve*?

**EAP Program-Coordinator 1:** Yes, to review the content.

**Interviewer:** I just have a question regarding doon sa volunteer designers. Ibig sabihin they just volunteered to be part of the program, hindi siya assigned? Paano naging proseso?

**EAP Program-Coordinator 1:** The usual process here in Pahinungod ay *nag-ko-call* for volunteers but for this camp, we tried to narrow it down para doon sa mga mayroon ng experience ng camp, may background on eco subjects or environment or anything that is related to the environment, so that's how we narrow it down.

**Interviewer:** May *i-sheshare* ka pa regarding the designing? Gaano katagal 'yung naging proseso? Paano niyo siya, *winorkshop* niyo ba 'yung modules?

**EAP Program-Coordinator 1:** 'Yung sa modules, I think a month 'yung preparation for everything since the inception to the write up plus the updates and the inputs of the faculty.

**Interviewer:** Bale may initial topics na?

**EAP Program-Coordinator 1:** Mayroon, may identified initial topics na focusing on environment 101 plus the scoping ng environmental knowledge of the students and then nagfocus kami sa resource management. So that's how we design the module but for the next module, 'yung sa this year, binago namin 'yun. Nagadd kami dahil ang aming partner ay Laguna Climate Change Adaptation Office, nilagyan na namin ng climate change and disaster topics. May mga *ni-let go* kaming ibang topics from the na kaya naman na siyang *i-absorb, i-compress* into one.

**Interviewer:** So just to repeat, you have this almost one month preparation for the designing. Tapos bukod pa doon, may mga workshops pa kayong ginawa?

**EAP Program-Coordinator 1:** Mayroon, pero sila kasi ang ano, we group them. We group the volunteers for the modules then sila na 'yung bahalang—

**Interviewer:** They are assigned topics to work on?

**EAP Program-Coordinator 1:** Nagtanong kami kung saan sila *pinaka-comfortable* na gusto niyo, pag sinabi naming resource management, kaya nila gumawa ng module. Nagkaroon kami ng, not really workshop na nagkikita kami, pero ano—

**Interviewer:** Designation of tasks? Expectations?

**EAP Program-Coordinator 1:** Yes, mga ganoon. For the review naman ng module, sa'kin pinapasa lahat. The repository of the information sa'kin so I do the review. Although, at this camp, nitong 2019, hindi na kami *nagpatechnical* assistance pa from the CHE people since *na-review* naman na nila dati 'yung module. And then ito namang additional na DRR and LCCA, we talk it within ng mga nasa-- ako, together with Sir Glenn, plus the staff of LCCA since ang input naman talaga noon ay more on disaster and climate change, we agree on the topics to be discussed.

**Interviewer:** So ang involvement ng LCCAO ay talagang at least isama sa modules 'yung climate change and disaster—

**EAP Program-Coordinator 1:** Hindi naman, pero parang inano lang din namin siya, bilang Pahinungod na, lagyan natin ng parang mas related, given na sila 'yung funder tsaka related naman din talaga.

**Interviewer:** So we're done with the design. Now, I would like to ask about 'yung implementation during the actual na nangyari during EAP. Can you share about the details na nangyari? Kailan ba siya nangyari? How many volunteers were involved?

**EAP Program-Coordinator 1:** 'Yung last year na EAP learning sessions with the elementary students, that happened in—follow kita sa date, mayroon ako niyan, basta in

Calauan, Laguna. One of the barangays, I think one of the farthest barangays in Calauan, Laguna. I think also 'yung selection din ata noong mga students ay dahil sila 'yung malayo din and pinakadeserve nila na matutunan, 'yun 'yung one of the reasons why noong *shinort* list sila. So during the activity, the conduct of learning sessions, the volunteers spearheaded everything. Ako, ang main task ay to oversee, to supervise and then the volunteers, sila 'yung mismong *nagfacilitate*. I think for the EAP, I guess I have 12 volunteers?

**Interviewer:** Sige po, follow up ko na lang po. Kukunin ko rin naman 'yung copy noong modules kahit 'yung parang summary na lang ng attendance. How about po for the eco-camp last year?

**EAP Program-Coordinator 1:** For the eco-camp last year, there were 38 delegates and then we had 21 volunteers. Two of them are exchange students from, I think Massachusetts yata, basta Japanese and then Mexican students.

**Interviewer:** Where was the camp held last year?

**EAP Program-Coordinator 1:** In Land Grant. And then also the facilitation of the activities, it was already assigned beforehand to the volunteers so they know na—

**Interviewer:** Can you still remember the dates of the implementation?

**EAP Program-Coordinator 1:** April 21, 22, and 23.

**Interviewer:** So three days?

**EAP Program-Coordinator 1:** The same noong camp, Ma'am. Friday naman na—

**Interviewer:** For the eco-camp naman this year.

**EAP Program-Coordinator 1:** For this year, we have 14 student volunteers from Pahinungod plus five volunteers from—sila 'yung dating camp delegates from the 38 last year. And then we have 40 students, 35 of which came from Laguna University and 5 ay from CDLB. So the only change ngayon doon sa eco-camp noong 2019 is we assign camp masters.

**Interviewer:** Can you elaborate more on the roles ng camp masters?

**EAP Program-Coordinator 1:** The camp masters took over 'yung ginawa ko last year. Kasi I oversee the facilitation, the logistics, the food, basta and all. So sabi ko this time, I will be the overall camp coordinator, sila na 'yung magiging camp masters.

**Interviewer:** So I think ang mas naging focus nila 'yung instrction?

**EAP Program-Coordinator 1:** The instruction and also making sure na ready ang mga *magfafacilitate*, ready ang materials, mga ganoon and sino 'yung mga taong assigned. Ayun 'yung *finacilitate* mismo noong—

**Interviewer:** So more on coordinating with the volunteers?

**EAP Program-Coordinator 1:** Coordinating with the volunteers, na smooth 'yung transition from activity to activity. Although the camp masters also conduct, *nag-facilitate* din sila ng ilang activities specially since-- the two camp masters pala, *nag-volunteer* last camp.

**Interviewer:** May we also elaborate on 'yung number ng modules, gaano katagal 'yung sessions per module?

**EAP Program-Coordinator 1:** Bigyan kita Ma'am ng ano-- nandoon siya.

**Interviewer:** Pero ano ba siya, is it like an 8-5 camp?

**EAP Program-Coordinator 1:** Hindi actually 8-5, mas earlier nga 'yung mga start niya.

**Interviewer:** Wala kayong target or fixed number ng hours na dapat *matrain* sila? Hindi naman 'yun—

**EAP Program-Coordinator 1:** Hindi naman.

**Interviewer:** Basta mayroon specific modules and then may specific time kayo for the implementation.

**EAP Program-Coordinator 1:** Ayun, basta naka— modular talaga siya.

**Interviewer:** Last na, actually. I'm done with asking questions on planning, designing, implementation. Ang last ay tungkol sa assessment and evaluation. I would like to ask about your methods, or the methods of the program in terms of assessing and evaluating the effectivity of the program. Ano bang ginagawa natin, may mga post-test ba tayo?

**EAP Program-Coordinator 1:** For last year's camp, walang post-test or pretest or anything. The only thing we have is the usual evaluation form plus the debriefing din ng volunteers. Bukod doon, of course, 'yung facilitation nila as a volunteer but also the overall assessment of the camp in the perspective ng volunteers and perspective ng delegates. But this year, we tried to do pretest and post-test. Even beforehand, we send out information data sheet na may tanong doon about, just to assess them, their knowledge, their perception about disasater but that's just a— one liner question lang 'yun. Pre-test and post-test 'yun, binibigay siya on the first night and then—

**Interviewer:** More on objective 'yung pretest post-test.

**EAP Program-Coordinator 1:** Doon sa learning sessions, walang ano 'yun.

**Interviewer:** Walang assessment or eval?

**EAP Program-Coordinator 1:** Parang— debriefing ng volunteers. And actually 'yung next niyan, 'yung next component niya, ayun 'yung purpose ng eco-monitoring. Sa eco-monitoring, ayun 'yung-- it is specially designed for the camp, monitoring for the camp.

**Interviewer:** So dito talaga siya papasok sa assessment and evaluation part ng program, tama?

**EAP Program-Coordinator 1:** Eco-monitoring for the camp lang, hindi kasama 'yung sa learning sessions. Basically, ayun after a month or so ng conduct ng camp, we schedule a monitoring visit doon sa school. Kung possible 'yung mga faculty in charge na nakasama plus some representatives of the delegates, nagkakamustahan sila what happened after a month. Doon sa mga project proposals nila, kung ano na 'yung status. Pero basically, ganoon lang. Ganoon lang na klase ng monitoring na ano, walang design, walang—

**Interviewer:** Walang rubric? Walang guide?

**EAP Program-Coordinator 1:** Wala, kumbaga talagang parang kamustahan session lang siya and then the updates. Sinasama rin pala namin doon ang NCCA kapag pumupunta kami plus some volunteers na available na *nag-volunteer* sa camp, nagsasama kami. That's how we monitor and then we talk within us, sa NCCA, about the problems na naidentify nila, from the resources or funding, kung paano sila pwede matulungan ng Pahinungod or kung paano sila pwede matulungan ng NCCA—

**Interviewer:** For the eco-monitoring, how many days do you usually do the—

**EAP Program-Coordinator 1:** Sana ay monthly.

**Interviewer:** Every month pero previously for the previous eco-monitoring sessions that you've had?

**EAP Program-Coordinator 1:** Parang naka-tatlo yata kami since the April na ano—

**Interviewer:** Kasi ito *kakaimplement* pa lang, tama?

**EAP Program-Coordinator 1:** Mga three, oo, naka-tatlong visit kami.

**Interviewer:** Clarify ko lang ulit kasi may mga parts akong kailangan pa ng data. 'Yung roles na lang siguro ng institutions. So for Pahinungod, 'yung materials, kayo *nag-develop* tama? Same with the, 'yung learning materials, sa inyo lahat nanggagaling? 'Yung teachers and facilitators, sa inyo. Pati 'yung overall coordination. Tapos for the LCCAO, they gave you the resources and funding?

