6
LEARNING DELIVERY
ALS-EST operates under the framework of lifelong learning, which refers to "all learning activities whether formal, non-formal or informal, undertaken throughout life, which results in improving knowledge, know-how, skills, competencies and/or qualifications" (PQF Law IRR).

Learning delivery comprises means and resources used to structure the learning experience. Under ALS-EST, the learning delivery modalities used as they are customized according to each learner: individual learning level, personal characteristics, learning needs, and learning styles.

**Key Elements of ALS-EST Learning Delivery**

ALS-EST adopts the elements of learning delivery prescribed in ALS and enhances them with additional elements relevant to the integration of skills training with the education component.

**Self-directed Learning: Recognizing Learners as Partners**

Learners are not mere receivers of ALS-EST intervention but have a central role as partners in their own learning journey.

As the main clients of the ALS-EST program, the Program offerings are designed to be responsive to the needs of the Learners. The Program:

- Respects the Learners’ views in terms of what, how, and where they learn.
- Provides Learners with ample opportunities to reflect on their own learning and their central role in it.
- Empowers Learners as key ALS-EST stakeholders.

**Recognition of Prior Learning**

RPL refers to the “acknowledgement of a person’s skills and knowledge acquired through various training, work or life experience, which may be used to grant status or credit” (PQF Law IRR).

According to Smith and Clayton (2009), learners benefit from RPL.

- They are better able to appreciate personal skills and knowledge gained from various experiences and contexts.
- It helps create ‘an approach to learning and doing.’ By contextualizing the knowledge and skills offered, learners will have greater success in the program of study and on the job.
Collaborating with the Learner: Individual Learning Agreement

The ILA is an agreement between the Learning Facilitator and the Learner to guide them through the learning process.

The ILA is based on the Learner’s:

- Broad learning goals
- Specific learning objectives
- Plans or strategies to reach his/her learning objectives
- Time frame

The ILA is a planning and assessment tool.

- After enrollment, the Learner sits down with a Learning Facilitator for a counselling session to develop an ILA.
- The ILA is based on a Learner’s prior learning, past experiences, and current and future needs.
- The ILA determines the support a Learner receives:
  - selection of learning modules and supplementary learning materials, scheduling, and other learning support strategies like study groups
- The Learner and Learning Facilitator regularly review and update the ILA.

(ALS Manual, forthcoming)

At the moment, the ILA mostly covers the basic ed component. ALS-EST hopes to eventually include specific skills training competencies, fitted to the learner’s intended exit in the ILA.

For ALS-EST, it may not always be possible for a learner to curate competencies for skills training, especially those that follow the TESDA TRs (see Chapter 8, Assessment, Certification and Recognition).
Adult Learning and Constructivism

Adult learning and constructivism encourage active learning, independent learning, experiential learning, and cooperative learning.

The 4As of adult learning: Activity, Analysis, Abstraction, and Application is illustrated in Figure 6-1.

![Figure 6-1. 4As of Adult Learning](image)

The constructivist approach to teaching asserts that a Learner gains and builds knowledge through experience.

- It recognizes that life experiences are rich resources for continued learning. Learning Facilitators are expected to analyze the Learner’s past experiences and relate these to current lessons.

- Ideally, Learning Facilitators do not only hold lectures or drills, but also facilitate group discussions, simulations and role-playing, and other activities that build on what Learners already know or have experienced.

- Learning Facilitators assess which modules/lessons could be learned independently, and which ones require more scaffolding and facilitator-led learning support.
Based on Learners’ age and experience, Learning Facilitators can organize small collaborative groups, including for project-based work, study groups, buddy systems for learning and counselling.

- Experiential learning is crucial for skills training.

A Learner should be able to practice the competencies s/he is trying to acquire. For instance, for carpentry training, a Learner imbibes the skills best when s/he builds an actual table or chair using appropriate equipment and tools. A Learner benefits from immediate feedback, correcting errors or improving the way s/he designs, and consequently builds the table or chair.

**Contextualized Teaching-Learning Process**

Contextualization refers to the educational process of relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all Learners (D.O. 32, s. 2015).

Contextualization is done by referring to local culture, history, and everyday reality in lessons. Activities that connect strongly with the community and practice beyond the classroom are important. For example, the Learning Facilitator can make use of local traditions and practices as lesson themes. S/he can invite local leaders and elders to talk about community concerns, or entrepreneurs to discuss emerging business opportunities.

The learning environment also needs to be contextualized (Oyasu, 2002).

- A good learning environment is suitable and conducive to teaching-learning, welcoming to everyone, and a source of pride for its users.
- As a variant of ALS, which has great flexibility when it comes to where teaching-learning happens, ALS-EST has access to a broad range of learning environments (schools, barangay centers, workshops, farms).
- ALS-EST recognizes the importance of a school or learning center. It serves as a link between formal and NFE, and is a tangible symbol for lifelong learning and community participation.

