



ALS-EST

Integrating Education and Skills Training in Non-formal Education

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Outline

1


From Access to Quality:
Directions for Basic Education Two Years Into
the Administration – Secretary Leonor Magtolis
Briones

- Context
- Strategic Challenges and Directions
- Public feedback on DepEd Performance

2

ALS-EST – USec. Nepo Malaluan

1. ALS – How is it different?
2. The ALS Curriculum
3. ALS-EST: Integrating Learning Strands and TVL competencies in teaching content and methods



From Access to Quality: Directions for Basic Education Two Years Into the Administration

2-year ++ journey

At beginning, SLMB committed to full implementation of K to 12

Roll out of SHS; delivery of education inputs

(Creation of new teachers items; School buildings and facilities; Learning resources)

Major inclusion programs

ALS;
School-based feeding;
ESC for JHS and Voucher for SHS

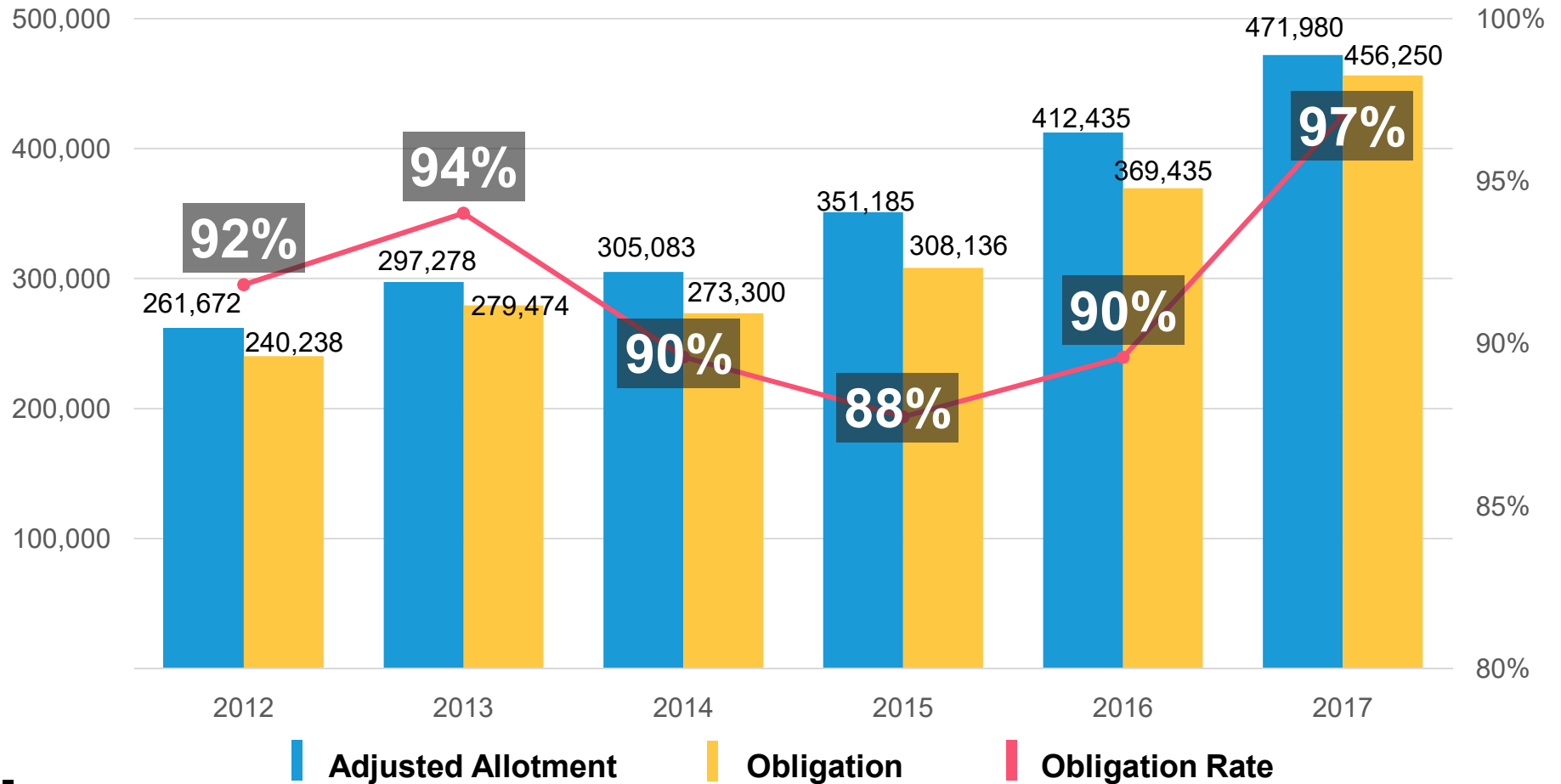
Major obstacle we faced was the huge spending backlogs and budget underutilization; Reforms to address this became our immediate priority.