**EAP Program-Coordinator 1:** The funding and also some of the resource persons kagaya noong second day noong camp for 2019, sila 'yung *nag-identify* kung sino 'yung resource persons na pwede so *nag-invite* sila from DENR and—

**Interviewer:** 'Yung *paginvite* nila ng resource speakers is because of the modules that you've predetermined or pre-identified?

**EAP Program-Coordinator 1:** Basta related naman sila, as long as related.

**Interviewer:** Contacting, sila na rin?

**EAP Program-Coordinator 1:** Sila na din.

**Interviewer:** Bukod pa doon sa *pag-identify* ng mga possible resource speakers and *paginvite* tsaka 'yung sa funding, may iba pa bang role 'yung LCCAO? Eco-monitoring?

**EAP Program-Coordinator 1:** Kasama namin sila, plus they help us in the transportation specifically for the Laguna University contingency, sila ay mga Sta. Cruz--

**Interviewer:** Pero 'yung coordination with LU, kayo 'yun?

**EAP Program-Coordinator 1:** Ako 'yun.

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## Appendix W

Interview with EAP Volunteer Facilitator 1

File Name: EAP Volunteer Facilitator 1

Speakers in the Audio File: Ms. Katherine Gonzales (Interviewer)  
EAP Volunteer Facilitator 1

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**Interviewer:** Okay so for my first question regarding your involvement sa EAP, ang gusto ko muna matanong ay ano ang tingin mong mga elements ng isang effective literacy program?

**EAP Volunteer Facilitator 1:** Feeling ko some elements na nakakapagbigay ng effectivity sa isang literacy program is 'yung una 'yung feedback po, na may natutunan ba sila like kapag *nag-pre-test* tsaka post-test, makikita natin 'yung pinagkaiba ng learning sa kanila, like output-wise. Tapos ano pa ba, isa pa is 'yung eagerness nila to learn nakikita natin. For example, nakikinig sila, *nag-pa-participate* sila sa discussion, sa activities, so more on 'yung relationships siguro din.

**Interviewer:** So 'yung actual dynamics habang *nag-occur* 'yung learning. So dalawa, during the actual implementation, kung *naobserve* mo 'yung mga estudyante kung motivated ba sila na matuto, and then the other one is 'yung assessment and evaluation after the learning. So kapag mayroon 'yung dalawa, tingin mo it could lead to an effective literacy program. Kanina, namention ko na na EAP 'yung naging involvement mo, or EAP 'yung literacy program that you were involved in. Can you elaborate more about the nature of the program, ano ba siyang type ng program ng Pahinungod?

**EAP Volunteer Facilitator 1:** So 'yung ecological camp, more on ano siya, *pag-intricate* siguro ng environmental virtues or practices ng mga bata. Tapos ang approach nila sa Pahinungod ay hindi siya more on lecture lecture, may pa-activities, then experiential learning kumbaga. So 'yun 'yung naging approach ng Pahinungod so may activities then after those activities, *mag-re-reflect* sila, *mag-di-discuss* from their activities. So ayun 'yung naging parang format ng--

**Interviewer:** Anong part ng EAP 'yung *nag-contribute* ka? Were you a part of the planning process, part ka ba noong designing ng modules, part ka ba noong actual implementation, and part ka ba noong assessment and evaluation? Anong naging part mo doon sa actual program process?

**EAP Volunteer Facilitator 1:** So actually 'yung kabuuan siguro ng EAP, hindi ko *makoconsider* sa planning kasi there were specific modules or activities na parang-- tapos parang *inedit* na lang namin 'yung module--

**Interviewer:** So mas designing.

**EAP Volunteer Facilitator 1:** Tsaka implementation and evaluation--

**Interviewer:** Can you elaborate on your involvement doon sa designing, implementation, tsaka assessing part?

**EAP Volunteer Facilitator 1:** So may mga activities kaming dinesign for a specific module. For example, 'yung isang module ay tungkol sa conservation so *nag-isip* kami ng activity na *makakapagcome up* noong conservation na ano--

**Interviewer:** Ano 'yung mga naging considerations niyo doon sa *pag-decide* which activity to include?

**EAP Volunteer Facilitator 1:** Mayroon ng structured na set of modules tapos *ififill out* na lang ng activities kung 'yung past activity ba from last year ay gagamitin or *re-revise* or panibagong activity for that module.

**Interviewer:** Paano kayo *nag-gauge* kung 'yung lumang activity or 'yung bagong activity 'yung *ipoprovide* niyo? Mayroon ba kayong naging template, *nag-brainstrom* ba kayo, nagtanong ba kayo sa previous na mga volunteers kung 'yun pa rin dapat 'yung *i-retain* na activity?

**EAP Volunteer Facilitator 1:** So kada module po parang may pre-assigned na members from the group to work out tapos may mga facilitators from last year na kasama rin namin.

**Interviewer:** So parang from their feedback, *naassess* niyo kung ito bang activity na 'to *magwowork* pa rin siya. Share mo naman sa'kin 'yung naging experience mo doon sa actual implementation ng eco camp.

**EAP Volunteer Facilitator 1:** Sa experience ko naman, masaya 'yung camp, attentive tsaka active 'yung mga participants doon. First time ko kasi umattend ng ecological camp tsaka hindi kasi ganoon *ka-related* sa course ko 'yung tungkol sa environment and stuff so medyo *na-pressure* ako kung paano--

**Interviewer:** May I know what your course is?

**EAP Volunteer Facilitator 1:** BS Applied Physics po.

**Interviewer:** So tapos parang very new ka doon sa concepts, hindi naman very new pero technically may mga concepts na you could have elaborated more kung mas expert ka doon sa field. Kinabahan ka ba dahil doon sa idea or mas *na-challenge* ka?

**EAP Volunteer Facilitator 1:** More on challenge siya sa'kin kasi kailangan kong--

**Interviewer:** Mas magaral about it, mas *mag-research* about it. How about doon sa assessment and evaluation, ano naging proseso noong assessment and evaluation na nangyari sa EAP?

**EAP Volunteer Facilitator 1:** So ang assessment and evaluation namin ay two steps. Kada night, kada day, *nageevaluation* kami after the day ng pros and cons, kung ano pwedeng gawin the next day. Ayun 'yung sa first night. Tapos 'yung debriefing naman na sumunod, ayun 'yung days after.

**Interviewer:** So as observed doon sa mga diniscuss mo about assessment and eval, mas within the volunteer group. How about doon sa stakeholders and beneficiaries, naging involved ka ba doon sa assessment and eval regarding their learning?

**EAP Volunteer Facilitator 1:** Hindi masyadong involved kasi ang role na lang namin doon ay more on sa feedback--

**Interviewer:** More on facilitation. Last na, are there any points of improvement in EAP, doon sa proseso na naging involved ka, na gusto mo sanang *ma-improve* or *ma-address*?

**EAP Volunteer Facilitator 1:** Siguro more training siguro sa mga *mag-fa-facillitate*.

**Interviewer:** Can you elaborate more on that?

**EAP Volunteer Facilitator 1:** Para siguro-- since nahahati kasi sa small groups 'yung mga tao, may possibility kasi na iba-iba 'yung nagiging--

**Interviewer:** 'Yung *na-ge-gain* nilang knowledge, 'yung input.

**EAP Volunteer Facilitator 1:** Iba-ibang approach, so kung mapupulido 'yung training like may format or may structure ng *pag-didiscuss*, so pare-parehas sila ng makukuha.

**Interviewer:** Kahit structure lang or like key points, parang mas solid na facilitators' guide. May iba ka pang gustong *i-address* na points of improvement? Tingin mo okay na ba 'yung length noong program, tingin mo ba may kailangan pang *i-add* na topics, or gusto mo ba 'yung eco camp mangyayari ba siya yearly or dapat ba twice a year, ano tingin mo doon sa length noong program?

**EAP Volunteer Facilitator 1:** 'Yung length ng program, feeling ko okay na siya pero mas maganda siguro kung *mag-tatransition* sa iba-ibang lugar, iba-ibang campus, or mas maraming schools 'yung involved kasi doon sa last eco camp dalawang schools lang 'yung involved.

**Interviewer:** So mas maganda sana kung mas homogeneous 'yung population na kasama. How about 'yung sa training for college students, tingin mo fit naman 'yung modules doon sa current knowledge, skills, and attitudes nila towards the environment, sakto naman 'yung modules? Hindi naman siya dapat for high school, hindi naman siya dapat for elem, or hindi naman siya dapat for professional, sakto lang siya for college?

**EAP Volunteer Facilitator 1:** Sakto lang po.

## Appendix X

Interview with EAP Volunteer Facilitator 2

**File Name:** EAP Volunteer Facilitator 2

**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)  
EAP Volunteer Facilitator 2

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**Interviewer:** Okay, so for my first question, I would like to ask about your views about, what do you think are the elements of an effective literacy program?

