

Alternative and Inclusive Learning in the Philippines

November 2016

World Bank

1

Key questions

Why ALS is Important?

Is ALS reaching its target population?

Are ALS learners passing the A&E test?

What can (should) be done?

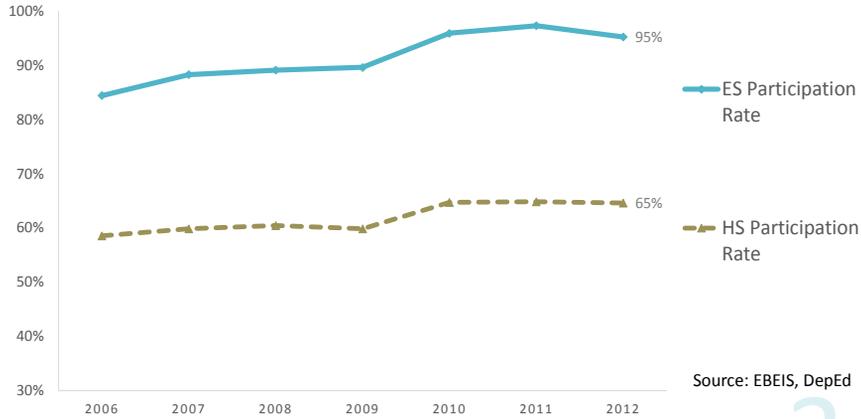


Yamauchi, Futoshi; Igarashi, Takiko; Tenazas, Nicholas M.; Tiongco, Marites Manlangit. 2016. *Alternative and inclusive learning in the Philippines*. Washington, D.C. : World Bank Group.

2

Why ALS is important? | Demand

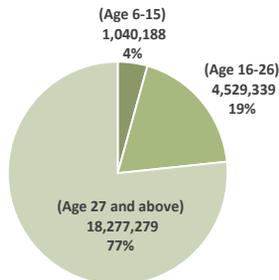
The demand for a second-chance program comes from the challenges in the formal school system.



3

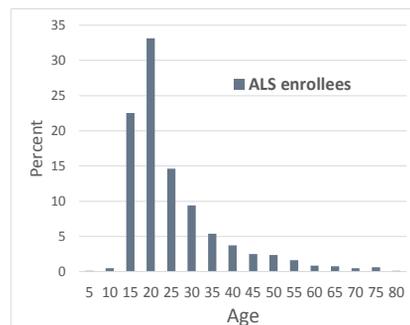
Why ALS is important? | ALS Target Population

There are about 28 million Filipinos who have less than secondary education.



Source: Labor Force Survey, April 2015, Philippines Statistics Authority

The majority of ALS learners are between age 15-25 years old.



Source: ALS National Data Collection, 2014, DepEd

4

Why ALS is important? | Labor market return to ALS

Passing the A&E exam seems to have significantly positive impacts on the future earnings and employment*.

Mere enrollment and completion of the ALS programs do not have significant impacts.

The estimated increase is about PHP 28,800 in a year after passing the A&E test.

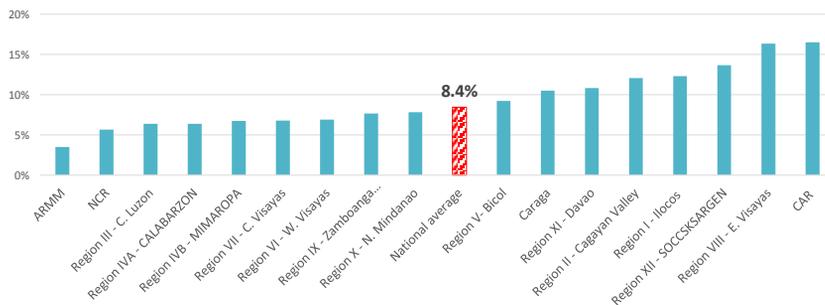


* This estimation is based on a representative sample of ALS former learners and non-enrollees in areas surrounding the Laguna Lake (See the detail in the full report) . Controls gender, age, education, and municipality are controlled.

5

Is ALS reaching its target population? | Participation rate

The participation remains less than 10% of all potential learners under age 26 years.



Source: Former Bureau of Alternative Learning System data in 2014 and LFS 2015

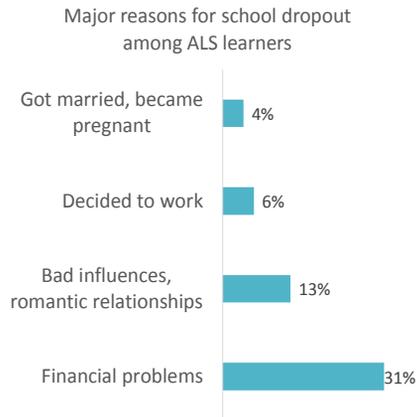
6

Is ALS reaching its target population? | Targeting

Probability to enroll in ALS, complete learning, and pass A&E exam increases for those who dropped out due to financial difficulty.

