

ALTERNATIVE LEARNING SYSTEM- EDUCATION AND SKILLS TRAINING

Handbook for Implementers





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Meralco Avenue, Pasig City 1600, Philippines

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Foreword

*Undersecretary Nepomuceno A. Malaluan
Chair, ALS-EST Project Management Team*

When Secretary Leonor Magtolis Briones directed that the Alternative Learning System be enhanced and intensified, the Office of the Secretary sought inputs from a broad range of ALS practitioners within and outside of the Department of Education. We have received overwhelming support from many quarters—the Regional Directors, Division Superintendents, Regional and Division focal persons for ALS, principals of tech-voc high schools that pre-dated Senior High Schools, and non-DepEd organizations delivering non-formal education programs. The OSEC reciprocated with strong engagement on ALS-EST policy and program development. We have kept them updated on and involved in program progress through meetings and workshops, and endeavored to reflect their inputs and insights in program refinements.

The consensus in the field has been clear from the beginning: OSEC’s idea to programmatically integrate skills training to the traditional ALS interventions (Basic Literacy and Accreditation and Equivalency) was timely and necessary. ALS Mobile Teachers, through partnerships or referral, tried to provide short skills training (what the ALS program refers to as informal education or “Infed”) to their learners because it increased the relevance of their program. It mitigated the opportunity costs of learners for participating and sustaining attendance in ALS—through the economic returns they anticipated from obtaining skills, in addition to getting the academic equivalence. Unfortunately, there was limited institutional support for Infed, and Mobile Teachers were left to their own initiative and resourcefulness to provide such service.

In initiating ALS-EST, we took a pilot and developmental approach. We did not attempt policy perfection (which is, more often than not, an impossibility) as a prerequisite to start the Program.

This Handbook is proof of the efficacy of such approach.

ALS-EST has come a long way since the issuance of Department Order No. 46, s. 2017 (Framework for the Pilot Implementation of the Alternative Learning System – Education and Skills Training). From parallel delivery of the basic education and skills training components, we now talk about curriculum and instruction integration. From an OSEC-centered governance, we now have a vertically integrated Project Management Team. We are confident that we can pilot a Senior High School equivalent ALS-EST, simultaneous with, if not ahead of, the regular ALS program.

We made many friends and built a committed constituency along the way. More importantly, we have evolved an expanding ALS-EST community of practitioners, experts and advocates, bound together by a dedicated pursuit of innovation in policy and implementation.

We gained valuable insights from our partners, reinforcing our initial ideas, which we are now ready to advocate for the entire ALS program.

First, we are no longer content with ALS under the mango tree, or ALS in *Kariton*. We built an ALS-EST Learning Center in a secondary school in Eastern Samar, designed to meet the specific requirements and circumstances of ALS-EST Learners. We emphasize the need for a suitable learning environment to deliver an effective ALS-EST program.

Second, our positive partnership experience with public secondary schools in the delivery of ALS-EST supports our push to bring ALS operations back to the schools level. By not stopping at the Division level, and reintegrating ALS to schools operation, we should be able to mobilize our school resources to reach out to all potential learners in their immediate community, through formal education complemented by non-formal education as needed.

Third, we envision ALS-EST to go beyond academic and skills instruction, and utilize Arts and Sports as important learning vehicles. Secretary Briones has been emphasizing this from the beginning. We heard this reiterated as well, and saw this in action, when we visited *Tuloy sa Don Bosco*.

Fourth, we will develop for ALS-EST a strong performance-based and portfolio assessment to complement the usual paper and pencil test for ALS Accreditation and Equivalency.

We expect to contribute lessons and insights relevant not only to ALS but also to formal education.

In addition to the ALS-EST implemented by DepEd schools, we also have a project with the Development Academy of the Philippines, which explores various partnership modalities with non-DepEd entities in the implementation of ALS-EST. While it benefitted from inputs from the partners, this Handbook does not cover the DepEd-DAP project.

How to use this Handbook

This Handbook is a guide to help implementers navigate the program, progress intuitively, and help each learner have a satisfying experience. It seeks to inspire stakeholders to work together, and make this new Program more concrete, brick by brick.