**EAP Volunteer Facilitator 2:** So 'yon, for me, effective 'yung literacy program if umpisa pa lang, alam natin kung sino 'yung target natin doon sa program na 'yon, sino 'yung audience, sino 'yung, sino 'yung -- para kanino 'yung program. Then, also, doon sa preparation kasi feeling ko hindi magiging efficient 'yung program kung hindi naman pinaghandaan. Parang kung hindi kasi prepared 'yung mga organizer kunwari, hindi nila maipararating 'yung thought nung program, 'yung parang *pinaka-purpose* ng program doon sa mga involved na audience.

**Interviewer:** When you say that a literacy program is prepared, paano mo nasasabi na prepared siya?

**EAP Volunteer Facilitator 2:** Siguro, for example, kung may speakers involved, dapat prepared in a sense na 'yung expert doon 'yung magsasalita or magbibigay ng talk ganoon, tapos kunwari sa materials, kasi for me, effective literacy program, interactive, 'yung participative, so kung anuman 'yung materials na kailangan doon, then siguro, paano ba?

**Interviewer:** Dapat available na siya talaga or on hand na siya, hindi na siya hahanapin on the spot, alright. So, next question would be, what literacy program of Pahinungod were you involved in?

**EAP Volunteer Facilitator 2:** Sa Pahinungod po, *nag-leadership* training program and READ, 'yung sa pagtuturo sa mga bata, 'yung latest lang 'yung for Grade 5 students of Puypuy, ayon po.

**Interviewer:** So, you were also involved in the Eco-Camp, tama?

**EAP Volunteer Facilitator 2:** Yeah.

**Interviewer:** Actually, part din ng thesis ko both READ and EAP so it would be interesting to seek for your views din regarding, what do you think are the differences between READ and EAP, in terms of the design. Pero sige, unahin muna natin 'yung naging contribution mo sa READ. Sa pagbabasa kasi-- sa pagpoproseso ng programs, merong 4 parts. Una,

planning-- planning nung actual program, 'yung designing nung actual program, 'yung implementation, tsaka 'yung assessment and eval. Can you share kung anong particular part nung process ka naging parte? Sa READ muna.

**EAP Volunteer Facilitator 2:** Sa READ, nandoon po ako nung module-making ng-

**Interviewer:** Sa designing?

**EAP Volunteer Facilitator 2:** Yeah, pero hindi ako 'yung main contributor, then sa-

**Interviewer:** Doon sa implementation.

**EAP Volunteer Facilitator 2:** Implementation, 'yan, nagturo po ako, *nag-main* fa ako nang once, ay de, twice, then co-fa once. Tapos, sa assessment 'yung debriefing, evaluation.

**Interviewer:** Can you elaborate more on 'yung naging role mo during the actual implementation? Pero sa actual implementation, 'di ba meron ring preparation before the actual teaching sessions. Sige, pwede mong *i-discuss* 'yon.

**EAP Volunteer Facilitator 2:** Bale, binigay sa amin nung TL, nung Team Leaders, yung modules for kung anong-- parang may classification A, B, C, so Module A, B, C. Tapos, ayon, from there, dapat iba-iba 'yung-- parang iba-iba kasi 'yung atake sa module kada 'yung doon nga sa A, B, C, po. Tapos, sa akin, nag-prepare ako ng materials, may workshops na ginaganap kada before ng implementation, then, doon mo *i-prepare* 'yung sarili mo, 'yung materials na gagamitin mo.

**Interviewer:** So it's important to highlight that the materials that you use are actually prepared by you din.

**EAP Volunteer Facilitator 2:** Yes po kasi para hindi ka rin malito and siguro involved na rin 'yung co-fa mo kasi siya 'yung medyo mag-aabot-abot sa'yo, mga tutulong sa'yo sa *pagdi-discuss*, ayon. Tapos sa implementation mismo...

**Interviewer:** 'Yung mga experiences mo during the actual class sessions.

**EAP Volunteer Facilitator 2:** First time ko po kasi *mag-READ*.

**Interviewer:** Last 2018?

**EAP Volunteer Facilitator 2:** Yeah.

**Interviewer:** May I ask how many sessions were you able to attend?

**EAP Volunteer Facilitator 2:** 3 sessions out of 8 po ba 'yon?

**Interviewer:** Technically 6, kasi 'yung 2, post-test, pre-test, yes.

**EAP Volunteer Facilitator 2:** Opo. Then, nung una, depende kasi sa kung sa A, B, C nga po ako kasi 'yung sa C-- well, hindi rin pala. Siguro, sa pre-test kasi nila nalalaman 'yung A, B, C, pero 'yung ugali nung bata--

**Interviewer:** Hindi pa rin naka-depend doon sa--

**EAP Volunteer Facilitator 2:** Yeah, hindi siya *naka-depend* sa pre-test. So, merong mga tahimik lang, merong hindi nakikinig, merong lutang, merong nakikisali sa ibang group, so dapat talaga makuha mo 'yung attention nila, may way ka para makuha 'yung attention nila, like mapapabalik mo sa'yo nang hindi sila *nai-intimidate* nang ganoon.

**Interviewer:** How about for the assessment and evaluation part? Can you elaborate more on that?

**EAP Volunteer Facilitator 2:** Sa assessment, parang every after-- few days after noong mismong READ program. Kunwari Monday, then Thursday kami *magdi-debriefing*. Doon *ia-assess* namin anong nangyari, ano 'yung problems, ano 'yung good points naman, tapos ano 'yung mga pwede naming gawin next time, ano 'yung mga *ii-improve* namin, mga ganoon.

**Interviewer:** So okay na tayo sa READ, 'no? Let's proceed to the Eco-Camp naman which is part of EAP. 'Yun din, same question, ano 'yung naging role mo doon sa proseso ng program?

**EAP Volunteer Facilitator 2:** Sa Eco-Camp, sa module-making, *grinoup-- nag-meeting* po kami before kasi may existing modules na from the...

**Interviewer:** From 2017-- 2018, tama? Kasi 2019... yes.

**EAP Volunteer Facilitator 2:** Last academic year. Tapos *nag-meeting* po kami kung sino 'yung mga volunteers, then, *nag-release* ng pwedeng activities si Ate Kath, yung parang coordinator. Then, *nag-volunteer* 'yung mga volunteers kung--

**Interviewer:** Which part--

**EAP Volunteer Facilitator 2:** 'Yung gagawan namin ng module or *ii-improve* na module, then, ayon napasama ako doon sa dalawa. Then, ayon, *nag-contribute* ako with my groupmates doon sa paggawa or *pag-improve* ng module. Then, after no'n, *chineck* ni Ate Kath, ganyan, then, *nag-dry run* for-- pero wala po ako nung dry run, so hindi ko rin masabi. So, 'yon, parang nahirapan doon din-- share ko lang-- na nahirapan ako nang actual kasi wala po ako nung dry run. Though informed naman ako kung ano 'yung ginawa, pero mahirap pa rin 'yung hindi ko *na-experience* kasi medyo nangapa ako nung nasa camp na mismo. Tapos, ano bang ginawa ko nung camp? During camp, na-assign ako sa--

**Interviewer:** Did you also handle 'yung same na modules na you designed? Doon ka rin ba...

**EAP Volunteer Facilitator 2:** No. 'Yung commitment setting po kasi--

**Interviewer:** Ah, so iba pa bukod doon sa mga *ni-redesign* niyo and *ni-revise* na modules, meron pa kayong ibang *hinandle* na modules? Or ibang parts nung Eco-Camp?

**EAP Volunteer Facilitator 2:** Oo. Ano po kasi, bale, parang may meeting din na doon naman *nag-assign* kung-- doon na rin ata sa dry run, yung *in-assign* kung sino 'yung leader doon sa co-fa, main-fa, tapos wala ako noon so nakita ko na lang 'yung name ko na *naka-assign na*. Tapos, 'yon, inaral ko na lang, then, ayon mahirap nga po na wala ako doon. Although, sabi nga ni Ate Kath na alamin din para if ever hindi mapunta sa'yo 'yung ginawa mong module, alam mo. Tapos, sa mismong camp, *nag-main fa* ako ng "Huwag Mo Akong Sayangin," 'yung sa food, tapos, *nag-co-fa* ako sa commitment setting, though, parang konti lang naman 'yung ginawa ko doon. Then, main fa rin po ako doon sa 'yung project na, 'yung *nagbi-build* na sila ng project, 'yung medyo dulo. Tapos, ayon.

**Interviewer:** How about for the assessment and evaluation? 'Yung effectivity ng Eco-Camp.

**EAP Volunteer Facilitator 2:** I wasn't able to attend the debriefing meeting mismo.

**Interviewer:** But there is a debriefing meeting?

**EAP Volunteer Facilitator 2:** Yeah, meron.

**Interviewer:** Tapos 'di ba, ang idea parang meron pang post-eval 'yung pupunta naman sa LU?

**EAP Volunteer Facilitator 2:** Ah yung plano po ni Ate Kath ay sa March 25, Monday. Then, ayon, titingnan, *imo-monitor* kung nagawa ba 'yung projects or kung naging effective nga, parang doon *maa-assess* kung effective 'yung camp.

**Interviewer:** Last question na, are there points of improvement doon sa literacy program, particularly sa mga parts ng proseso na *na-involve* ka that you want to be addressed? May mga nakita ka bang parang weaknesses, or points na pwede pang *i-improve*?

**EAP Volunteer Facilitator 2:** Sa points na pwedeng *i-improve*, siguro-- hindi ko alam kung part 'to nung program mismo, pero minsan nagkukulang sa tao.

**Interviewer:** It's still part of it.

**EAP Volunteer Facilitator 2:** Nagkukulang sa tao na minsan, imbes na 6 groups, nagiging 4, so mas mahirap *i-handle*, and feeling ko *nakaka-affect* siya doon sa kung

paano mo maituturo na kasi ang dami mong nang *iha-handle*, e makukulit pa 'yung bata, ganyan. Also, minsan, nahuhuli 'yung modules. Di ko naman sila sinisisi kasi may trabaho din naman sila pero ayon.