Financial difficulty continues while they are learning in ALS.

An intervention is needed to address the constraints.



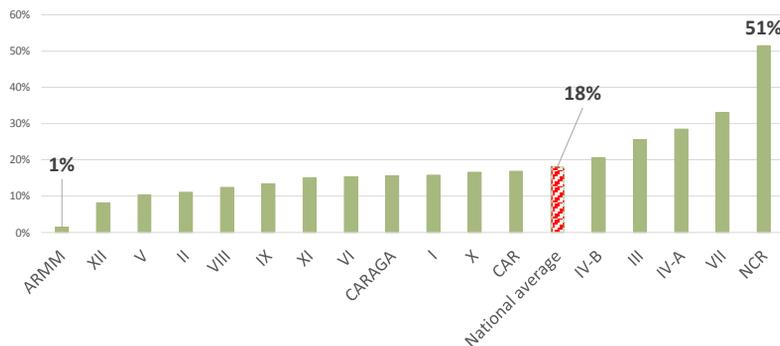
Source: ALS national data collection (2014)

7

Are ALS learners passing the A&E test? | A&E pass rate

In 2014, 18% of ALS learners passed the A&E test.

Differences in the A&E pass rate also exist across regions.



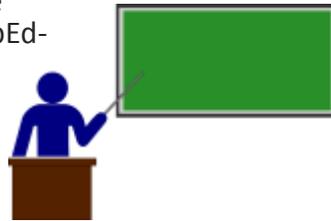
8

How can we improve the A&E passing? | Determinants

More learner are likely to complete learning and pass the A&E test if their learning facilitators are:

- more experienced,
- in charge of a smaller learner group, and
- are frequently monitored.

We did not find a significant difference between the DepEd-delivered and DepEd-procured facilitators.

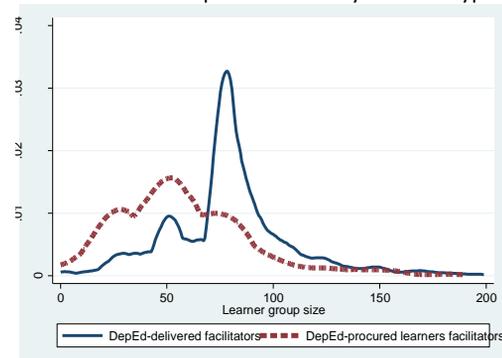


9

Are ALS learners passing the A&E test? | Learner-group size

Passing rate is highest in a small learner group. But majority of facilitators have learner groups that are too large.

Number of learners per facilitator by contract type

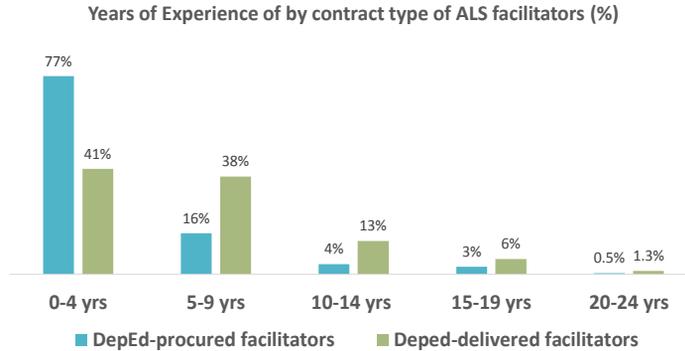


Estimated by authors using ALS National Survey, 2014, DepEd

10

Are ALS learners passing the A&E test? | Experience in ALS

Learners with more experienced facilitators have higher passing rate. DepEd-procured facilitators are less experienced.

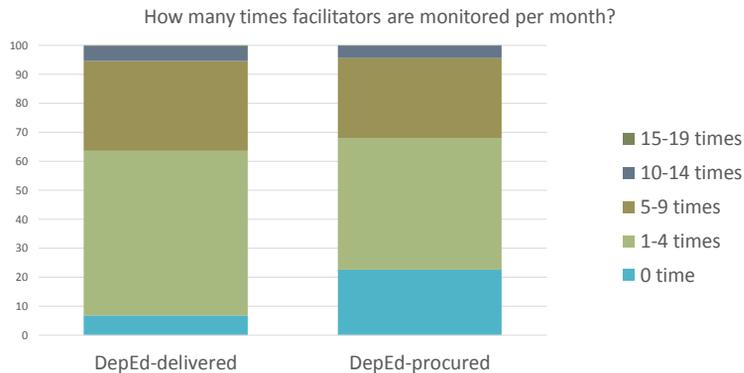


Source: ALS National Survey, 2014, DepEd

11

Are ALS learners passing the A&E test? | Monitoring ALS activities

Monitoring ALS activities is challenging but very important to affect facilitators' time inputs and efforts. A different approach for monitoring is necessary given the current contractual arrangement.