Through reforms in fiscal and operational management, we were able to arrest what would have been a further decline in budget utilization in 2016, and turned it around in 2017

Overall Agency Budget Performance (FY 2012–2017)

In Million Pesos



Source: DepEd Year-End SAAODBs (2012-2017)

What better budget utilization translates to



188,078 teacher items created from April 2016 to August 2018

114,019 teachers hired from July 2016 to June 2018*

23,620 additional teachers hired from July to August 22

44,581 on-going hiring process

3,646 recently approved for creation by DBM

2,212 for request to DBM



136.29 million textbooks and instructional materials printed and delivered from July 2016 to June 2018

3.9 million Instructional Materials on-going procurement

* 19,280 teachers hired from January to June 2018

Source: SONA Report



22,133 classrooms constructed from July 2016 to June 2018
81,630 classrooms in various stages of implementation
2,369 additional classroom constructed from July to August
60,149 on-going construction
12,059 under procurement
7,053 for procurement



82,725 sets of school seats delivered
from July 2016 to June 2018
103,122 on-going delivery
30,406 on-going procurement



DepEd provided free education from Kindergarten to Grade 12 to **22.1 million learners** in DepEd schools nationwide in SY 2017-2018. It also subsidized the basic education of **977,372 Junior High School learners** and **1,252,993 Senior High School learners** in private schools.