**Interviewer:** Just being ano lang, truthful. Could have been better if the modules are parang available na kaagad siya upon the implementation.

**EAP Volunteer Facilitator 2:** Naibibigay naman po siya pero medyo late for me kasi syempre aaralin pa 'yon.

**Interviewer:** Parang the idea is you need more time to actually prepare.

**EAP Volunteer Facilitator 2:** Yeah. Also, 'yung parang hindi siya ganoon *ka-polished* minsan, na kailangan mong bagu-baguhin, although, parang 'yun naman talaga 'yung ginagawa ng facis na depende sa style mo ng pagtuturo pero minsan, kunwari sa Module B, masyado siyang mahirap or mahaba.

**Interviewer:** So more on the degree of difficulty ng modules. Hindi naman technically doon sa content.

**EAP Volunteer Facilitator 2:** Yes po.

**Interviewer:** Okay. Doon naman tayo sa EAP, doon sa Eco-Camp particularly. Points of improvement naman that you would want to be addressed, kung may mga *na-observe* ka.

**EAP Volunteer Facilitator 2:** Feeling ko, mas-- parang kulang for me 'yung sa activities. I mean, although, ang daming good thing naman sa Eco-Camp, pero sabi kasi, pwedeng *i-address* ay 'yun nga, parang merong pang *ii-improve*, pero hindi ko masabi kung ano mismo.

**Interviewer:** With activities ba, parang mas gusto mo mas application, hindi mas lecture format?

**EAP Volunteer Facilitator 2:** Oo. Personally kasi, ayoko nung medyo lecture-lecture.

**Interviewer:** 'Yung parang definitions, descriptions. So mas gusto mo sana mas parang mas kinesthetic, mas magagamit nila 'yung--

**EAP Volunteer Facilitator 2:** Oo, also doon sa ano rin po, time, kapag-- meron part doon na, hindi masyado-- 'Yung "Map Out," 'yung hindi masyado *na-handle* 'yung time, although, *na-assess* na naman na nung debriefing nung Day 1 ayon, pero 'yon.

**Interviewer:** Ah, question pala 'no. Kasi since parang sa marami kong *in-interview*, tatlo lang kayo na *nag-handle* both READ and EAP, so siguro, gusto ko lang itanong kung ano

'yung mas nahirapan kang *i-handle* as a facilitator? 'Yun bang mga modules ng READ or 'yung mga modules ng EAP?

**EAP Volunteer Facilitator 2:** EAP.

**Interviewer:** Can you elaborate why?

**EAP Volunteer Facilitator 2:** Kasi more on teaching 'yung ako. Ako mismo as faci, parang mas bet ko 'yung magturo kesa... Tapos doon sa modules, mas technical 'yung sa EAP compared sa modules ng READ, of course pambata 'yon.

**Interviewer:** Pero may I also ask, same naman 'yung framework 'no? [inaudible] din 'yung ginamit, mas technical lang 'yung mga naging input kaya mas nahirapan kayong *i-handle*. Bukod doon sa difficulty nung module, kasi 'yung content mas complex, may iba ka pa bang *na-observe* na meron 'yung EAP program which makes it like a little more difficult to handle compare to READ or 'yun lang mga modules 'yung mas napansin mo?

**EAP Volunteer Facilitator 2:** Kasama po ba dito 'yung ano, parang iba kasi 'yung kasama naming tao? Parang naging factor din siya na syempre maki-get along kami, pero parang factor din siya for me na hindi ako masyadong *makapag-discuss* ng-- sa kanila kasi, may factor 'yung hiya, ganoon.

**Interviewer:** Kasi you're almost of the same age.

**EAP Volunteer Facilitator 2:** And hindi ko sila nakasama nung dry run so hindi ko alam kung paano mangangapa na, ay baka ayaw niya nang ganito...

**Interviewer:** Okay, may iba ka pang madadagdag regarding doon sa mga *na-observe* mong differences ng EAP tsaka READ tsaka kung bakit ka mas nahirapan doon sa isang particular set ng modules ng program? Meron pa ba?

**EAP Volunteer Facilitator 2:** Wala na.

**Interviewer:** Okay, thank you, Ers.

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## Appendix Y

Interview with EAP Volunteer Facilitator 3

**File Name:** EAP Volunteer Facilitator 3

**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)  
EAP Volunteer Facilitator 3

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**Interviewer:** So for the first question, I would like to ask you about what do you think are the elements of an effective literacy program? Paano mo nasasabi na maganda 'yung literacy program na 'to?

**EAP Volunteer Facilitator 3:** One, ano siya, focused siya sa needs noong participants. Basically, 'yun lang. Kasi for me, what's the essence of having a literacy program if hindi naman talaga siya kailangan noong mga participants mo?

**Interviewer:** So bale mas participant-oriented ka? Mas functional, kung ano ang makukuha, kung ano ang *magegain*, kung may growth na makukuha from the literacy program. Brief but very good. Next, what literacy program of Pahinungod were you involved in?

**EAP Volunteer Facilitator 3:** The EAP, READ, and the LP4Y.

**Interviewer:** So maybe we can focus on the EAP. Can you discuss about the literacy program process. Anong prosesong noong programa naging part ka? Naging part ka ba doon sa planning? Naging part ka ba sa designing? Naging part ka ba sa actual implementation? And naging part ka ba doon sa assessment and evaluation noong program?

**EAP Volunteer Facilitator 3:** So first, since two years na kong naging part noong EAP, in the first leg, part kami doon sa mga nagbuo ng modules. And these modules ay based din sa parang-- ang nangyari kasi we were given a topic tapos gagawan lang namin siya ng activities na suited for-- based doon sa framework na sinusunod ng Pahinungod, 'yung ADIDS. Naalala ko noon it was about resource management and water conservation so ano din ako noong actual implementation last year and sa assessment din noong module as well. This year naman, what happened is naging part lang ako noong-- 'yung mga modules ay *nirevise* according to the assessment last year pero hindi ako masyadong naging hands-on doon but on the implementation itself ulit. So ngayon hindi pa namin nagagawa kasi 'yung assessment--

**Interviewer:** To follow? To follow pa 'yung assessment. Pwede mo bang ishare saakin 'yung experience mo regarding sa designing noong module last year? Kanino nanggaling 'yung mga topics?

**EAP Volunteer Facilitator 3:** The topics were predetermined by our coordinator, it's Ate Kat and Sir Limbay at that time. We were grouped, kaming mga student volunteers. The groupings wala siyang basis, kung sino lang 'yung available, kung sa tingin mo ito 'yung kaya mong gawin--

**Interviewer:** Tapos as in 'yung buong proseso, yung activity, discussion, input, deepening, synthesis, kayo 'yung gumagawa noon? Gaano niyo katagal usually ginagawa ang isang module?

**EAP Volunteer Facilitator 3:** Depende 'yun. For example, the brainstorming itself is medyo matagal. Since bago nga sa'min 'yung topic and hindi naman-- recently lang din nabuhay 'yung EAP kasi, last year lang din so parang ang tagal naging stagnant. Noong pumasok naman ako dito sa Pahinungod hindi ko siya naabutan so first time ko rin noon. Parang buong week naming binubuo 'yung module, kasama na 'yung revision tsaka 'yung comments ng coordinator namin. So mga one week.

**Interviewer:** After ng module writing, mayroon bang mga *kinoconduct* na workshops?

**EAP Volunteer Facilitator 3:** Yes, *nagworkshop* kami noong-- workshop in terms of *pag-ready* ng materials then *dinry* run din namin siya. Noong *nagdry* run kami tinry namin kung feasible ba talaga siya and kung 'yung mga inputs and mga topics na *macocover* ay talagang *macocover* kapag ginawa na 'yung activity. So after the dry run namin noon, doon namin *naassess* na may kailangan baguhin kasi medyo hindi *nacover* 'tong resource management so we have to add another activity for deepening noong time na 'yun para *macover* naman 'yung resource management.

**Interviewer:** Is it the same case for the modules that were implemented for this year? Na *nagworkshop* din kayo tapos *nagmock* ano din kayo--

**EAP Volunteer Facilitator 3:** 'Yung different ngayong year is hindi na siya totally from scratch kasi 'yung last year talagang totally from scratch. Ngayon, *nirevise* lang, the activities are the same but *inimprove* 'yung--

**Interviewer:** How about the content?

**EAP Volunteer Facilitator 3:** The content, masasabi nating substantial in a sense na mas malalim na siya at mas nilapat na siya sa locals nila. *Nag-dry run* din kami, after the dry run naman may kaunting revisions lang din. Minors na lang 'yun.

**Interviewer:** How about during the actual implementation? Can you discuss more on your role? *Nagfacilitate* ka ba? *Nagcoordinate* ka ba?

**EAP Volunteer Facilitator 3:** Noong actual implementation, facilitator ako at *nag-cocordinate* at the same time. Since ako nga originally 'yung nagsulat noon, kahit 'yung mga *nag-revise*, kasama din ako *nag-revise* noon. So kapag may mga tanong 'yung mga ibang facilitators sa'kin din dumidiretso and *nag-facilitate* din doon ako sa

mga grupo. Ang struggle noon is may mga technical terms talaga na mahirap *i-discuss*, mahirap pasimplehin. Hindi mo siya kaya *i-laymanize* lang na maiintindihan nila sa isang explanation lang so you have to give examples. Kaya *nag-prepare* din kami ng visuals para talagang maintindihan ng participants.

