



Original Research Article

Initial development of adult education learning toolkit: Inputs from adult education providers in the Philippines

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Jason A. Orozco^{*1}
and
Julie S. Berame²

¹Central Consolidated School
District, New Mexico, United
States of America

²Caraga State University, Butuan
City, Philippines.

*Corresponding Author Email:
orozj@centralschools.org

Adult education is a practice in which adults participate in methodical and organized activities through which they can facilitate their understanding and learning. Throughout the lives of the individuals, they are required to upgrade their knowledge, skills, abilities and aptitude. Hence, the primary objective of this study is to document some of the adult education learning program practices in the Philippine Higher Education Institutions (HEIs) and to possibly develop an initial adult education learning toolkit for program implementation. This study used developmental descriptive design with questionnaire and purposive sampling was employed. Focus Group Discussion (FGD) and triangulation has conducted in gathering the qualitative data. There were six participants in the study from private and government HIEs in the country. Results showed that majority of the participants (83%) agreed that the template-based education learning toolkit is most applicable. They believed that this type of toolkit is user-friendly and the most flexible type among toolkits. Participants (100%) agreed that there should be four sections of the learning toolkit, namely: introduction to adult education learning overview; learning objectives; learning/training tools; and assessment and evaluation. It further agreed to consider institutional mission, vision, objectives, and align the learning outcomes to ASEAN 2030, SEAMEO 2021-2030 Priority Areas and the Philippines "Ambisyon 2040". It concludes that a Plan, Do, Study, Act (PDSA) Model in monitoring and evaluating an adult education program is proposed. Thus, this model will be used for improving the process as well as the crafting of rubric that will help the providers to evaluate the adult education programs implementation.

Keywords: Adult education toolkit, assessment, monitoring, social change, training delivery

INTRODUCTION

Adult education refers to the education specifically targeting individuals who are regarded as adults by the society to which they belong to improve their technical or

professional qualifications, further develop their technical abilities, enrich their knowledge with the purpose to complete a level of formal education or to acquire

knowledge, skills, and competencies in a new field or to refresh or update their knowledge in a particular field (UNESCO-UNEVOC, 2013). This also includes continuing education, recurrent education or second chance education. Adult education and learning has wider economic, social, political, and cultural benefits, most notably recognized in the 2030 Agenda for Sustainable Development (2015) which has numerous targets on adult education, and to which all states have committed.

Adult learning covers the entire range of formal, non-formal, and informal learning activities, both general and vocational undertaken by adults after leaving initial education and training (da Silva and Pinto, 2022). Despite states' commitments to adult education, efforts to implement and realize the right to education for adolescents, young people, and adults have been neglected. This failure to fully implement adult education compounds historical marginalization because those most likely to benefit from adult education are those who did not receive primary and/or secondary education in the first place (UNESCO, 2015).

Mainly, a successful adult education program considers the target learners, needs analysis, program development and monitoring and evaluation of the program (Tanjula and Thomas, 2022). Toolkit will help implementers to put together effective learning for adults.

As such, the continues to grapple with the effects of the COVID-19 pandemic, SEAMEO Strategic Plan 2021-2030 remain committed to fulfilling the role as the leading organization that enhances regional understanding and cooperation in education, science, and culture to ensure a better quality of life in Southeast Asia.

Despite unprecedented challenges brought on by the sudden and unexpected closure of schools to curb the spread of the deadly strain of coronavirus, there is a continuation to serve the region's educational requirements to ensure that no learner gets left behind. Hence, to sure that the organization's programs espoused in SEAMEO Strategic Plan 2021-2030 have integrated lessons learned from the common experience.