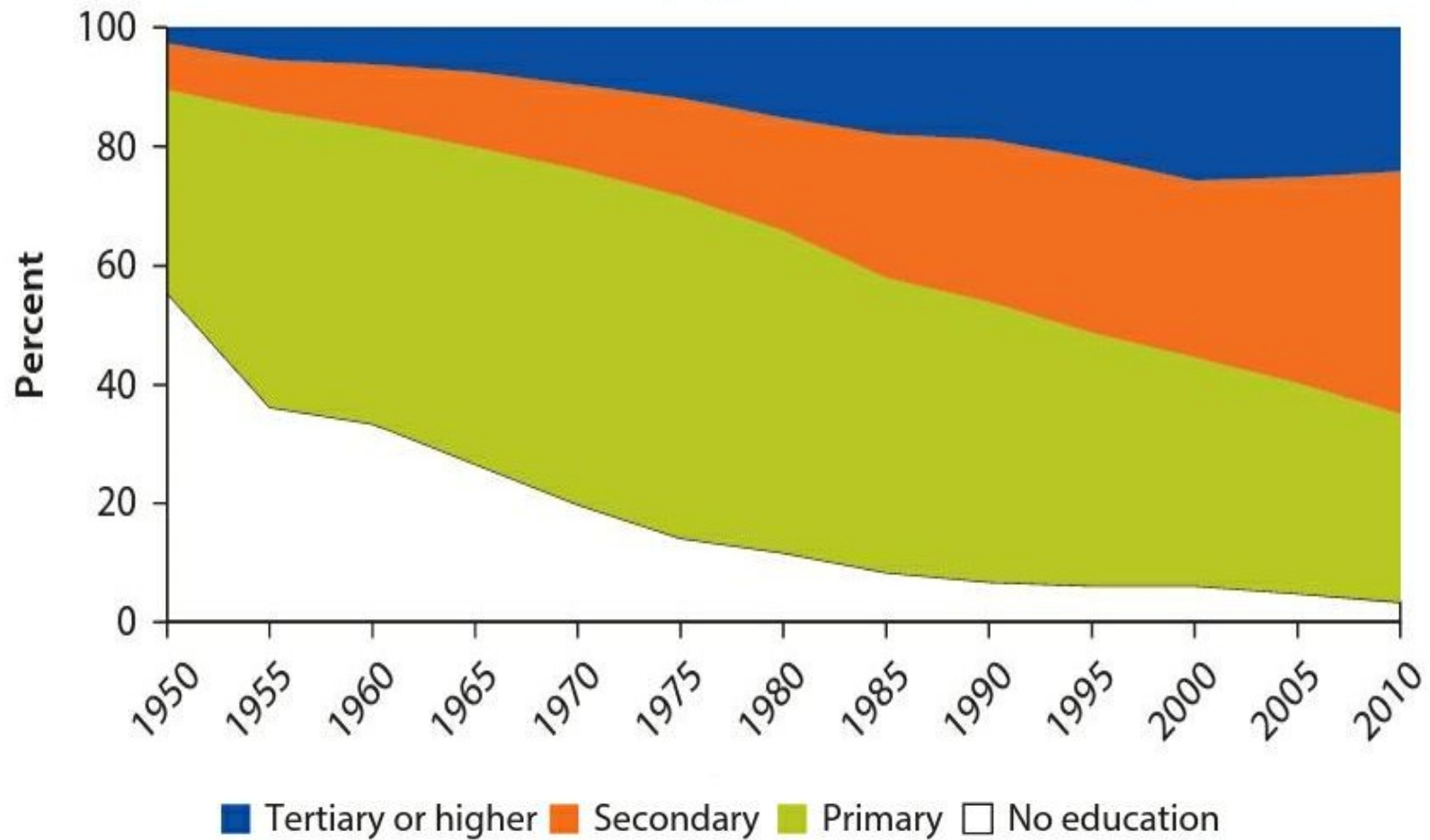


STRATEGIC CHALLENGES AND DIRECTIONS

Strategic Issue 1: Access

- Access to Education has Consistently Improved; Out-of-School Children and Adults Diminishing
- “Over the past decades, the Philippines has dramatically increased the average education level of its labor force.” (World Bank)
- DepEd is sustaining the improvements in access to basic education
- **2017 Annual Poverty Indicator Survey (APIS)** shows reduction in Out-of-School Children and Youth

Educational Attainment, by Population Share



Source: Figure lifted from Acosta, et. al., Developing Socioemotional Skills for the Philippines' Labor Market, The World Bank, 2017

High Participation Rates

GER and NER 2-years comparison, public and private

Performance Indicators	Kindergarten		Grades 1 to 6		Grades 7 to 10	
	SY 2016-2017	SY 2017-2018	SY 2016-2017	SY 2017-2018	SY 2016-2017	SY 2017-2018
Gross Enrolment Rate (GER)	82% 1,814,713	102% 2,268,455	110% 14,100,290	104% 13,483,620	92% 7,564,827	95% 7,826,414
Net Enrolment Rate (NER)	66% 1,451,353	84% 1,860,786	96% 12,273,208	94% 12,143,919	74% 6,101,968	76% 6,278,642

GER: Total enrolment for a particular education level, regardless of age, expressed as a percentage of the eligible official school-age population of that particular education level in a given school-year.

NER: The enrolment in a particular education level of the official school age-group expressed as a percentage of the corresponding population.

More learners are completing the key stages of K to 12 program.

CSR, CR & SLR 3-years comparison, public and private

Performance Indicators	Grades 1 to 6			Grades 7 to 10		
	SY 2015-2016	SY 2016-2017	SY 2017-2018	SY 2015-2016	SY 2016-2017	SY 2017-2018
Cohort Survival Rate (CSR)	88%	94%	94%	82%	83%	86%
Completion Rate (CR)	84%	93%	92%	74%	81%	84%
School Leaver Rate (SLR)	3%	2%	2%	7%	6%	5%

CSR: Percentage of a cohort of pupils/students who are able to reach grade 6/12.

CR: Percentage of grade 1/7 entrants who graduate in elementary/secondary education.

SLR: Pupils/Students who do not finish a particular grade/year level as well as those who finish but fail to enroll in the next grade/year level the following school year.