**Project-Based Learning**

Projects and portfolios are opportunities that allow learners to study an area more thoroughly, develop new skills and understanding, and demonstrate to others what they know and can do. A project covers various competencies from multiple learning strands. (A Teacher’s Guide, forthcoming) (See Chapter 8, Assessment.)
• Having project-based learning (PBL) as a core methodology, with the use of portfolios for both reflection and assessment, helps provide “evidence of learners’ skills of collecting, analyzing, and reporting information in a practical way.”

• A project should cover competencies from multiple learning strands in the Curriculum. The learner is encouraged to focus on topics that they find interesting and relevant, and useful for their school and community.

• A learner working towards the employment exit will be encouraged to develop a career and employment plan for their project, while those working towards the entrepreneurship exit can create a business plan.

Seamless Integration of Learning

ALS-EST recognizes that learning becomes more meaningful when Learners are able to use and apply what they learn. As such, learning sessions are designed with subject areas that are integrated with the six ALS learning strands, skills training, work readiness, and learning-to-learn skills.

Lessons are holistic, practical, and current. Ideally, they are also problem-centered or project-centered rather than subject-centered.

Integration is achieved when Learning Facilitators and Skills Trainers coordinate and collaborate. For instance, they can plan lessons together, exchange teaching-learning materials, do curriculum mapping, and practice team teaching – to integrate basic ed and skills training (see Chapter 7, Learning Facilitators and Tech-Voc Teachers).

Competency-Based Framework for Learning/Skills Training and Immersion

The ALS-EST skills training component is anchored on a competency-based approach to teaching, learning, and assessment. This is aligned with TESDA’s competency standards for middle-level skilled workers.

The implementing schools identify the units of competency for each skill area. These are structured around descriptors for acceptable work performance and are packaged into qualifications corresponding to critical jobs and occupations in the industry sectors.
The Program recognizes that immersion is a powerful learning delivery strategy as it gives Learners opportunities to practice his/her skills in real work environments.

Both DepEd and DOLE have issued guidelines on implementing work immersion programs (especially for Learners of minor age), which ALS-EST implementers and stakeholders should refer to (D.O. 30 s. 2017, D.O. 39 s. 2018 and DOLE Labor Advisory no. 9).

Matching Skills Training/s to Local Industry Needs

Ideally, ALS-EST implementing schools assess the demand of industries in the community to guide them on what skills training to offer. This will help them determine the teaching capacity, and tools and equipment needed for such skills training. (Source: D.O. 40, s. 2015 and Memo 76, s. 2016)

Medium of Instruction

ALS-EST follows existing policies on medium of instruction, and will develop refinements, as needed. Learning Facilitators can use a Learners’ mother tongue, Filipino, English, or a combination, as long as learning sessions are able to prepare Learners to take the assessment/s for the exit/s they choose.

The use of Learners’ mother tongue/s in the teaching-learning process is part of inclusive education and contextualization that DepEd espouses.

Delivery Modes and Teaching-Learning Strategies

ALS-EST implementing schools and Learning Facilitators are encouraged to innovate and try new ways of teaching and learning. They can choose which mode or combination of modes is most appropriate for their target Learners. Table 6-1 describes some of the most common delivery modes that can be employed in ALS-EST.
### Table 6-1. Common Modes of Learning Delivery and Teaching-Learning Strategies

<table>
<thead>
<tr>
<th>Mode or Strategy</th>
<th>Description</th>
<th>Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face (F2F)</td>
<td>The whole learning session takes place between the facilitator and the learner/s in one place in real time, in a group learning session or individualized tutorial.</td>
<td>It provides one-on-one instructional support and direct instructional supervision and feedback.</td>
</tr>
<tr>
<td>Independent</td>
<td>The learner learns by himself/herself using learning tools and self-instructional materials/modules. It may involve interactive/computer-based instruction.</td>
<td>It allows learner more control of his/her learning in time, pace, and style.</td>
</tr>
<tr>
<td>Peer Learning</td>
<td>It is a broad sweep of activities ranging from discussions, study groups, tutoring or mentoring using a buddy system, collaborating on a project and community activities (Boud, 2002).</td>
<td>Provides opportunities to connect with peers and learn from each other, thereby adding a social dimension to the learning process. This social dimension can be an added motivation for learning. It allows learners to take responsibility for their own learning and, more generally, practice learning how to learn (Boud, 2002).</td>
</tr>
<tr>
<td>Blended</td>
<td>It is a teaching-learning combination involving: computer/internet-based instruction, face-to-face facilitator-aided learning, and independent study.</td>
<td>It combines the advantages of face-to-face and independent learning. It provides a variety of learning resources and modalities of learning.</td>
</tr>
<tr>
<td>eSkwela</td>
<td>A&amp;E learning modules, converted into digital format are being used by the learners. The digitized modules are stored in CDs and local servers of the eSkwela center. To date, there are 143 digitized A&amp;E core modules.</td>
<td>It combines the advantages of independent learning and distance learning.</td>
</tr>
<tr>
<td>Radio-Based Instruction (RBI)</td>
<td>The main objective of this program is to provide learning opportunities to radio listeners through broadcasts of ALS lessons in a local community radio station. This is managed by the radio station with the Learning Facilitators.</td>
<td>It reaches a wider audience.</td>
</tr>
<tr>
<td>Immersion</td>
<td>It is a simulated workplace experience for the students to develop industry-based competencies (The Asia Foundation, 2018).</td>
<td>It provides students “real workplace” experience, enabling them to make more informed career choices and improve their employment prospects (The Asia Foundation, 2018).</td>
</tr>
</tbody>
</table>
Organization of Learner Groups and Scheduling

An advantage of ALS and ALS-EST is that it has the flexibility to vary the program schedules and timeframe of Learners, and organize Learners into groups or batches.