In the Philippines, there are limited learning resources on how to implement adult education programs (Östlund, 2005). At present, adult education, particularly non-formal education, including literacy programs, is generally the most underfunded level of education with few countries spending the recommended 3% of their national education budget on adult literacy and education programs (UNESCO, 2016). As a consequence, adult education and learning is not generally provided for free, the cost of which must be borne by the individual (Fragoso, 2022), which acts as a prohibitive barrier in accessing adult education or is a financial burden on already marginalized adults who have to pay to access an education that was previously denied to them. In this regard, the fundamental element of the right to education is that it is accessible to all which is why primary and lower secondary education is generally provided for free (Pelletier et al., 2022). The same principle applies to adult education and learning. However, for adults

it is different in that in addition to the state, there are market providers, companies train and develop their staff, and community organizations create learning opportunities for their members. This means that a key responsibility of the state is to establish a legal and regulatory framework that secures access to adult education and learning opportunities, particularly for those from marginalized groups. Further, states have obligations under international human rights law in relation to certain forms of adult education and learning.

Additionally, the analysis of scientific literature shows that the promotion of the social and education contributed to developing a network of educational institutions for adults, namely, reading rooms, libraries, and people's universities. Their activities required certain theoretical understanding and elaboration, which led to the emergence of pedagogical ideas and concepts. Hence, no single concepts and terms were denoting both the categories of adult education and the field itself. The described phenomena were usually identified as educational activities, propagation of literacy among the population, and public education.

Participation in learning helps people to secure a constructive and active role in their local communities and in the society at large. It can help reduce health costs and the incidence of criminality, for instance, while also helping to reduce poverty (Bliss, 2004; McGivney, 2001). Moreover, one cannot underestimate the importance of learning for personal development and wellbeing. Yet, statistics show that only a small proportion of adults participate in learning, with large variations between countries (Comings, 2003). Even more alarming is the fact that most countries' average rate of participation in adult learning has been slowly decreasing since 2005 (Egwu, 2012).

As to the development of learning toolkits, this exemplifies effective uptake of research-based approaches. This toolkit will provide accessible knowledge for educational decision making (Higgins, 2022). This will allow the formulation of inclusion criteria because the comparative inferences of the toolkit are rigorous, and the analysis of what drives variation is more informative that can include features such as age, phases of schooling or the subject areas being taught. With this, typically engaged diverse groups in developing a toolkit often built on accessible and widely adopted crafting practices. Older adults could benefit from this toolkit that engages them in the community (Arreola et al., 2014).

In lieu of the aforementioned, decisive and concerted action is needed to reverse this trend in order to have a reasonable percentage of adult participation in learning by 2022 onward. Consequently, the first challenge that needs to be addressed is to increase participation in adult learning and to make everyone, that is, learners, providers, stakeholders and policy makers, be aware of the benefits of a high quality, easily accessible, and equitable adult learning system.

For this initial development of adult education learning toolkit study, it may provide guiding principles for adult

education guidelines and practice as to document some of the adult education program practices in the Philippine Higher Education Institutions (HEIs) and to possibly develop the initial adult education toolkit for program implementation.

METHODOLOGY

Participants of the study

The participants of the study were adult education program implementers in the Philippines. Three from private higher education institutions and three from public higher education institutions with designation as head or directors of adult education units. All six participants were implementing an adult education program during the conduct of the study.

Sources of data

This study is a process developing the initial adult education toolkit in the Philippines. This study employed a case study research design. The researchers utilized a questionnaire composed of four open ended questions regarding the following constructs, namely: main parts of a toolkit for adult education; adult learning background; learning objectives for adult education; learning tools; and assessment and monitoring in adult education program. The primary method used is qualitative consisting of Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). The interviews and discussion focused on the development of an adult education toolkit. FGDs were participated by adult education program implementers in the Philippines both private and government higher institutions. FGDs with the participants used as the main sources of first-hand observation and experience on specific issues. Similarly, on the theme of service delivery and utilization, the participants were asked to describe what the delivery mechanisms were set in place, what kind of preparation was done, and what their perspective on the extent of utilization of the program services was. The study participants were asked about their feedback on the way the program will be implemented and asked to provide their perspectives on the program.