The promise of SHS invigorated interest of JHS completers and *Balik-Aral* learners to pursue SHS

1. Transition Rate: Proportion of Grade 10 completers who proceeded to Grade 11

	Completers	Enrollees	Transition Rate – Gr 10 to Gr 11
Gr 10 in SY 2015 - 2016	1,544,587		
Gr 11 in SY 2016 - 2017		1,445,107	93.6 %
Gr 10 in SY 2016 - 2017	1,587,416		
Gr 11 in SY 2017 - 2018		1,481,103	93.3 %

93% Transition Rate from Grade 10 to Grade 11 is very impressive since prior to the implementation of SHS, Transition Rate from 4th Year High School to College has been consistently lower.

The promise of SHS invigorated interest of JHS completers and *Balik-Aral* learners to pursue SHS

2. *Balik-Aral* learners: returning to school after dropping out

School Year	Elementary	Secondary	Total
2015-2016	98,154	59,252	158,131
2016-2017	200,267	170,448	370,715
2017-2018	152,401	149,370	301,744

Remarkable increase in Balik Aral Enrolment was recorded in SY 2016-2017, which was also the time when we welcomed the first batch of Grade 11. ALS program is also attracting school leavers to go back to school through the Accreditation and Equivalency (A&E) Test.

Percent Distribution, Reasons for Not Attending School, 2017 APIS

Reasons	Age 6-11 (%)	Age 12-15 (%)	Age 16-24 (%)	Total (%)
Accessibility of School	9.6	--	0.4	0.9
Illness/Disability	28.8	11.8	5.8	7.8
Marriage/Family Matters	--	1.6	44.3	37.0
High Cost of Educ/Financial Concern	11.4	15.8	18.6	17.9
Employment/Looking for work	0.8	1.2	9.9	8.4
Finished Schooling	--	--	0.1	0.1
Lack of personal interest	30.2	65.5	18.8	24.7
Problem w/ school record/birth certificate	6.0	0.2	0.5	0.8
Too young to go to school	10.5	--	--	0.6
Others	2.7	3.9	1.6	1.9
Total	100	100	100	100

Targeting of OSCY Reduction Program

Analysis and interventions must be nuanced according to:

- Age differentiation
- Male-female differentiation
- Geographic differentiation
- Economic class differentiation
- Personal circumstances



Strategic Issue 2: Quality

Major campaign that we should now decisively wage is **to make transformative gains in the quality of our basic education**



- Writing, reading and comprehension, numeracy, communication in early grades to prepare for learning



- Learning the required competencies



- Employability



- Responsiveness to Philippine realities



- Global competitiveness



- Critical thinking, life skills and socio-emotional skills



- Societal values and national identity

Initiatives to upgrade education quality

- **Promoting teacher quality and professional development**
- Review of curriculum and learning resources
- Analysis of large scale assessment results, and making the corresponding corrective interventions
- Learning environment
- Institutionalizing Government-Industry-Education Sector (GIE) coordination and partnerships
- New approaches to instruction
- Research and analysis



Metrics: DepEd Targets; PDP Targets; SDG Indicators



PUBLIC FEEDBACK ON DEPED'S PERFORMANCE

Public Approval of DepEd

Our collective efforts to improve the delivery of basic education is **recognized by the people.**



DepEd has the **numerically highest approval rating** among the Executive departments rated in the March 2018 *Ulat ng Bayan* survey



