



## EF'S ALTERNATIVE CURRICULUM: BREAKING THE CULTURE OF SILENCE

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There is a need to make education respond to people's needs and conditions. Universal education must not be limited to the end goal of just providing education for everyone. In pursuing the program of "education for all", the needs, conditions and aspirations of people must inform the curriculum and pedagogy used in educating them. If not, then we assume that people are homogeneous and therefore there is no need to differentiate - a uniform and "universal" education suffices.

It is precisely because of this view that educational reforms have failed. In reaching out to more people, the traditional and "official" method, according to Dr. Victor Ordonez, Director of the Basic Education Division of UNESCO (Paris), has been to expand existing educational systems (1995). He says that this "more of the same" response does not and cannot solve educational problems. He cites the experience of ethnic and religious minority groups, remote island and mountain populations, nomads, immigrants, refugees, the disabled and street and working children who continue and remain to stay out of school because existing or available education systems are unsuitable (and therefore useless/not functional) for their needs, circumstances, aspirations and difficulties.

In the Philippines, one of the organizations that had been most active in making education responsive, meaningful and relevant to the lives of the Filipinos was the Education Forum (EF). It provided effective education to different groups of people and radical alternatives to existing educational systems.

EF, established in 1979, was the task force on education of the Association of Major Religious Superiors of the Philippines (AMRSP). It was a service agency formed to assist educational institutions, groups and individuals

engaged in the reorientation of Philippine education towards justice and social transformation. EF responded to the need "to suggest, try out and implement new perspectives, content or pedagogy - in fact an alternative to existing arrangements" (Doronila, 1991:4). This desire to help effect social reforms through education informed, among others, EF's literacy and numeracy programs.

### **EF's Basic Literacy and Numeracy Program**

#### **Theoretical Foundation**

The theoretical basis of EF's alternative program for basic literacy and numeracy was derived from Paulo Freire's work entitled *Pedagogy of the Oppressed*. Freire, a Brazilian educator, believed that the traditional system of education which he called the banking concept of education was an instrument in perpetuating the "culture of silence" in which the "wretched (majority) of the earth" were deeply mired. In this banking education, the teacher, the lone source of (legitimate) knowledge, deposits to the students. The students then memorize as the teacher will withdraw the knowledge through tests/examinations. Freire proposed the use of the problem-posing education which makes use of the dialogic approach. It affirms and respects the capacity of the learner to perceive his/her world - reflect on it and act upon it. This combination of reflection and action Freire called praxis. The dialogic approach to education which recognizes the critical capacity and creativity of people would lead to the people's conscientization - an awareness/consciousness of the oppressive, cruel and unjust situations and structures in which they find themselves. The approach makes the learners and the teachers ( hereon called facilitators) equal

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in that both learn from and teach each other (Freire, 1982).

EF's Pedagogy

EF's method of teaching is called the "process approach". It uses group learning which makes learning easier and faster. It utilizes the dialogical learning which affirms that learning does not occur in only one direction (from experts to non-experts) and that learning is sharing of knowledge. It also makes use of relevant curriculum that responds to the needs of the learners. Moreover, the process approach develops consciousness or awareness of the world and it incorporates values in the learning process because education is perceived to bring about changes in people and in the world (Doronila, et al., 1993).

In addition to these, the process approach requires the facilitator to use the language of the community where s/he is teaching. It causes learning to be immediately applied and incorporated by the learner into his/her consciousness/awareness of his/her world. It necessitates the continuous revision and changing of content and method of teaching to suit the needs of the learners. The process approach uses a new method of teaching literacy which includes pre-writing exercises, primitive vowel sounds, basic strokes and utilizes what Paulo Freire termed generative words/themes (mga mapanlikhang salita /tema) which enliven discussions and which pose problems that would make learners think and search for answers, solutions and alternatives. Finally, the approach also introduces a new method of teaching numeracy which includes coding and problematizing.

The major steps and procedures followed in the process approach in the teaching of basic literacy are 1) investigating the literacy situation in the community; 2) breaking the culture of silence; 3) pre-writing activities; 4) studying vowels; 5) introducing the generative word; 6) problematizing the generative word; 7) introducing the consonants; 8) writing

sentences, paragraphs and stories; and 9) illustrating the stories.