Many programs have a 10-month duration, but the phasing and/or integration of the education and skills training varies within those 10 months. Some may be shorter or longer than 10 months. Table 6-2 shows several examples.

- The length and schedule of the program depends on the skill area and the minimum required training hours for NC.
- The Learners’ basic ed levels also matter, with learners at the JHS level having a longer program than those in the basic literacy level.
- The schedule of the skills training depends on the availability of tech-voc laboratories and workshops. ALS-EST allows for flexibility as long as the Program’s objectives and key elements are met.

Table 6-2. Sample ALS-EST Timeframe and Schedule

<table>
<thead>
<tr>
<th>Program Duration</th>
<th>Education and Skills Training Phasing or Integration</th>
<th>Weekly Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 months</td>
<td>3 months of basic ed followed by 4 months of skills training and another 3 months of basic ed</td>
<td>MWF, 8 hours a day or 24 hours a week</td>
</tr>
<tr>
<td>10 months</td>
<td>basic ed and skills training integrated throughout the 10 months</td>
<td>2x a week, 8 hours a day, or 16 hours a week</td>
</tr>
<tr>
<td>4 months</td>
<td>3 months of basic ed followed by one month of skills training</td>
<td>3x a week</td>
</tr>
</tbody>
</table>

Learner Support Mechanisms

Implementing schools and Learning Facilitators can also extend other forms of support to Learners as outlined in Table 6-3.

ALS-EST implementing schools and Learning Facilitators are encouraged to link the Learners with community and industry partners.
When learning is integrated, relevant, and properly supported, the Learner is motivated to participate and meet target learning outcomes. By having more positive experiences, s/he becomes even more prepared to continue learning. This will help make the ALS-EST program succeed.

### Table 6-3. Examples of Learner Support Mechanisms

<table>
<thead>
<tr>
<th>Description</th>
<th>Benefits</th>
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</table>
| **Home or community visits** | Teacher visits the Learner’s home / community to know him/her better and encourages parents (if Learner is a minor) and other family/community members to be more involved in the ALS-EST program and school/learning center.  
• Learning Facilitator provides individualized tutorial to the Learner who missed classes or needs additional learning support.  
• Learning Facilitator gains a better idea of the Learner’s home environment and community.  
• Message is sent that the Learning Facilitator cares for the Learner and his/her home context, and school values the family and community. |
| **Parent-teacher conferences or meetings** | These are occasions when parents (of minors) visit the school/learning center, and learn about the school/learning center, and teachers learn about the Learners’ home background.  
• They update and reassure parents about the Learners’ progress.  
• Learning Facilitators are able to inform parents about the Learners’ needs and/or difficulties, and solicit their support in motivating and educating the children (Okeke, 2014). |
| **Remediation** | Remedial education programs are specific educational interventions to address learning needs of a target group who are lagging behind academically or not mastering specific competencies (Schwartz, 2012).  
Remedial education might be especially important for ALS-EST Learners going into skills trainings requiring a certain level of numeracy and literacy. Remediation can be one-on-one or in small groups, and may be done by volunteers or ALS-EST peers.  
• Adequate academic support is given to Learners who are lagging behind and/or considered at-risk of dropping out (Schwartz, 2012).  
• It benefits Learners who can not follow the lessons before they lose interest. |
Table 6-3 continuation

<table>
<thead>
<tr>
<th>Description</th>
<th>Benefits</th>
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</table>
| Mentoring | • This type of support can cover broad areas.  
• ALS-EST Learners develop their learning-to-learn skills, soft skills necessary for employment, and entrepreneurship skills. |

Review sessions for A&E

<table>
<thead>
<tr>
<th>Description</th>
<th>Benefits</th>
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</table>
| Review sessions are done before the A&E exam and/or other formal assessments. This can be done in classroom-type review classes, using pairs or small study groups (Yale Poorvu Center for Teaching and Learning, 2018). | • They help Learners prepare for formal assessments such as the A&E.  
• They boost Learner’s confidence in taking tests.  
• They enhance Learner’s learning-to-learn skills.  
• They build camaraderie, appreciation, and support among peers.  
• They are done before, during, and after the program, through a meeting between Learner and Learning Facilitator, to discuss the Learner’s progress. |

References

Learning Delivery

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