During the area visits, observations were also done to generate first-hand information on how the participants were conducted. A checklist was used to record observations on language used, extent of participation, and availability of printed materials.

Following is the list of data generation instruments used in the study and what pieces of information were generated by each:

- FGD guide questions generated qualitative data on the program, service delivery utilization and challenges, and information on the organization of the program;
- Participant's profile sheet generated data such as number of numbers of adult learners per classroom;

subjects taught and length of service for teachers; and length of service, educational attainment, and courses taken related to educational administration and management for school-based administrators;

- Secondary data on enrollment and schools were used to provide information on the size and distribution of the adult enrollment in the learning center or school.

Sampling strategy

In this study, a purposive sampling strategy (Campbell, Greenwood, Young and Walker, 2020) was utilized. The sampling was designed to capture the breadth of program understanding and implementation issues. There were six participants involved in the conduct of focus group discussion (FGD) to gather the qualitative data needed in the study. In qualitative study like interviews and usability tests, 5 to 10 participants are enough (Creswell, 2009) to collect the needed information from the participants. In the conduct of the Focus Group Discussion (FGD), ethical values were observed to protect the participants from any harm and to what extent the possible uses of the study are conducted. The use of focus group discussion and triangulation were essential methods in drawing out the primary data from the research participants.

In addition, informed consent letters and confidentiality were the utmost concern and were practiced. After the data being drawn from the research participants related to the issues in the implementation of adult education learning kit, the data were analyzed by identifying the common issues and combined from the participants' ideas and responses. Lastly, validation of the data was engaged to validate the findings of the study through members' checking.

The focus group method was selected because it allows for a discovery of range of opinions over several groups. As suggested, the focus group presents a more natural environment than that of an individual interview (Krueger and Casey, 2009) because participants are influenced by others-just as they are in life. Since the goal of this research was to understand the viewpoints of adult learners, it was natural to engage them in individual or group conversations about their levels of support. A minimum of three focus groups are required to properly compare and contrast data across groups (Krueger and Casey, 2009). In line with this, three focus groups were conducted among the participants.

Progressively, individualized and group interviews were conducted. This was done to establish trust, individual views, and background information of the participants like sex, education attainment, length of stay and service, and number of years in teaching. More so, the study utilized a transcript-based analysis in analyzing the data from focus group discussion (FGD) among teachers, parents, and tribal elders' participants. The FGD was conducted in two meetings. The first meeting was the conduct of the preliminaries and discussion forum raising relevant queries that could partially answer the objectives of the study. In

the second meeting, it was focused on the validation of the participants' responses from the first FGD meeting and verification. They were asked questions and their answers were recorded and transcribed into multiple pages. The transcribed data candidly analyzed along with the field notes constructed by the moderator and assistant moderator. Thereafter, the transcribed data were grouped into categories. Then, one or more themes that expressed the contents of each category were reached. Within the duration of two months visiting the school, the researchers were able to establish good rapport from the adult learners. In this regard, they were asked about their experiences in adult learning activities that will be used in crafting the toolkit of the study and the demographic profile of the participants were considered accordingly.

This qualitative data were thematically analyzed using a Quirkos Software (latest software) from the participants' responses. Each participant submitted an assent form indicating their voluntary participation. The data gathered is treated with utmost confidentiality and anonymity.

RESULTS AND DISCUSSION

The study was coming up four significant themes revealed from the findings. These prevalent themes support challenges for implementation.

Adult learning background

The above-mentioned theme of the study revealed that majority of the participants agreed to include a short review of the adult learning overview, namely: target audience, training objectives, training delivery, and the number of training participants. A brief description on how to develop training content and delivery should be included. The respondents also mentioned that this section will help the neophyte program implementers to review the basics of training or program development.