**Interviewer:** So 'yung sa assessment and eval hindi pa siya available?

**EAP Volunteer Facilitator 3:** Hindi pa.

**Interviewer:** So maybe kapag available na lang ako magtatanong. So last question na since *nadiscuss* mo na 'yung naging role mo sa plan, design, tsaka implementation, ano naman 'yung mga points of improvement doon sa mga proseso na naging part ka na gusto mo sanang *iaddress*?

**EAP Volunteer Facilitator 3:** Siguro una, in terms of designing, I don't have any issue naman with designing any module kasi for me-- for example, I'm a Comm Arts student during that time and ang topic ay water conservation, medyo malayo siya sa course ko, it's a challenge for me na to take extra step para maintindihan 'yun or para maging knowledgeable doon sa topics. Sana lang at least for example doon sa isang topic na 'yun, may someone din na kasama doon sa grupo ng mga *magdedesign* na talagang expert na or knowledgeable talaga or nasa field niya talaga 'yun kasi medyo struggle 'yun. For the implementing part, before the implementation-- wala naman akong issue doon kasi before actually implementing it, *nag-dadry run*, parang nagkakaroon ng mga discussions-- parang lectures, sort of lectures regarding a specific module, kung paano siya idiscuss, ano 'yung laman ng topics na 'to, ano 'yung mga dapat niyong maituro. In terms of assessment, wala ring assessment na quantifiable. Walang quantitative value kumbaga.

**Interviewer:** Specially that you have to highlight na awareness development to diba?

**EAP Volunteer Facilitator 3:** It's difficult to assess awareness in terms of--

**Interviewer:** Pero this is easy to quantify actually kasi awareness siya-- Naalala mo ba 'tong term na to? *Madedefine* mo na ba 'to?

**EAP Volunteer Facilitator 3:** Pero ang issue doon is parang--

**Interviewer:** There could have been a better assessment method or assessment procedure for that just to see if they learned the concepts or if they could already define. So mas gusto mo na mas quantifiable siya?

**EAP Volunteer Facilitator 3:** Yes.

**Interviewer:** Do you think it should be given after the actual camp?

**EAP Volunteer Facilitator 3:** It could be. For example, ang nangyari is we have the pre-test na hindi ko rin nakita na ano siya—open ended questions na parang you cannot really actually see if there's a difference sa sagot nila sa pre-assessment.

**Interviewer:** And what if they answered the same answers, tatama naman. Does that mean they didn't learn anything—

**EAP Volunteer Facilitator 3:** Yes, 'yun 'yung problem doon.

**Interviewer:** So mas clear na quantifiable methods for the assessment.

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## Appendix Z

### Interview with EAP Volunteer Facilitator 4

**File Name:** EAP Volunteer Facilitator 4

**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)  
EAP Volunteer Facilitator 4

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**Interviewer:** Okay, so for my first question, I would like to ask about, what do you think are the elements of an effective literacy program? Paano mo nasasabi na, ay ang ganda ng literacy program nito or this is a literacy program that I would want to be involved in?

**EAP Volunteer Facilitator 4:** Siguro ano, 'yung message na gusto nilang *i-convey* doon sa audience ay gets na gets ng audience na nakikinig.

**Interviewer:** With "gets na gets," parang clear 'yung objective nila and then, they are able to like manifest or implement that particular objective at clear din sa target audience nila na 'yun 'yung gusto nating maging accomplishment ng program. Okay. So, can you tell me about your experience doon sa literacy program ng Ugnayan ng Pahinungod na *na-involve* ka?

**EAP Volunteer Facilitator 4:** Ah, so, Eco-Camp 'yung *na-involve* ako and para sa akin, magandang literacy program siya kasi, una sa lahat, 'yung napansin ko ay centered siya doon sa mga participants. *Nagparticipate-- pinapa-participate* talaga sa kanila kasi para sa akin, para *ma-convey* 'yung message, ano, mas madaling *ma-convey* 'yung message kapag may ginagawa 'yung nakikinig, *nag-e-effort* siyang makinig.

**Interviewer:** Kasi mas participatory 'yung nature. Okay.

**EAP Volunteer Facilitator 4:** And maganda rin 'yung preparations na ginawa para doon sa event na 'yon.

**Interviewer:** Paano mo nasabing maganda 'yung preparations na ginawa for the event?

**EAP Volunteer Facilitator 4:** Kasi ano, tawag doon, 'di ba every year 'yung Eco-Camp namin, ayon, tapos kasi 'yung previous years, 'yung previous Eco-Camps, may mga modules din doon. Tapos, may mga observations sila kung ano 'yung mga pangit. Tapos, every time na magsisimula 'yung bagong Eco-Camp, parang *pino-point* out nila 'yung mga pangit nung last time tapos *ini-improve* upon nila, tapos hindi lang doon natatapos 'yung *pagfi-filter* nung pangit, may, ano rin, dry runs, tapos module-making ganoon.

**Interviewer:** So, maganda 'yung proseso.

**EAP Volunteer Facilitator 4:** Oo. Nakikita lalo 'yung mga possible na parang butas--

**Interviewer:** Points of improvement.

**EAP Volunteer Facilitator 4:** Points of improvement.

**Interviewer:** Ah, pwede mong *i-share* sa akin kung anong part nung Eco-Camp na *na-involve* ka? Parang the idea is, sa isang literacy program kasi, may 4 main parts. Una, 'yung planning. 'Yung pangalawa, 'yung designing ng modules. 'Yung pangatlo, 'yung implementation, 'yung actual sessions. And then, pang-apat 'yung assessment and eval. Saan doon sa apat ka *na-involve*?

**EAP Volunteer Facilitator 4:** Ah, lahat po 'yon.

**Interviewer:** Okay, can you tell me more about your involvement doon sa apat na parts ng process?

**EAP Volunteer Facilitator 4:** Ah, sa preparation kasi, 'yung preparation, composed 'yun nung *pag-plan* ng modules and 'yung sa *pag-dry run*. So, nung *na-select* kami as volunteers, or nung *nag-volunteer* kami rather, ano, 'yung una pong pinagawa sa amin ay pinakita 'yung modules nung nakaraang year. Tapos, pinabasa sa amin and 'yung task namin ay *mag-improve* upon, tapos hindi lang po 'yon, pwede daw po kaming magdagdag nung modules na sa tingin namin ay in-line doon sa objective nung event. Parang wala namang nadagdag. Pero at least, *triny*.

**Interviewer:** May I know the topics nung modules na *nag-design* ka or *ni-revise* mo?

**EAP Volunteer Facilitator 4:** Doon po sa Mapping, kasama ko po 'yung si Eddie.

**Interviewer:** Can you elaborate more on the Mapping? What was it all about?

**EAP Volunteer Facilitator 4:** Given ka ng map ng isang environment or ng isang local tapos pupunta ka doon, isusulat mo sa map 'yung observations na nakita mo, like kunwari, may kalat ba dito, kung ano 'yung mga living organisms, kasi 'yung discussion doon ay abiotic and biotic components.

**Interviewer:** Okay. Bukod doon sa Mapping, meron ka pa bang ibang module na *dinesign* or *ni-redesign*?

**EAP Volunteer Facilitator 4:** Since madami kami, isa lang po 'yung *naka-task* sa akin, 'yung naging distribution.

**Interviewer:** How about 'yung naging role mo naman doon sa actual implementation? Ano 'yung mga hinawakan mong parts ng EAP, ng Eco-Camp?

**EAP Volunteer Facilitator 4:** Main facilitator ako doon sa Mapping, 'yung kakasabi ko lang.

**Interviewer:** Ah, so ikaw din *nag-handle* nung same module na *ni-redesign* mo?

**EAP Volunteer Facilitator 4:** Oo. Tapos, co-facilitator ako doon sa ibang modules.

**Interviewer:** Tapos sa assessment and evaluation, anong naging involvement mo?

**EAP Volunteer Facilitator 4:** Ah, 'yung head namin, si Ate Kath, binigyan kami nung evaluation form, tapos sinulat namin 'yung ano 'yung nakita naming pangit sa event, 'yung points of improvement, tapos 'yung mga good points, tapos kung ano 'yung natutunan namin, kung ano 'yung improvements namin as a person.

**Interviewer:** Okay. So both, parang assessment on the program and assessment din doon sa--

**EAP Volunteer Facilitator 4:** Volunteers.

**Interviewer:** Performance ng volunteers. Okay, last question na. Are there points of improvement in the literacy program process na *na-involve* ka na gusto mo sanang *i-address*? Pwede mong *i-share* 'yung same na nilagay mo doon sa eval form?

**EAP Volunteer Facilitator 4:** Kasi 'yung Eco-Camp ay 'yung main goal no'n ay to raise awareness about the environment pero nung kasi, may gabi na nagkakat 'yung mga ano. Tapos hindi namin-- hindi naman sa hindi nakontrol-- hindi agad nakontrol. Tapos parang hindi-- 'yung dating kasi sa akin noon parang hindi agad sumapol sa mga participants 'yung message namin na, keep the environment clean.

**Interviewer:** So paano mo tingin-- anong tingin mong way or method na pwedeng gawin para *ma-address* 'yung napansin mong 'yon?

**EAP Volunteer Facilitator 4:** Para sa akin, maging mas alert lang 'yung mga volunteers sa mga ganoong pangyayari kasi walang masyadong volunteers nung nangyari 'yung mga 'yon.