I emphasize that this is not a rule book. Rules are contained in DepEd issuances such as DepEd Orders, Memorandums, and Guidelines. Instead, this Handbook is a practical, convenient reference for ALS-EST implementers, and an introduction to the Program for interested readers. There will be many generalizations, and it will not answer every question.

- For the Basic Education component, the Handbook refers to guidelines, processes, and forms developed for ALS.
- For the Skills Training component, it makes various references to materials from the Technical Education and Skills Development Authority.
- Some terms are used interchangeably:
 - ✓ Implementing schools, implementers, volunteer schools, schools
 - ✓ Learning Facilitators, teachers, instructors
 - ✓ Skills Trainers, Skills Teachers, Tech-Voc Teachers
 - ✓ Students, learners, completers (in certain context)
- Capitalization:
 - ✓ Terms are capitalized when preceded by ALS or ALS-EST: Learner, Mobile Teacher, Skills Trainer/Teacher, Tech-Voc Teacher. In some instances, terms are capitalized even if not preceded by ALS/ALS-EST, as they are used in context as proper nouns.
 - ✓ 'Learning Facilitator' is treated as a proper noun and always capitalized.
 - ✓ When texts are directly lifted they appear as they were in the original.
 - ✓ Teacher, instructor, trainer are used as common nouns and are not capitalized.

Institutionalization of ALS-EST

ALS-EST is a work-in-progress that will be enriched with feedback and experience from the field. As the Program evolves, it will adopt methods and systems that work best for most stakeholders.

Beyond knowledge and skills, ALS-EST seeks to articulate attitudes and values that implementers and learners, working together as a community, will nurture as part of identity building. ***Maaasahan, Mapagkakatiwalaan at Mapagmahal sa Bayan*** will define this community.

We have another year to refine ALS-EST, and we intend to institutionalize and scale-up the Program by 2021. Our ALS-EST community within and outside DepEd, under the leadership of Secretary Briones, will make this happen.

Message from the Secretary



Even before the catch phrase “no one left behind” came into vogue, our Constitution was unequivocal: “The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.”

The Department of Education offers the Alternative Learning System to our youth who are unable to remain in school, and to adults who are unable to finish basic education.

ALS is a major commitment of DepEd and is fully supported by the President. To enhance the ALS program, my Office initiated the Alternative Learning System - Education and Skills Training. I envision that this effort will contribute to addressing the needs of those that formal education has failed to reach, and that it will be one of the legacies of the Duterte administration.

My passion for ALS is shaped by my own life experiences. I was a year old when World War II broke out with the bombing of Pearl Harbor. My family escaped to the hills, and hid in a place which took days to reach. My mother who was a teacher did not let the horrors of war prevent her from teaching. She gathered the children from the mountain villages and taught them to read and write, using banana leaves with their natural lines and sharp bamboo sticks as writing implements. I was among those who listened to the lessons which my mother imparted.

When the war was over, children were tested to know their grade equivalence. I was also tested just because I went along with my aunt. At four years old, I was promoted directly to Grade 2. My experience is a testament that one can get educated without formal schooling.

DepEd did not invent ALS, it has been there all along. Church/faith-based institutions, civil society organizations, civic-minded people, the private sector and families offered alternatives to formal education. During the war, it was kept alive by those who ran “jungle schools” like the Silliman University, and teachers like my mother, who never wavered in their mission to impart knowledge and values.

Government comes in to complement these efforts. And with ALS-EST we go a step further.

This ALS-EST Handbook is a useful guide for all who are active in the ALS program, as well as a source of information for the public which considers education as a major development goal.

I hope that this Handbook will contribute towards a harmonized and unified approach to ALS and towards making quality education accessible to all.



Lenor Magtolis Briones

Secretary, Department of Education

Acknowledgments

The *Alternative Learning System – Education and Skills Training (ALS-EST) Handbook for Implementers* is a product of the collaboration and dedication of many people. There is major work put in by the writers, contributors and editors, for which the ALS-EST program extends heartfelt gratitude. But every word, sentence, and paragraph of this Handbook reflects the ideas, practice, lessons, and insights from the people we conversed and worked with.