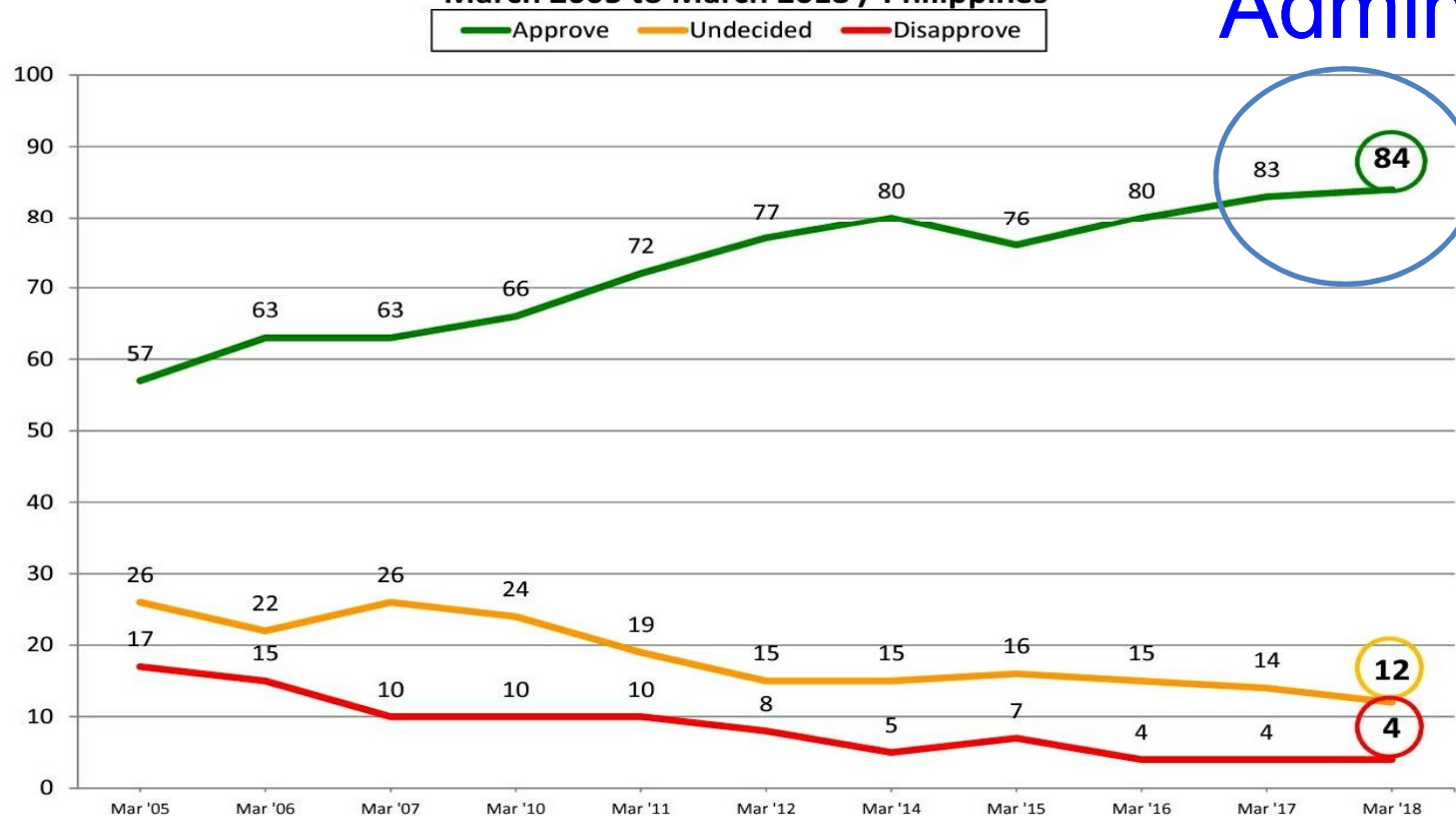
DepEd's March year-on-year approval rating has reached the **historically highest levels** during the Briones administration

March Ulat ng Bayan, Year-on-Year DepEd Rating

PulseAsia
RESEARCH INC.

Chart 1
PERFORMANCE RATINGS OF THE
DEPARTMENT OF EDUCATION
March 2005 to March 2018 / Philippines

Briones
Admin



DEPARTMENT OF EDUCATION

We have improved further in the September 2018 Pulse Asia Survey

- DepEd's approval **has risen to 88%** in both the June and September 2018 Pulse Asia Survey

September 2018 Approval

	Aware	Approve	Undecided	Disapprove
Total Philippines (100%)	100%	88%	9%	3%
NCR (14%)	100%	77%	15%	8%
Balance Luzon (45%)	100%	89%	9%	2%
Visayas (19%)	100%	93%	6%	1%
Mindanao (23%)	100%	88%	10%	2%

ALS-EST

ALS: How is it different?