The following special considerations in teaching basic literacy to children were made (Doronila, et al., 1993):

1. Understanding children
  - a. Children have a short attention span and their muscle coordination is less developed.
  - b. Because of this, visuals, exciting games and action songs must always be incorporated in all lessons.
  - c. Strokes may be associated with shapes and given names.
2. Special pre-reading and pre-writing activities. The task in preparing a child to read and write can be categorized into five areas.
  - a. Oral language development  
The enhancement of abilities in expressing oneself orally using acceptable vocabulary and grammar
  - b. Visual discrimination  
The ability to distinguish similarities and differences in size, shape and direction of objects and letter forms
  - c. Auditory discrimination  
The utilization of the same skill as visual discrimination except that it is applied to sounds heard
  - d. The importance of the child's realization early on that **what is said can be written**, and thus, **read**
  - e. The orientation and understanding that reading is done following the **left-to-right** and **top-to-bottom** directions

In teaching basic numeracy, the major steps and procedures are 1) investigating the numeracy situation; 2) counting in Base 10; 3) teaching the four fundamental operations; and 4) problem-solving.

In teaching basic numeracy to children, the following special considerations were made (Doronila, et al., 1993):

1. Understanding children
  - a. Learning to count is faster and

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CURRICULUM DEVELOPMENT

- more fun if there are real and varied objects to hold and to count.
  - b. Objects to be counted must be those which children actually count as part of their daily lives.
  - c. Children enjoy games of "pretend" where they can apply their numeracy skills, for example, playing house, buying and selling, going to market, etc.
  - d. More drills, which should be fun, are needed to fix numeracy skills.
  - e. In general, children cannot make abstract calculations until the age of 9. Therefore, all numbers must have concrete referents, for example: 5 sticks, 6 balls, 7 stones, etc.
2. Pre-numeracy exercises
- a. Distinguishing different shapes (e.g. circle, square, triangle, rectangle, etc.)
  - b. Sorting or classifying objects according to one characteristic (e.g. same color, same shape, same size)
  - c. Feeling which objects are similar or different (e.g. rough, smooth, cold)
  - d. Translating concrete sets to numerical symbols (e.g. = 5 stones)
  - e. Identifying correspondence
  - f. Understanding that elements of sets can move between or out of sets.

The following are samples of materials developed and used by EF in its basic literacy and numeracy campaign. They were first used in teaching the Dumagats of Cabiao, Nueva Ecija and later to other groups around the country. They concretize the breaking-the-culture-of-silence curriculum and pedagogy advocated by EF.

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**HAKBANGK: Mga Gawain bago ang Pagsulat**

1. Pag-eeheriyo ng mga daliri at pulse

2. Pagsulat sa hangin, lupa at papel

Kung ipinapakita ang mga bagay sa ibaba, lagay mo ang mga ito sa kahon pangunahing karamal sa mga paksa.

Upang masarap ang ebidit na halaman ng mga daliri at pulse sa mga bagay edal na gumagamit ng mahigpit na pangunahing mga bagay na may katatagan sa mga bagay ibaba.

Sa pangunahing ito, hahangin sa mga bagay pangunahing ito ang mga daliri at pulse sa mga bagay na pangunahing ito. Maging madali ang pagpapaliwala ng mga bagay na pangunahing ito sa mga bagay pangunahing ito.

Upang sarapin ang mga daliri at pulse sa mga bagay pangunahing ito, lagay mo ang mga ito sa kahon pangunahing ito.

Sa pangunahing ito, hahangin sa mga bagay pangunahing ito ang mga daliri at pulse sa mga bagay pangunahing ito. Maging madali ang pagpapaliwala ng mga bagay pangunahing ito sa mga bagay pangunahing ito.





**HAKBANG B: Paglalagay sa makabatang sa 10**

**1. Ipakilala ang mga simbolo**

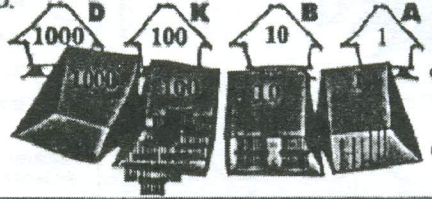
Itinaturo ang pagulat at pagbasa ng mga bilang pagkatapos ng paninulang modular sa pagbasa't pagulat. Unang itinaturo ang 10 paninulang bilang.

**2. Prinsipyo ng Place Value at pagbilang sa makabatang sa 10**

Deput na maunawaang mabuti ng mga atnasanay ang konsepto ng place value upang mabasa, maisulat at mabago ang mga bilang. Mapapadala ito sa pamamagitan ng paggamit ng mga kahon o "bahay" at mga patpat na magtatibing biswal upang matutunan ang konsepto.

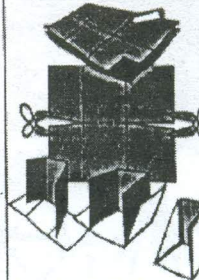
Pangangalanan ang mga kahon/bahay ayon sa bilang ng mga patpat na itilagay sa loob nito.

- Para sa isahan ang bahay/kahong A.
- Para sa tali/bungkos ng sampung ang bahay/kahong B.
- Para sa tali/bungkos ng sampung sampu o isang daan ang bahay/kahong C.
- Para sa tali/bungkos ng sampung sampung sampu o isang libo ang bahay/kahong D.