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Secretary Leonor Magtolis Briones, with her vision of “quality, accessible, relevant, and liberating education for all,” guided the direction of the ALS-EST program, and gave it her full confidence and support.

Acronyms

A&E	Accreditation and Equivalency
ADM	Alternative Delivery Mode
ALS	Alternative Learning System
ALS-EST	Alternative Learning System - Education and Skills Training
APIS	Annual Poverty Indicator Survey
ASEAN	Association of Southeast Asian Nations
Basic Ed	Basic Education
BEC	Basic Education Curriculum
BLP	Basic Literacy Program
CO	Central Office
DepEd	Department of Education
D.O.	Department Order
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development
DTI	Department of Trade and Industry
EA	External Assessment
EPSA	Education Program Specialist for ALS
FLO	Flexible Learning Option
FLT	Functional Literacy Test
HEI	Higher Education Institution
ICT	Information and Communication Technology
ILA	Individual Learning Agreement
ILO	International Labour Organization
IRR	Implementing Rules and Regulations
IU	Implementing Unit
JHS	Junior High School
LAC	Learning Action Cell
LGU	Local Government Unit
LIS	Learner Information System
LR Portal	Learning Resources Portal
M&E	Monitoring and Evaluation
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MSME	Micro, Small, and Medium Enterprise
NC	National Certification
NGA	National Government Agency
NGO	Non-Government Organization
NFE	Non-Formal Education
OSCY	Out-of-School Children and Youth
OSEC	Office of the Secretary

OSY	Out-of-School Youth
PBA	Partnership Building Activity
PBL	Project-Based Learning
PESFA	Private Education Student Financial Assistance
PESO	Public Employment Service Office
PMT	Project Management Team
PSA	Philippine Statistics Authority
PSDS	Public Schools District Supervisor
RA	Republic Act
RBI	Radio-Based Instruction
RD	Regional Director
RO	Regional Office
RPL	Recognition of Prior Learning
SDO	Schools Division Office
SDS	Schools Division Superintendent
SHS	Senior High School
SHS TVL	Senior High School Technical Vocational Livelihood
STVEP	Strengthened Technical and Vocational Education Program
TESDA	Technical Education and Skills Development Authority
TLE	Technical and Livelihood Education
TR	Training Regulation
TVET	Technical Vocational Education and Training
TVL	Technical-Vocational-Livelihood
UNESCO	United Nations Educational, Scientific and Cultural Organization

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1

THE CHALLENGE



Reforms and increasing investments sustained over many years have resulted in improved access to basic education (basic ed) in the country.

There are almost 62 thousand schools nationwide catering to 27 million students from Kindergarten to Grade 12 as of School Year (SY) 2018-2019. Department of Education (DepEd) accounts for 3 out of 4 of these schools and services 4 out of 5 students (LIS).

Participation rates are up, and cohort survival and completion rates show impressive improvements. The dropout rate is on the decline.

Beginning SY 2016-2017, the K to 12 Program provided services to Senior High School (SHS) learners in the public and private sectors through free or highly subsidized SHS education.

- SHS performed very well contrary to initial fears that drop out rates would increase.
 - ✓ Whereas in the past less than half of Fourth Year High School graduates proceeded to college, the transition rate from Grade 10 to Grade 11 in the first three years of K to 12 had been high at 93%, 90%, and 96%, respectively (LIS).
 - ✓ Moreover, the K to 12 Program saw a surge in *Balik-Aral* learners. The number of school returnees more than doubled in SY 2016-2017 (the first year of SHS) from the previous SY (LIS).

DepEd has 47,025 schools with 22,558,138 students in SY 2018-2019.

Source: LIS

School leavers rate in SY 2018-2019 is 1% for Grade 1 to 6, and 4% for Grade 7 to 10.

Source: LIS

In 2018, there were 254,183 school returnees (*Balik-Aral* learners).

Source: LIS

Even as gains in access to education have been achieved, DepEd still has yet to reach universal enrollment of school-age children and youth. A significant portion of the population is still without basic ed already.