Starting point is the **K to 12 Enhanced Basic Education Curriculum** in **Formal Education Standards**

- ✓ Curriculum expressed in Content, Content Standards, Performance Standards and Learning Competencies
- ✓ Continuous and sequential organization and structure
- ✓ Classroom setting



Flexible Learning Options (FLOs)

Alternative Delivery Modes (ADMs)

- Follows the formal K to 12 curriculum
- Instructional or learning modalities do not strictly follow the regular classroom instruction
 - Includes distance/blended learning
 - Flexibility in terms of time and duration of instruction, place of instruction, and method of instruction (face-to-face, distance, blended, self-directed)
 - Examples: Open High School; MISOSA; Night High School

Alternative Learning System (ALS)

- Non-formal
- UNESCO: Defining characteristic of non-formal education is it is an addition, alternative and/or a complement to formal education in process of lifelong learning. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure. Can cover programs contributing to adult and youth literacy and education for out-of-school children, and programs on life skills, work skills, and social or cultural development.”
- Curriculum is modified but aligned to K to 12
- Flexible instructional and learning modalities

The ALS K to 12 Curriculum

Learning Strands	Topics or Skills
Learning Strand 1	Communication Skills (English) Communication Skills (Filipino)
Learning Strand 2	Scientific Literacy and Critical Thinking Skills
Learning Strand 3	Mathematical and Problem Solving Skills
Learning Strand 4	Life and Career Skills
Learning Strand 5	Understanding the Self and Society
Learning Strand 6	Digital Literacy

Alignment of ALS K to 12 with Formal K to 12 (By level of difficulty)

ALS - K to 12 Levels

K to 12 Basic Education Curriculum Grade Levels

Elementary Level

Basic Literacy

Kindergarten to Grade 1

Lower Elementary

Grades 2 to 3

Advanced Elementary

Grades 4 to 6

Secondary Level

Junior High School (JHS)

Grades 7 to 10

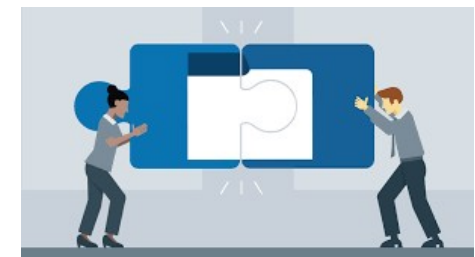
Senior High School (SHS)

Grades 11 to 12

** For the A & E program, the competencies are grouped by learning strands and tagged by level of difficulty*

ALS-EST

- ALS-Education and Skills Training (ALS-EST)
- ALS-EST combines the ALS K to 12 Curriculum and the JHS TLE and SHS TVL track
- While the ALS Senior High School level curriculum is under development, ALS-EST will use the formal SHS curriculum for the non-TVL competencies
- The key will be the integration of the Learning Strands and TLE/TVL competencies in teaching content, approaches and methods

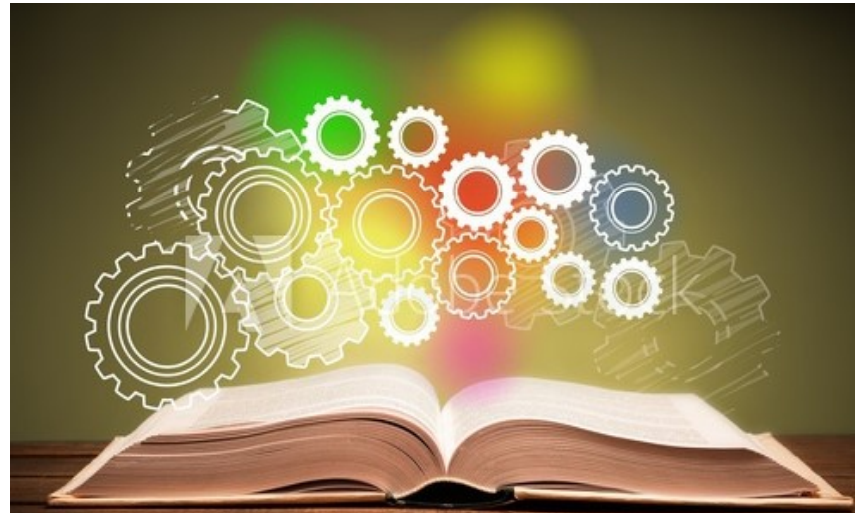


Three Important Areas for Teaching ALS-EST

1. Curriculum integration

2. Assessment
framework, rubrics
and tools

3. Delivery approaches
and models



Thank you!