Estimated by authors using ALS National Survey, 2014, DepEd

12

What can (should) be done?

1. Holistic reform encompassing both formal and non-formal education

- Demand for second-chance programs like ALS will decline if the quality of Philippines' education system continues to improve.
- Expansion is important given the magnitude of the school dropouts. Yet, be aware that it may distort incentives of a potentially large number of students at risk.
- Coordinate various second-chance programs offered for marginalized learners by redefining priority target groups for specific programs.
- Improve the information and data system to support the policy reform

13

What can (should) be done?

2. Interventions to ease the constraints to participate in ALS

- Before ALS, 20% of ALS learners working for companies or employers; 60% family aide workers.
- Non-tuition incremental expenses (e.g. transport, stationary, etc) are high for some learners. Many left ALS before completion due to financial difficulty.
- Improve accessibility and availability of ALS programs.
- (If we can appropriately design a targeting mechanism) pilot a scholarship or CCT to learners in ALS and ADM.

3. Strengthened support for learners to be valued after ALS

- Enhance the skills training component and supports for learners in the reentry to labor market to attract more potential learners and to incentivize them for learning.

14

What can (should) be done?

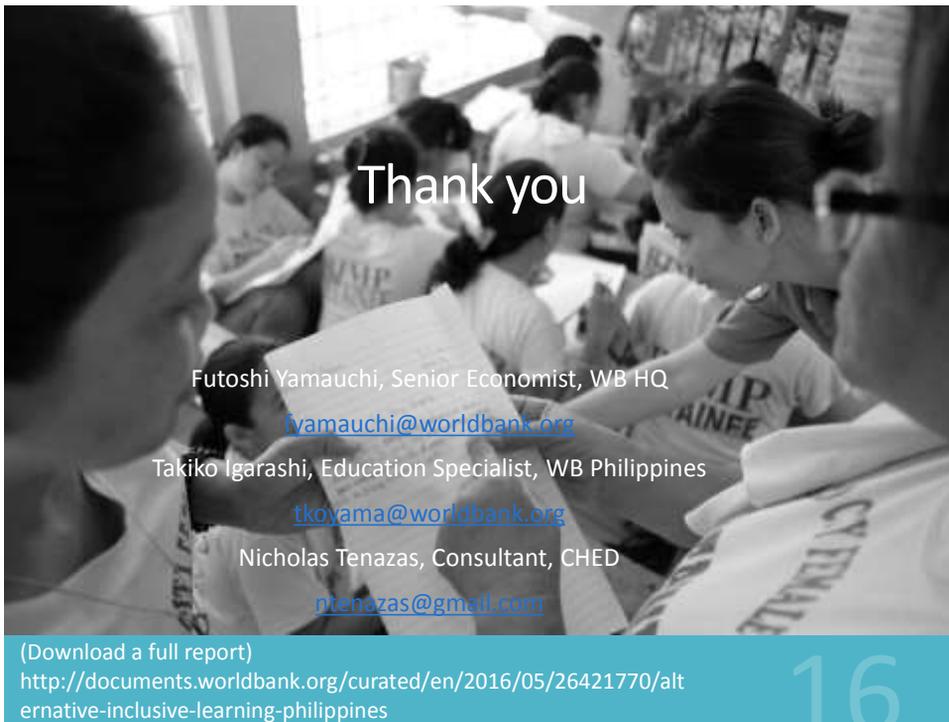
4. Improving the ALS operations

- Review the current guidelines for facilitators. The minimum requirement for a learner groups per facilitator may be too large.
- Strengthen the system to support in-service training for facilitators.
- Improve the coordination to conduct monitoring of facilitators.
- Strengthen the system for the performance incentive scheme and expand the program for the contracted facilitators. Also necessary to review the current performance indicators.

5. Further work needed

- Redesigning the A&E test and upgrade the contents of ALS program (along with K-12 curriculum).

15



Thank you

Futoshi Yamauchi, Senior Economist, WB HQ

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(Download a full report)

<http://documents.worldbank.org/curated/en/2016/05/26421770/alternative-inclusive-learning-philippines>

16