These segments constitute a challenge for DepEd to reach:

- ***Out-of-school children, or persons aged 6 to 14 years who are not attending school***
- ***Out-of-school youth (OSY), or persons aged 15 to 24 years who are not attending school, have not finished any college or post-secondary course, and are not working***

Locating the Out-of-School Children and Youth and Adults without Basic Education

DepEd takes on the challenging task of reaching out to over 3.5 million of the population who are considered out-of-school children and youth (OSCY). This represents 9.1% of the 39 million population aged 6 to 24 years old (APIS 2017).

For its purposes, DepEd finds limiting the official definition and count of OSCY for the following reasons:

- It does not precisely reflect the extent of the OSCY covered by DepEd’s mandate.
- It is difficult to ascertain what percentage of the school-age population has yet to finish basic ed. The OSCY definition includes both high school and college-age students but only indicates that they have not finished college/post-secondary course.
- The definition does not include among the OSCY those who are working, even though they have not completed high school.
- The count stops at age 24, and does not cover older adults who were unable to finish basic ed.

Table 1-1. OSCY and Adults Who Have Not Completed Basic Education, By Age Group, Sex, and Employment Status, 2017

Age Group	Employed			Unemployed			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
6-17 years				647,331	333,536	980,867	647,331	333,536	980,867
15-17 years	360,118	91,165	451,283				360,118	91,165	451,283
Total 6-17							1,0007,449	424,701	1,432,150
18-30 years	3,427,226	967,246	4,394,472	428,720	1,530,615	1,959,335	3,855,946	2,497,861	6,353,807
31-59 years	342,860	2,498,118	2,840,978	6,772,459	3,283,273	10,055,732	7,115,319	5,781,391	12,896,710
Total	3,770,086	3,465,364	7,235,450	8,208,628	5,238,589	13,447,217	11,978,714	8,703,953	20,682,667

Source: Computed from APIS 2017 data

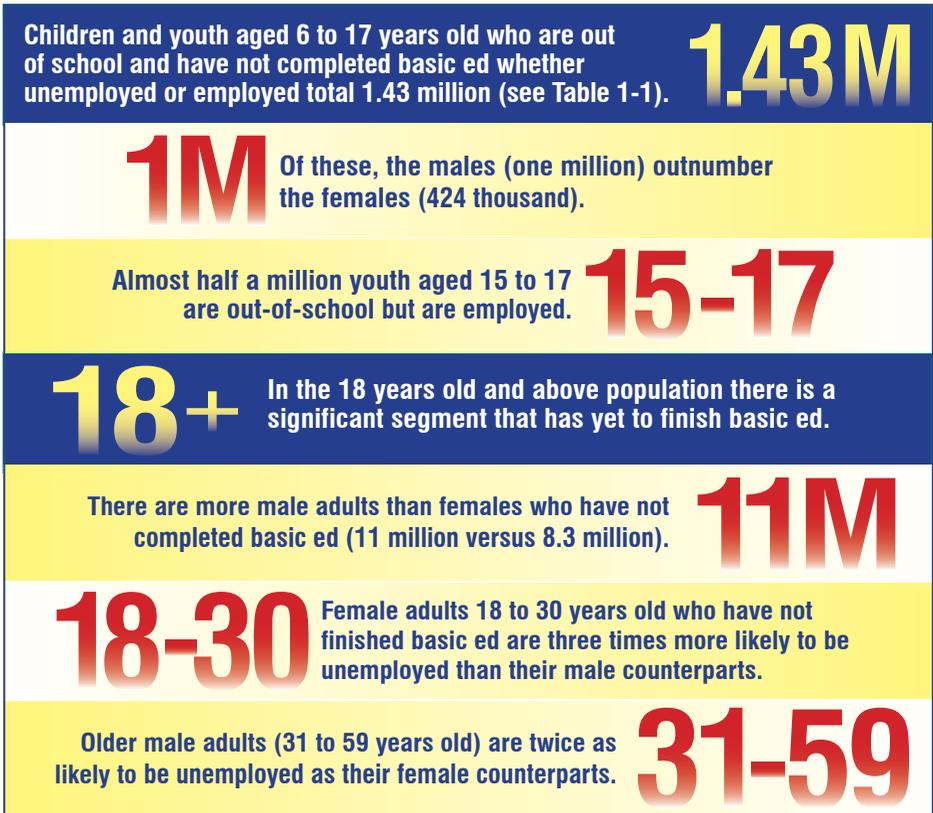
There are 20.7 million Filipinos who have not completed basic ed. Less than a tenth (1.4 million) of them are of basic ed age (6-17 years old) and are out-of-school. 19 million are adults.