**Interviewer:** So, mostly on the attitude kung paano *mami-make* sure na kung ano ang natuturo ay *masu-sustain*.

**EAP Volunteer Facilitator 4:** Kasi mahirap doon, ano, ka-edad namin 'yung... tapos hindi namin *ma-exert* 'yung...

**Interviewer:** *Ma-assert* na, oh you're not doing this right. This isn't what we're talking about. May iba ka pang napansin na points of improvement? Kunwari sa ano, sa types ng activities, sa teaching style, sa classroom management, sa logistics, may nakikita ka pa bang pwedeng *i-improve*?

**EAP Volunteer Facilitator 4:** Ah, wala naman po.

**Interviewer:** Pero the rest, you find it okay? Okay, wala na?

**EAP Volunteer Facilitator 4:** Wala na.

**Interviewer:** Okay. Thank you, VP!

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## Appendix AA

Interview with EAP Volunteer Facilitator 5

**File Name:** EAP Volunteer Facilitator 5

**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)  
EAP Volunteer Facilitator 5

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**Interviewer:** So for the first question, I would like to ask about what you think are the elements of an effective literacy program. When do you say that a literacy program is effective?

**EAP Volunteer Facilitator 5:** Para sakin, siguro una, alam kung ano 'yung current situation na papasukan noong literacy program para alam niya kung ano 'yung gap. Parang kailangan identified 'yung gap doon sa literacy-- para kung saan need noong literacy program.

**Interviewer:** So the idea is mayroon munang needs assessment para *ma-evaluate* kung ano talaga 'yung pinakakailangang *i-address*. May iba ka pang naisip na elements ng effective literacy program for you?

**EAP Volunteer Facilitator 5:** Syempre kung mayroong pre-assessment, mayroon dapat din post-assessment, kung may impact ba talaga 'yung literacy program. Doon sa program itself, 'yung program is designed-- basta 'yung program mismo, 'yung levels niya, *na-address* talaga 'yung needs noong--

**Interviewer:** So well defined 'yung objectives and the objectives are met as manifested in the post-assessment. My next question is about the literacy program of Pahinungod that you were involved in. Can you share about that particular literacy program?

**EAP Volunteer Facilitator 5:** 'Yung literacy program ng Pahinungod ay 'yung READ, Reading Enhancement and Appreciation Development program.

**Interviewer:** And you were also involved in EAP right?

**EAP Volunteer Facilitator 5:** Opo, 'yung ginanap na ecological youth camp, 'yung part ng Environmental Awareness Program. 'Yung sa READ po, part na ko noon since 2017 so 'yung this year pangalawa ko na po. Beforehand, 'yung modules ay parang same pa rin naman na may iba-ibang level pero kaya lang nagkaroon ng iba-ibang level kasi during noong time namin, unang implementation niya, actually wala pang pre-test yata noon, tsaka lang naadjust noong after unang fielding. Tapos ngayong taon, parang nagkaroon muna ng pre-test--

**Interviewer:** So last 2018 was your second year to be included sa READ, mayroon munang pre-test for last year's session?

**EAP Volunteer Facilitator 5:** Mayroong pre-test tapos doon *binuild* 'yung module and *na-classify* 'yung learners, 'yung mga estudyante.

**Interviewer:** So can you remember 'yung items doon sa pre-test, kung gaano ba siya kadami?

**EAP Volunteer Facilitator 5:** Hindi ko alam exactly kung ilan pero nasa two pages lang siya.

**Interviewer:** Siguro approximately 20-30 items. How about for your involvement naman sa eco camp ng EAP?

**EAP Volunteer Facilitator 5:** Ayun, first time ko this year. Second time pa lang naman-- 'Yung modules niya ay, nahirapan ako intindihin 'yung modules din.

**Interviewer:** Why?

**EAP Volunteer Facilitator 5:** Kasi since it's about the environment, parang feeling ko 'yung activities should be more active--

**Interviewer:** Tactile? Mas kinesthetic?

**EAP Volunteer Facilitator 5:** Kasi 'yung ilan doon sa programs ay more on lecture siya, lecture type which is okay din naman pero--

**Interviewer:** Can still be improved?

**EAP Volunteer Facilitator 5:** *Maiimprove* pa siya.

**Interviewer:** My next question will be what part of the program process were you a part of talaga? Were you a part of the planning, were you part of the designing of the modules, were you part of the implementation, or were you part of the assessment and evaluation? Saang parte ng proseso ka naging mas active?

**EAP Volunteer Facilitator 5:** For READ po, mas naging active ako sa implementation. 'Yung ibang volunteers 'yung sa designing so more on implementation lang kami. Pero as facilitators pa rin sa implementation, 'yung module kasi parang flexible din siya so kung paano gusto noong facilitator *i-handle* 'yung activities, pwede niyang bali-baliin.

**Interviewer:** Can you talk about that? *Paki-elaborate* kung bakit mo *na-claim* na mas flexible, flexible in terms of facilitation 'yung mga modules.

**EAP Volunteer Facilitator 5:** Specifically sa READ, mas flexible siya kasi 'yung activity ay hindi siya-- 'yung instructions niya parang pwede mo siyang baliin pero *na-achieve* pa rin 'yung goal na gustong gawin noong activity.

**Interviewer:** With baliin, like simplify? Laymanize? Parang ilevel doon sa--

**EAP Volunteer Facilitator 5:** Pwedeng simplify or parang mas *i-level* doon sa participants at the same time para mamanager din 'yung dami ng participants. Kasi minsan parang 'yung activities, *nag-gugroup* pa sila.

**Interviewer:** For breakout sessions, minsan naman pwede rin siya for bigger groups. How about for your, doon sa naging part mo naman doon sa proseso ng eco camp sa EAP?

**EAP Volunteer Facilitator 5:** May part ako sa *pag-design* kasi *ni-revise* namin 'yung modules.

**Interviewer:** Can you talk more about the designing of the modules?

**EAP Volunteer Facilitator 5:** Kasi last year may nagawa na silang modules so inayos na lang namin pero mahirap pa rin kasi parang more on technical pa rin masyado.

**Interviewer:** Mas define a concept.

**EAP Volunteer Facilitator 5:** More on discussion na define mo 'yung ecosystems--

**Interviewer:** Or like let's say kunyari climate change definitions ng climate change manifestations sa-- How about 'yung naging experience mo during the actual implementation?

**EAP Volunteer Facilitator 5:** For both naman mahirap kasi-- I mean 'yung module na tinuturo namin, first time ko siya *i-handle*. Aside from that, 'yung sa READ, well mas nadalian ako sa READ.

**Interviewer:** 'Yun 'yung gusto ko sanang *i-pa-elaborate* kasi parang dalawa lang kayong *na-interview* ko na pareho kayong *na-expose* sa EAP and then sa READ. It would be interesting to know, given na parehas silang literacy programs, paano ka nadalian o nahirapan doon sa actual facilitation. Ayun na, doon na rin siya patungo, 'yung *dinidiscuss* mo kanina.

**EAP Volunteer Facilitator 5:** Ako personally, mas nadalian po ako sa READ. Unang una, mga grade 5 students sila, mas bata and mas kasi-- bilang college students, parang mas may authority na naestablish kasi bilang kuya/ate compared sa EAP na pareparehas kaming college students and mahirap din kasi mahirap *i-manage* 'yung ganoon kadaming tao compared sa READ. Sa modules naman, kasi 'yung READ parang matagal na siyang ginagawa so 'yung paggawa ng modules niya parang mayroon na talagang template pero sa eco camp kasi, since second year pa lang, so medyo nangangapa pa rin doon sa paggawa noong modules and 'yung implementation din.

**Interviewer:** Pero for the assessment and evaluation part, may *na-observe* ka ba na parang mas gusto mo 'yung assessment eval ng READ kumpara sa assessment eval ng EAP or vice-versa?

**EAP Volunteer Facilitator 5:** Feeling ko kasi, based sa mga naririnig ko, parang wala rin masyadong nagiging impact. Sa READ, parang after a while nagiging remedial classes kasi 'yung READ which is hindi naman 'yung primary goal pero parang papunta na rin doon. Sa eco camp naman, ang nangyari ay alam na ng mga students, noong mga participants, 'yung tinuturo ng facis.

**Interviewer:** How were you able to say so, na alam na nila 'yung most concepts?

**EAP Volunteer Facilitator 5:** Kasi first day pa lang, ang bibo na nila sumagot so parang alam na nila 'yung tinuturo tapos parang may times din na *nabobored* na sila so parang *na-gauge* din namin ni Ate Kat na--

**Interviewer:** That's why you were suggesting na mas ano sana, mas kinesthetic--

**EAP Volunteer Facilitator 5:** Mas more on application kasi feeling ko naman 'yung about climate change, naturo na sa kanila.

**Interviewer:** Kailangan na lang ng kaunting discussion tapos application contrary to the modules na mas explanation. Last na, so for both the literacy programs that you were involved in, are there any points of improvement in the process that you have contributed in that you would want to be addressed? Siguro sa READ muna tayo, bilang naging part ka ng implementation.

**EAP Volunteer Facilitator 5:** Sa *pag-implement* naman, siguro 'yung gusto ko mabago or mas *ma-improve* pa ay 'yung sa length ng program. Kasi kung gusto talaga ng impact at *ma-assess* nang maayos, parang mas maganda kung medyo long-term siya.

**Interviewer:** With long-term, what do you mean with long-term? How long is long-term?

**EAP Volunteer Facilitator 5:** Currently, eight weeks 'yung READ so eight times siya. Siguro kahit mga 12 or siguro kung buong five months. Kunyari 'yung half year-- kasi for the past, wala talaga masyado naging impact 'yung pagconduct ng READ. Tapos sa EAP naman, 'yung sa paggawa noong modules mostly 'yung gusto ko mabago. Doon sa objectives-- I mean maganda namang may objectives per-- pero as a whole--

**Interviewer:** 'Yung interconnection ng different objectives to one good outcome na makikita mo.

**EAP Volunteer Facilitator 5:** Kasi parang minsan lumalabas--

**Interviewer:** Na parang module by itself 'yung objectives niya pero when you look at it as a whole--

**EAP Volunteer Facilitator 5:** Hindi siya ganoon *nagcoconnect*, parang hindi siya isang buong system which is dapat *nagsusupplement* 'yung bawat module para doon sa buong program.