Ang mga paninulang patpat na itinaturo sa module ng pagbasa't pagulat ang paggamit sa patpat ng mga paninulang bilang.

Normal na nagpapal ng maraming sampung ang pagbasa at pagulat ng mga bilang bilang.



Maraming paninulang ang paggamit ng mga katatayang paninulang. Ipapadala ito karon ang maraming paggamit ng mga patpat sa para't ay patpat. Magamit ito paninulang bilang kahon ng sampung.

Maraming patpat ang paggamit ng patpat ng katatayang paninulang upang makita ang sampu. Kailangan ng apat na kahon ng 1000 patpat at sampung paninulang.

Steps in Teaching Place Value



Counting in Base 10

**31**

**TUTURIN:** 9 na patpat lamang o 9 na bungkos ng patpat ang maraming flagay sa bawat kahon.

**Mga sariling tala**

A = 9 na patpat  
 B = 9 na tali (1 tali = 10 patpat)  
 C = 9 na bungkos (1 bungkos = 100 patpat)  
 D = 9 na tali at sampung bungkos

**3. Mga Hakbang sa Pagtuturo ng Place Value**

**ISAHAN: Kahong A.**

- Ipakita ang paglalagay ng 9 na patpat sa kahon A habang nagbibilang at sinusulat ang bilang na 1-9.
- Magsanay sa pagbilang na pasahita. Magsanay din sa pagsulat ng mga bilang habang itilagay ang mga patpat sa loob ng kahong A.

- 1) Ilang patpat ang nasa loob ng Kahon A? Isulat ang bilang sa ilalim ng kahon A. Basahin ang simbolo ng bilang.
- 2) Ulitin hanggang mabuo ang konsepto ng isahan (sahang patpat, 1-9).
- 3) Bumuo ng pangkat ng tatlong (triad) para sa pagpaganay: flagay ang mga patpat sa Kahon A. Bumilang nang pasahita at isulat ito.

**SAMPUN: Kahong B.**

- 1) Ulitin ang mga hakbang sa ISAHAN.
- 2) Kung 10 na ang patpat, itali ito at ilipat sa Kahon B. Isulat ang bilang 1 sa ilalim ng Kahon B.
- 3) Ilang ang 9 na patpat sa Kahon A? Isulat ang bilang na 9 sa ilalim ng Kahon A.
- 4) Ilang sampu mayroon sa Kahong B? (1)
- 5) Ilang isahan mayroon sa Kahong A? (9)
- 6) Ilan libat ang mga patpat? (19)
- 7) Anong itag sabihin ng bilang na 9. Ilang tali ng sampung patpat at 9 na isahan.
- 8) Gumamit ng iba't ibang kombinasyon hanggang mabuo ang konsepto ng sampun.

**Maraming na katatayang apat ang loob ng sampung patpat na hindi nakatatal para't ay patpat.**

**Ang pagbilang na maraming bilang sa 10 ay sistema ng pagpapantay ng mga bagay. Ang bawat tali/bungkos ay bahagyang mga sumusunod pang pagbilang.**

**Maraming patpat ang 9 kahit walang karon ang kahon.**





The strokes needed to construct the letters of the alphabet

**3. Papat ng batayang stroke**  
Sa pamamagitan ng 9 na batayang stroke, maisusulat ang lahat ng titik sa alfabeta.

Kung ginagamitan ang mga batayang stroke, laging suro ang mga titik mula sa kaliwa patungong kanan at mula sa taas pababa.

Upang malarawan ng mga batayang stroke, kailangang hikayatin eda ng mga stroke, kailangang hikayatin eda ng katugpagan na pangalan ang mga titik at hikayatin mabuti kung may kasagayan sa kanilang pang-araw-araw na mga gawain ang ibibigay na pangalan. Halimbawa, ibigay ng mga Agta mula sa Quezon ang mga sumusunod na pangalan sa mga batayang stroke:

- 1. para —
- 2. taga sa kaliwa
- 3. ulan
- 4. taga sa kanan
- 5. kailuwaing tainga
- 6. kanang tainga
- 7. buwan
- 8. tirador
- 9. shes S

*May mga sahod, sahod ang lahat ng stroke sa lahat ng pangalan.*



The Definitive Statement on Education\*  
by ray w

	what you think you know	how you act	what you learn
Grade School	how to have fun	try to have fun	how to behave
High School	everything	like you know everything	how to learn
College	just about everything	like you know quite a lot	that there are things you don't know
Grad School (Masters)	some things	like you know a lot	that you really don't know much
Grad School (PhD)	nothing	like you don't want people to know that you know nothing	how huge and vast an amount you really don't know

\*<http://comedy.clari.net/rhf/jokes/90q2/amount.html>