As individuals desire to gain something significant in life, they undergo processes to obtain knowledge and skills. According to Ambrose et al. (2010), learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning. Through this process, individuals go through these procedures in order to learn new information and abilities, which in turn affects their attitudes, judgments, and behavior. However, individuals undergo different mechanics which are suitable for their preferred technique to learn like visual, auditory, reading and writing, and kinesthetic. These lead them to obtain new knowledge and skills comfortably.

As person's aged from child to adult, the way they learn, absorb, and retain information shifts accordingly (Boyle et al., 2016). When adults are distant from children's learning, adults provide life experience, while young learners bring zeal, vigor, and vitality. Adults have lived a lifetime and have their own views and perspectives, but young learners

are still learning about the world around them. For this reason, there's a distinction in the way's adults learn. The techniques in teaching for adults are more logical, meaningful, and they become flexible in different methods of learning. With this, there is a theoretical study on how adults acquired knowledge and understanding and skills along the learning process called andragogy. This learning theory focuses on adult learning and is grounded in the notion of Knowles (2010). These principles of adult learning include self-direct, transformation, experience, mentorship, mental orientation, motivation, and readiness to learn. These principles assist people to understand the uniqueness of how adults learn and gain new information and skills quickly (Knowles, 2010).

First, adults are motivated and have a sense of self-direction. This implies that adults typically learn because they want to or directly benefit from it, rather than instructed to or it is expected of them and can direct the process. They may be inspired to determine their own educational needs, devise plans to meet their objectives, locate resources, gauge their own development, and control of the learning situation is only one element of self-directed learning. Other elements are the ability and willingness to reflect, critical judgment, and necessary knowledge of alternatives (Szalay et al., 2020). Second, adults utilized their life experiences to promote learning. Real-world examples, relatable situations, and content that is based on personal experience will all help them gain a deeper comprehension of the material. Third, adults have ultimate goals they want to achieve to know what makes them happy, what they do love to try out, and may have a vague idea of how they do go about it. But setting clear goals can be beneficial in several ways, above and beyond wishful thinking (Moore, 2019). Fourth, adult learners start out with an emphasis on outcomes. They should understand how the information will support them in achieving their objectives. Fifth, adults ensure that the information is pertinent. Adults are empirical. They immediately put what they have learned into practice in their roles, learn quickly, and retain what they have learned. As cited in Active Social Care (2012), good record keeping is an essential part of good practice. Information recorded should be relevant, factual, and legible. Sixth, adults want guidance and assistance. They will be able to progress in their learning if they have an experienced role model to look up to throughout the journey. Seventh, adults are flexible in learning styles. According to Boeren and Roumell (2020), a flexible model of learning for adults will allow them to make choices and contextualize their learning in a manner appropriate to their own professional practice whilst also developing as a member of a learning community. An organization can make sure that they have access to learning information that interests them by providing a choice of sources and possibilities. Eighth, adults desire more learning options. The likelihood that someone will be completely engaged with the material, as opposed to merely going through the processes of learning, increases if they have a choice over how and when they

learn.

As they become more concentrated when they are learning, they want to be active in the planning, delivery, and implementation of their training. They desire to be in charge of what, when, and how people learn. Further, adults become more interested in learning objects that directly relate to and affect their work or personal lives. Tragic experiences or mistakes serve as lessons in learning activities. As reported by Hussain (2013), adult learning is problem-centered rather than content-oriented.

Crafting learning objectives for adult education program

In this aspect, majority of the participants (86%) agreed to consider institutional mission, vision, and objectives. Some of them are to align the learning objectives to ASEAN 2030, SEAMEO 2021-2030 Priority Areas and the Philippines "Ambisyon 2040" in crafting learning objectives. This learning objective should be a description of what the learner must be able to do upon completion of an educational activity. A well-written learning objective outlines for adult learning are knowledge, skills, or attitude for the learners that will gain from the educational activity in a measurable way. An effective learning objective should include the following elements: who, will do, how much or how well, of what, by when. The mnemonic SMART-Specific, Measurable, Attainable, Relevant, and Time-bound can be used to describe the elements of a well-written learning objective. Bloom's revised taxonomy (Anderson et al., 2001) of learning describes six levels of hierarchy in the cognitive domain: remembering, understanding, applying, analyzing, evaluating, and creating. Each level of the hierarchy correlates to action verbs that educators use within learning objectives. Writing effective learning objectives is also a necessary skill in academics. Learning objectives are clearly written, specific statements of observable learner behavior or action that can be measured upon completion of an educational activity. They are the foundation for instructional alignment whereby the learning objectives, assessment tools, and instructional methods mutually support the desired learning outcome (Anderson et al., 2001).