**Interviewer:** May iba ka pang suggestions? How about for the actual implementation noong EAP? Tingin mo mas suitable ba siya for college students or tingin mo pwede pa ba siya nating *i-expand*?

**EAP Volunteer Facilitator 5:** I think kung for college students, ibang klaseng activity na siya dapat.

**Interviewer:** Tingin mo 'yung modules ngayon mas fit ba siya sa anong level?

**EAP Volunteer Facilitator 5:** Feeling ko kaya siya ng junior high school or mga grade 5 or 6 kaya na, medyo ilaymanize na lang 'yung mga terms pero feeling ko kaya na as young as grade 6.

**Interviewer:** Pero for the planning part kasi, parang 'yung objective noong mga programs, you are okay with it?

**EAP Volunteer Facilitator 5:** Okay as long as *na-address* na 'yung gap na *na-identify*.

**Interviewer:** Tsaka clear 'yung naging impact assessment. With regards to impact assessment, doon sa assessment and evaluation part, mayroon ka bang nakikitang mga kailangan *i-improve* ng Pahinungod in handling the literacy programs specifically doon sa assessment and eval?

**EAP Volunteer Facilitator 5:** Siguro, aside doon sa parang knowledge na *tinetest* parang kung *nag-improve* 'yung knowledge, more on attitudes din siguro. Parang kung naging positive ba 'yung attitude nila towards-- Kasi 'yung sa READ, appreciation program siya so ang tinitignan doon attitude talaga dapat and hindi lang 'yung knowledge or skills. Tapos sa EAP din, ganoon din kasi para *ma-change* mo 'yung practices ng mga bata, kailangan 'yung attitude nila towards those practices ay maging positive din.

**Interviewer:** So one thing that Pahinungod has to consider would be a clearer na rubric in measuring the awareness, kung *na-integrate* man or nakuha within the program.

**EAP Volunteer Facilitator 5:** And siguro sana, if knowledge and attitudes lang, pwede siya immediately *i-conduct*, 'yung assessment. Pero if practices na 'yung titignan, siguro after a year or after some time--

**Interviewer:** So the idea is to have follow-up evals tapos let's say isang school lang, *finofocus* mo talaga 'yung school na 'yun.

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## Appendix AB

Interview with EAP Partner Teacher 1

**File Name:** EAP Partner Teacher 1

**Speakers in the Audio File:** Ms. Katherine Gonzales (Interviewer)  
EAP Partner Teacher 1

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**Interviewer:** So, 'yung first question po ay, please explain how your school or university was tapped by UPLB Ugnayan ng Pahinungod to conduct 'yung Eco-Camp nga po or if 'yung institution niyo daw po ba 'yung nag-request nung project or partnership with Pahinungod?

**EAP Partner Teacher 1:** As far as I know, the first Eco-Camp was initiated by the Laguna Climate Change Adaptation Office. Then, the Laguna Climate Change Adaptation Office tapped the school through a letter addressed to the Vice President for Academic Affairs. And then, they [inaudible] with the Ugnayan ng Pahinungod tapos doon na nag-start.

**Interviewer:** So bale, through LCCAO po, na-tap po 'yung LU. What are the different factors considered by LU po before allowing na matuloy po 'yung partnership with LCCAO at Pahinungod?

**EAP Partner Teacher 1:** The primary concern is 'yung safety nung students kasi when they go out of the school, they need to be safe. Hindi papayag 'yung school na hindi secured 'yung lugar na pupuntahan nung mga bata. Second would be the financial capacity of the kids since the activity was given free, kasi hindi naman lahat ng estudyante namin ay well-off. Most of them are below minimum wage earners 'yung parents. So, pinapayagan kapag 'yung financial concern ay *na-address*, and siguro, depende din doon sa partner institution, 'yun 'yung isa rin sa consideration kasi kung medyo alam na na credible 'yung institution, 'yan, pinapayagan naman 'yung mga estudyante.

**Interviewer:** Naging factor din po ba 'yung need po about educating students po about climate change kaya pumayag din po kayo sa partnership?

**EAP Partner Teacher 1:** Actually, kasama na siya talaga, doon sa rationale kasi nung letter, given na 'yon, so that's the topmost consideration talaga.

**Interviewer:** Next question. So 'yung, ah, *pa-state* na lang din po ulit nung role po nung LU doon sa nangyaring Eco-Camp.

**EAP Partner Teacher 1:** Was it the first, the second?

**Interviewer:** Second po.

**EAP Partner Teacher 1:** The second time, LU participated was, from the first batch of the campers, kumuha ng apat, so from being delegates, ngayon facilitators na sila. They were trained by the Ugnayan ng Pahinungod so, ayon, 'yun 'yung role nila, and 'yung teachers, ang role naman was for the security of the students and coordination with LCCAO and Ugnayan ng Pahinungod.

**Interviewer.** Okay. So, basically po parang most din po ng participants this year ay galing din pong LU?

**EAP Partner Teacher 1:** Oo. Most of them. Out of 40, was like 35, 33, I think.

**Interviewer:** Then, ah, sa tingin niyo po doon sa delegates this year, why do you think na kailangan po nila na mag-participate sa Eco-Camp?

**EAP Partner Teacher 1:** Since climate change is a timely issue, parang it's high time na matutunan nung mga bata how to manage the scarce resources, since heto ngayon, El Nino tayo, so dapat somehow, *ma-manage* natin or *ma-slow* down natin 'yung effect ng climate change in terms of water, in terms of ma-lesen natin 'yung garbage, ganyan, stuff like that.

**Interviewer:** After po ng Eco-Camp, ano po 'yung napansin nating changes based sa knowledge po, sa mga practices po ng students?

**EAP Partner Teacher 1:** In terms of knowledge, there are teachers na *nai-incorporate* na 'yung what the campers have learned kasi sa discussion, may nasasabi 'yung mga student, and in return, nagkaka-meron nung share of [inaudible] including the teachers para *mai-share* doon sa ibang estudyante. In terms of practices, nauso na ngayon 'yung water refill. Hindi na masyadong bumibili ng bottled water 'yung mga bata so ang ginagawa na lang, they bring their own containers, tapos, they pay a certain amount like 2 or 3 pesos for like 350mL to half liter of water, at the same time, hindi na *nagko-contribute* ng plastic, nakakatipid pa 'yung mga [inaudible] situation for the environment and the students.

**Interviewer:** Mas nakakatipid po sila. Last question na po, Sir. So, are there points of improvement regarding the program plan or the implementation and assessment-evaluation po nung program, 'yung Eco-Camp? Or if--

**EAP Partner Teacher 1:** In terms of planning, siguro mas better division of labor. In terms of implementation, reduction of idle time. May mga facilitators kasi, others were lost kapag wala nang ginagawa, hindi nila napapansin na kailangan na pala sila doon sa kabila since idle time nila. And for the assessment, 'yung assessment kasi very good, no need for any improvement.

**Interviewer:** So, wala na pong... may suggestions pa po ba kayo regarding po sa parts ng planning, implementation, other than that?

**EAP Partner Teacher 1:** Siguro, in terms of planning, parang wala na. Ayun lang.

## Appendix AC.

### Class Observation Tool

#### OBSERVATION SAMPLE TEMPLATE

#### Checklist (criterion- based) Form

This form focuses on description regarding agreed upon items for observation based on the pre-observation meeting. Comments may be used by the observer to explain their observation and to provide reflection and additional insight. A sample format for these comments is as follows:

**DURING DISCUSSION, THE INSTRUCTOR PAUSES AFTER ASKING QUESTIONS.**  Yes  No

**COMMENTS:** Here, the observer may include, examples, further observations and when this observation occurred.

The following categories and items represent a number of possibilities for a departmental or divisional form. Observers should select appropriate items for the observation. Not all need apply in all teaching contexts - try to avoid rigid formulas regarding what "should" be observed.

#### POSSIBLE ITEMS FOR CHECKLIST FORMS

##### INSTRUCTOR ORGANIZATION

- The instructor states the relation of the class to the previous one.
- The instructor knows how to use the educational technology needed for the class.
- The instructor posts class goals or objectives on the board or a slide.
- The instructor gives specific instructional outcomes for the course.
- The instructor provides an outline of the organization of the class.
- The instructor conveys the purpose of each class activity.
- The instructor summarizes periodically and at the end of class or has the students do so.
- The instructor revisits objectives at the end of class.
- Students are made aware what preparation (readings or other assignments) they should complete prior to the next class.

##### INSTRUCTIONAL MATERIALS

- If used, videos, websites and other resource materials have a clear purpose.
- Handouts or digital resources are appropriate in number and subject.
- The instructor gives assistance or insight into reading or using assigned texts.

##### INSTRUCTIONAL STRATEGIES

- The instructor's choice of teaching techniques is appropriate for the goals.
- During discussion, the instructor pauses after asking questions.
- The instructor acknowledges student contributions to discussion, helping students extend their responses.
- The instructor keeps discussion on track or facilitates small group discussion.
- The instructor mediates conflict or differences of opinion, and encourages students to do the same.
- The instructor demonstrates active learning techniques.

20.