More so, writing effective learning objectives is also a necessary skill in academics. These learning objectives are clearly written, specific statements of observable learner behavior or action that can be measured upon completion of an educational activity. They are the foundation for instructional alignment whereby the learning objectives, assessment tools, and instructional methods mutually support the desired learning outcome, hence, this aims to present some fresh insights into one of the milestones in the field of education. For sixty years, Bloom's Revised Taxonomy (2001) has been one of the most significant tools used in course design as it provides a rigorous framework for crafting learning outcomes and designing both assessment tasks and instructional activities aligned with these learning outcomes. Though a panacea for problems

of course design and educational assessment, when meticulously understood and wisely used in a student-centered environment which integrates the taxonomy with other useful approaches and tools such as backward design and Vygotsky's (1978) zone of proximal development (ZPD), Bloom's Revised Taxonomy could provide an invaluable and indispensable road map for crafting effective learning outcomes that drive the whole process of course design.

The trilogy of domains of Bloom's Taxonomy, aims to present some new insights into how to use this taxonomy along with Wiggins and McTighe (2005) model of backward design and Vygotsky's ZPD (1978), to draw a road map for crafting learning outcomes. Critical analysis throughout the different sections indicates that due to its simple and flexible structure, it is an effective tool for designing courses. Bloom's taxonomy is one of the most useful tools in course design. When blended with relevant models and approaches, it can lead to effective design. There are some implications and recommendations which may be useful in crafting learning outcomes that drive assessment tasks within the road map as suggested. The definition and purpose of learning goals is increasingly ambiguous.

According to instructional designers, learning objectives exist to offer a focused mentality for students participating in the topic. However, faculty frequently perceive learning objectives as an administrative necessity with minimal influence on teaching or student performance. The majority of existing research on the issue is normative and / or qualitative in character (Harden 2002; Torrance 2007). For many, writing out the learning objectives appears to be an effort to its own end. However, learning objectives are the foundation for instructional alignment. This means that learning objectives, assessment tools, and instructional methods mutually support the same educational outcome. Well-defined learning objectives outline the desired outcome for learners, which will help specify the instructional method. For example, if we want the learners to demonstrate correct intubation procedure in a normal adult 100% of the time, we need the instructional method to involve some sort of hands-on experience so that learners can demonstrate their skills. In contrast, if the teacher lectures about correct intubation without the opportunity for learners to complete hands-on skills, the learning activity is not aligned with the stated learning objective.

Type of toolkit appropriate for adult education implementers

The participants of this study agreed that template-based education toolkit is the most applicable. They believed that this type of toolkit is a user-friendly and the most flexible type among toolkits. They suggested that if the time permits, a book type toolkit should be considered since there are limited local learning resources available in the Philippines. Majority of them agreed that there should be four specified sections of the toolkit as proposed,

namely: introduction to adult education or learning overview, learning objectives, learning/training tools, and assessment and evaluation. Further, they agreed that the template-based educational toolkit is the most applicable toolkit.

The proposed toolkit is the combination of prior research works on a given subject. Identification of noteworthy patterns across the research is the goal of meta-analysis. The toolkit's goal is to help teachers/instructors understand these connections. To determine whether to utilize a certain technique in their particular local environment, school administrators, and teachers must use their personal opinion and more in-depth study information. This toolkit may offer a summary of the available information for each method together with a dashboard-style indicator such as relative quality of the research foundation, expense of implementing the strategy, and effect on learners' education.

Based on the participants, adult learning is a complicated process that defies explanation by a single hypothesis. Instead, it is a vibrant diversity of concepts that have been established by teachers or instructors themselves as well as by scholars in allied fields.

The other significant change was to shift the emphasis from the individual learner to the context in which learning occurs. Contexts refer to personal, career, or societal conditions, where individuals have varying but always restricted or bound freedom. The basic factors of opportunity and choice, as well as the allocation of resources, may be affected by adult learning. As a result, it gives people some degree of control over the settings in which they live, work, and interact with their peers.

As to learning objectives, summaries of the knowledge that students should have by the end of the school year, course, unit, lesson, project, or class time. Learning objectives are frequently the short-term academic goals that teachers set for pupils as they strive to satisfy more extensive learning requirements. A way for teachers to organize, sequence, and plan out learning objectives for a particular period of instruction, usually with the aim of advancing students toward the accomplishment of larger, longer-term educational goals like meeting course learning expectations, doing well on a standardized test, or graduating from high school ready for college. Due to these factors, proficiency-based learning, which refers to systems of instruction, assessment, grading, and academic reporting that are focused on student achievement, uses learning objectives as a key technique.

On the other hand, learning tools are a collection of open-source features that support all learners in literacy, writing, and interaction across a broad range of platforms. Any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives.

Assessment and evaluation are essential components of the learning process because they are connected to both instructional goals and in-class learning activities. They are

helpful for compiling data and information required for a variety of hobbies. The information can be utilized to decide on the subject matter and delivery strategies for instruction, the tone of the classroom, how best to convey the most crucial information, and how to grade students. Along with other methods, teachers can utilize exams to evaluate and assess students (McNamara, O'Hara, 2010). Other methods include integrating evaluation into daily class activities, creating an easy-to-use record-keeping system, creating an evaluation strategy, and customizing an evaluation plan.

Monitoring and evaluation strategy to improve adult education program/training

Finally, majority of the participants (90%) agreed to use the Plan, Do, Study, Act (PDSA) Model in monitoring and evaluating adult education programs. This model is an iterative four stages problem solving model used for improving a process or carrying out change while the participants verbalize simple rubrics that will help the providers to evaluate their adult education programs. Some strategies are already in use or that may be created for adult literacy teaching (Nusche, 2008). These existing strategies include technologies that could be utilized to support the development of adults' literacy skills as mentioned above. This explains that technologies would enhance literacy and learning, outlines specific digital resources, and teaching methods for developing skills.

Based on study, technology expands and enhances educational methodology. The effectiveness of technology has too frequently ignored the instruction's content in favor of assuming that any technique that is amplified will work. In almost every situation, translation study will be required to show how the technologies can be a part of an integrated instructional system (Boateng, 2015). It draws attention to all of these technologies because they have the potential to remove some of the obstacles to learning that adults face as a result of the limited hours and locations for in-person training. Amplification of human labor is particularly crucial in fields like adult education that lack a solid financing foundation due to rising education costs (Adebola, 2014).

The effects of the Internet and associated information and communication technologies on literacy, education, civic engagement, and employment are currently the subject of active research by a large number of scholars in literacy and related subjects. For example, there is curiosity in the methods that readers employ to understand content online. Finding and creating new online places that offer chances for language acquisition and literacy development (Coiro and Dobler, 2007) multimodal text generation and comprehension (Hull and Nelson, 2005; Jewitt and Kress, 2003). For a variety of reasons, technology may enhance learning. They allow students influence over the learning process and are adaptable to the profiles of particular students. Researchers have noted benefits of specific technology classes when compared to textbook reading,

classroom instruction, and other well-chosen controls. It is important to research the aspects that encourage persistence in older learners as well as the most effective methods for introducing and supporting technology. It is necessary to conduct research on how various technological platforms affect conceptions and attitudes about literacy, including task enjoyment, perceived task difficulty, and success expectations, and how these attitudes connect to literacy results.