- The instructor provides explicit directions for active learning tasks.
- The instructor allows enough time to complete active learning tasks, such as collaborative work.
- The instructor specifies how active learning tasks will be evaluated.
- The timing of classroom activities considers attention spans.
- The instructor relates class to course goals, students' personal goals, or societal concerns.
- The instructor offers "real world" application.
- The instructor helps students apply theory to solve problems.

#### CONTENT KNOWLEDGE

- The instructor's statements are accurate according to the standards of the field.
- The instructor incorporates current research in the field.
- The instructor identifies sources, perspectives, and authorities in the field.
- The instructor communicates the reasoning process behind operations or concepts.
- The instructor corrects bias in assigned materials.

#### PRESENTATION

- The instructor can be seen and heard.
- The instructor avoids extended reading from notes or texts.
- The instructor varies lecturing with active learning techniques.
- The instructor speaks at a pace that allows students to comprehend what is said.
- The instructor uses appropriate examples, metaphors and analogies.
- The instructor uses humour appropriately.
- The instructor is enthusiastic about the subject matter.

#### RAPPORT WITH AND RESPONSIVENESS TO STUDENTS

- The instructor addresses students by name, as possible.
- Delivery is paced to students' needs.
- The instructor provides feedback at given intervals.
- The instructor uses positive reinforcement.
- The instructor incorporates student ideas into the class.
- The instructor encourages students to build on each other's comments and ideas.

- The atmosphere of the classroom is participative.
- The instructor is available before or after class.
- The instructor pays attention to cues of boredom and confusion.
- The instructor provides students opportunity to mention problems/concerns with the class, either verbally or in writing.
- The instructor models good listening habits.
- The instructor demonstrates flexibility in responding to student concerns or interests.
- The instructor is sensitive to individual interests and abilities.

#### CLARITY

- The instructor defines new terms or concepts.
- The instructor elaborates or repeats complex information.
- The instructor uses a variety of examples to explain content.
- The instructor makes explicit statements in order to draw student attention to certain ideas.
- The instructor pauses during explanations to allow students to ask questions.

#### INSTRUCTION IN LABORATORIES, STUDIOS OR FIELD SETTINGS

- Experiments/exercises are well chosen and well organized.
- Procedures/techniques are clearly explained/demonstrated.
- The instructor is thoroughly familiar with experiments/exercises.
- The instructor is thoroughly familiar with equipment/tools used.
- Assistance is always available during experiments/exercises.
- Experiments/exercises are important supplements to the course.
- Experiments/exercises develop important skills.
- Experiments/exercises are of appropriate length.
- Experiments/exercises are of appropriate level of difficulty.
- Experiments/exercises help to develop confidence in the subject area.
- The instructor provides aid with interpretation of data.
- The instructor's emphasis on safety is evident.
- Criticism of procedures/techniques is constructive.
- The instructor works well with student and other parties in the setting.
- Clinical or field experiences are realistic.

#### IMPACT ON LEARNING

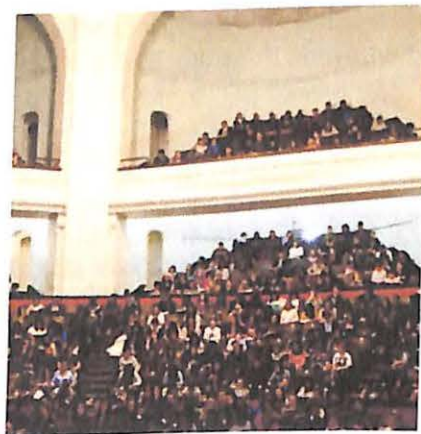
- The instructor helps develop critical thinking skills and problem-solving ability.
- The instructor broadens student views.
- The instructor encourages the development of students' analytic ability.
- The instructor fosters respect for diverse points of view.
- The instructor helps students develop awareness of the process used to gain new knowledge.
- The instructor stimulates independent thinking.

#### CREATING AN INCLUSIVE CLASSROOM

- Instructor creates an equitable and inclusive classroom that respects gender differences, diverse ethnocultural and faith communities, family structures, student abilities/needs and differences in socioeconomic status.
- Instructor conveys the belief that all students can learn and succeed.

- Instructor conveys openness and warmth and encourages students to interact with others the same way.
- Instructor provides text, resources and learning materials in the classroom that reflects diversity of culture, ethnicity, faith, and language, and differences in socioeconomic status, physical ability and family structure.
- Instructor uses resources that present both local and global images and perspectives.
- Instructor uses technology to provide additional visual, oral, aural and/or physical supports for students who need them.
- Instructor uses instructional strategies that reflect diverse learning styles.
- Instructor uses a variety of assessment tasks so that students with different learning styles can achieve success.
- Instructor provides accommodations for students who require extra time or additional explanations.

Items are adapted from Chism (2007) and University of Minnesota Peer Review of Teaching Guide (2009).



## Appendix AD

READ 2018 Pre-test

**UPLB Ugnayan ng Pahinungod**  
**Reading Enhancement and Appreciation Development Program 2018**  
**PRE-TEST**

Name: \_\_\_\_\_  
Section: \_\_\_\_\_

Read the passage below.

A. (1) Long ago on a mountain in Laguna, there lived a beautiful goddess named Maria Makiling. (2) She was beautiful, kind-hearted, and loving. (3) She had long shiny black hair and she often wore black pearls and gold jewelry.

B. (4) She loved interacting with the people who live at the foot of the mountain. (5) People climb the mountain to pick fruits and vegetables. (6) When they came down, the fruits and vegetables turned into gold. (7) These are the reasons why the people were so grateful for her help.

C. (8) As days passed by, people abused her and robbed her jewelry. (9) Hunters climbed the mountain and hunted wild animals, cut down trees and left the forest at the top of the mountain denuded.

D. (10) Maria Makiling got angry that it thundered that night and her voice was heard by everyone. (11) "I have provided you with food, treasures, and shelter but it was not enough for you! I have given you everything you want but you are not contented. Now, feel my anger! And wait for my revenge!" (12) Maria Makiling screamed at the top of her lungs which caused an earthquake in the mountain.

**Encircle the letter of the correct answer.**

1. What would be a good title for the story?
  - A. The Anger of Maria Makiling
  - B. Maria Makiling and People
  - C. Maria Makiling
2. Which sentence expresses the the main idea in paragraph B?
  - A. 4
  - B. 5
  - C. 6
  - D. 7
3. Which are the sentences that support the main idea in paragraph B?
  - A. 5, 6
  - B. 4, 5, 6
  - C. 4 only
  - D. 5 only
4. Which sentence expresses the main idea in paragraph D?
  - A. 10

- B. 11
- C. 12

**Write the correct answer on the space provided.**

- 5. Who is the main character in the story? \_\_\_\_\_
- 6. Who are the other characters in the story? \_\_\_\_\_
- 7. Where did the story happen? \_\_\_\_\_
- 8. What is the lesson of the story? \_\_\_\_\_

**Encircle the letter of the correct answer.**

- 9. Why did Maria Makiling get angry at the people?
  - A. Because they were poor
  - B. Because they stole her vegetables
  - C. Because she gave them food
- 10. What do you think will happen to the people?
  - A. They will continue being friends with Maria Makiling.
  - B. They will fear Maria Makiling.
  - C. They will still rob from Maria Makiling.
- 11. What do you think will happen to Maria Makiling?
  - A. She will still give the people fruits and vegetables.
  - B. She will hide from the people.
  - C. She will kill the people.
- 12. Do you think the people will still be allowed to get fruits and vegetables? \_\_\_\_\_

**Place the events in the correct sequence by using the numbers 1-5.**

- 13. \_\_\_\_\_ The first thing he did was to stretch for 10 minutes.
- 14. \_\_\_\_\_ Finally, he would run all the way home and eat breakfast.
- 15. \_\_\_\_\_ Then, he would run to the stadium and run up and down the stadium steps.
- 16. \_\_\_\_\_ Adam was training for the track meet in his school.
- 17. \_\_\_\_\_ After that, he would run twenty rounds in the stadium.

**Read the story below and answer the following questions.**

(1)One Monday morning, Elena was walking to school. (2)The busy streets full of cars and jeepneys shouted at her. (3)The sound was so loud that it broke her eardrums. (4)She saw a jeepney that ran fast like a cheetah. (5)Jeepneys in the Philippines were the kings of the road. (6)The passengers in the jeep were crowded inside like fish in a can of sardines.

- 18. Sentence 2 tells us that:
  - A. The cars and jeepneys were very noisy.
  - B. The cars and jeepneys had mouths and shouted at Elena.
  - C. The cars and jeepneys were quiet.
- 19. Sentence 3 tell us that:
  - A. The sound was so loud.
  - B. Elena's eardrums broke.
  - C. The eardrums were broken by the sound.

- 20. Sentence 4 tells us that:
  - A. There was a cheetah on the streets.

- B. The jeepney was very fast.
- C. The jeepney was the cheetah.

21. Sentence 5 tells us that:

- A. Jeepneys are the most widely-used vehicles.
- B. Jeepneys have crowns because they were kings.
- C. The roads followed the jeepneys because they were kings.

22. Sentence 6 tells us that:

- A. The jeepney had enough space for the passengers.
- B. The jeepney was crowded with passengers.
- C. The jeepney was like a can of sardines.

**Read each sentence and identify if it describes (descriptive), explains (explanatory) or narrates (narrative).**

A.	Descriptive
B.	Explanatory
C.	Narrative

- 23. Last December 24, Berna got a new hair band from Charmi as a birthday present.
- 24. The Chocolate Hills is green when it is rainy season, and brown when it is summer.
- 25. Photosynthesis is a process where plants produce oxygen.