In order to enhance metacognition, self-regulation, and critical thinking while learners engage with multimedia environments, computer-based trainers have been developed. For instance, SEEK Web Tutor site teaches adults how to assess the reliability of information sources while they attempt to learn from online resources (Graeset et al., 2007; Chao et al., 2009), and Meta Tutor instructs students in metacognitive and self-regulated learning techniques (Azevedo et al., 2009). The quality of many information sources is questionable, and reading comprehension objectives differ greatly (McCrudden and Schraw, 2007; Rouet, 2006), making these skills crucial in the unfiltered internet culture. The impact of these trainers on comprehension and learning has either been modest or has been thoroughly evaluated.

Further, onscreen agents that serve as mini-tutors to help with using a technology or to offer other assistance are an example of a tool that is now easily usable for adult instruction. A growing number of contemporary learning settings include animated dialogue agents who speak, point, gesture, stroll, and display facial expressions. Impressive learning gains have been demonstrated by agents-based systems, with moderate to large effect sizes (Atkinson, 2002; Gholson and Craig, 2006). These agents have the potential to be powerful since they can simulate face-to-face interactions with real tutors, professors, mentors, classmates, or other role-players (Baylor and Kim, 2005). Agent groups can simulate social interaction. It is possible to meticulously choreograph both individual agents and groups of agents to mimic and reflect on almost any technique related to reading, writing, and learning. Adults with limited literacy skills can easily operate agent-based systems since the human-computer interface closely resembles typical social interactions.

Due to its flexible character, adult education monitoring and evaluation practices require effective and ongoing professional support built on a bureaucratic system that meets expectations using a hierarchical structure (Kil et al., 2013). The primary goal of adult education monitoring is to continuously assess implementation progress in relation to specified principles (Merriam, 2001). Evaluation is also another typical necessary activity. Concerned stakeholders may receive formative and summative information from such practices regarding the execution and results of programs.

It is proposed that relevant and adequate learning strategies, such as problem-based learning, case scenario presentations, and portfolios can be specifically created to

support adult learners' mastery goal learning motivation and to promote lifelong learning. Additionally, lifelong learning will undoubtedly be improved by training and retraining to give adult learners new information literacy skills in order to maintain their self-efficacy level (Lee, 2016). The results of this study give baseline base on the effects of goal orientation and information literacy self-efficacy on lifelong learning implementation, educational system redesign, and human capital development (UNESCO World Report, 2005). In order to encourage adult learning motivation, suitable and acceptable teaching strategies can be developed.

Conclusion

This study points out that the majority of the participants agreed to include a short review of the target audience, training objectives, training delivery, and the number of training participants. A brief description on how to develop training content and delivery should be included that the neophyte program implementers will review the basic training/programs development. It is also agreed to consider institutional mission, vision, objectives to align to the ASEAN 2030, SEAMEO 2021-2030 Priority Areas and the Philippines "Ambisyon 2040". Further, the template-based education toolkit is the most applicable toolkit for adult learners. This type of toolkit is a user-friendly and most flexible type among toolkits as well as a book type toolkit should be considered since there are limited available local learning resources in the Philippines. This includes introduction to adult education learning overview, learning objectives, learning/training tools, and assessment and evaluation. It is also agreed to use the Plan, Do, Study, Act (PDSA) Model in monitoring and evaluating an adult education program because the model is an iterative, four stage problem solving model used for improving a process or carrying out change while a respondent verbalized that simple rubric will help the providers to evaluate their adult education programs. Further, continuing education efforts are made for personal and professional growth and the adults, who are well-educated, for them opportunities are made available for depicting their skills and abilities. Through adult education, individuals are able to acquire an efficient understanding of the concepts and live their lives in an effective manner. But through adult education, the individuals generate awareness and acquire information that is necessary to overcome problems and challenges.

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