A Better Count

For DepEd to truly serve its mandate of delivering basic ed for all, it needed to determine the correct statistics for the following:

- the magnitude of basic ed-age children and youth who are out of school
- adults who have not finished basic ed

A detailed analysis of official data generated these:



Tackling Reasons for Not Being in School

The main reasons why these children and youth are out of school have less to do with the accessibility of schools than they do with personal and family reasons (see Figure 1-1).

Figure 1-1. Distribution of OSCY by Reason for Not Attending School, 2017

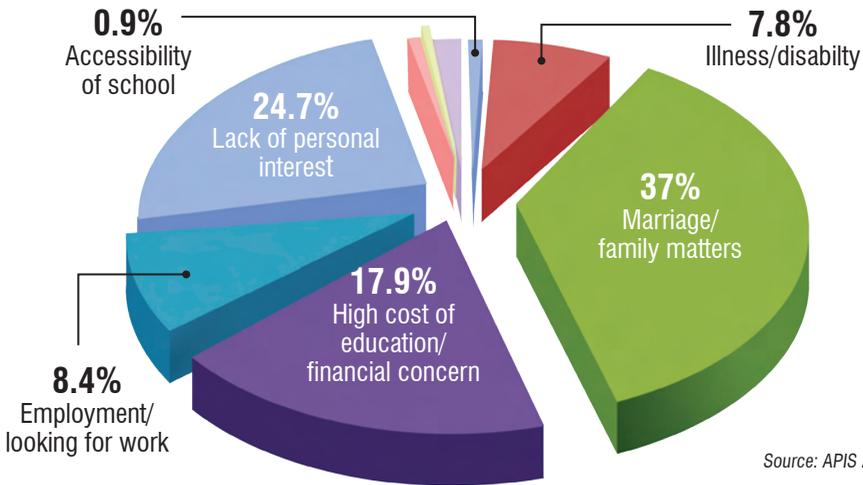
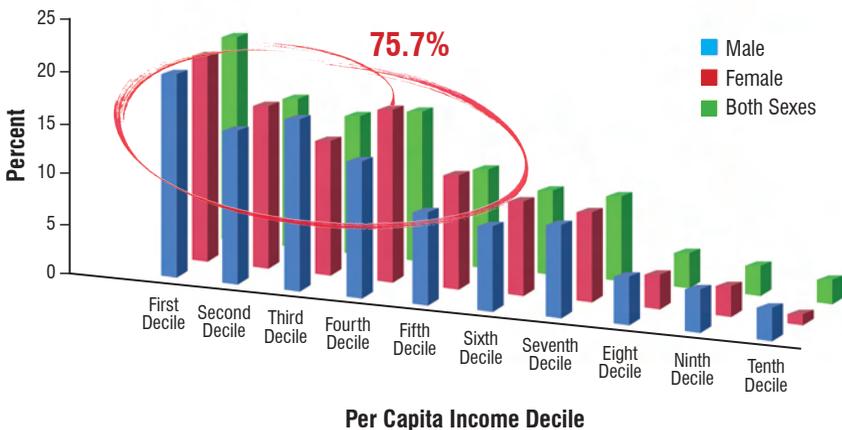


Figure 1-2. Percent Distribution of OSCY by Per Capita Income Decile and Sex, 2017



Source: APIS 2017

- Accessibility of schools is a problem for less than one percent, most of whom are in the 6 to 11 years old cohort.
- Lack of personal interest is cited by a quarter, and predominantly male, of the OSCY population as reason for quitting school. This reason is most pronounced in the 12 to 15 age group, where 2 out of 3 dropped out of school for lack of interest.
- The biggest reason cited for not continuing school is marriage or family matters, affecting 16 to 24 year old females the most.
- As OSCY grow older or go higher the presumed education level, concerns over finances and the high cost of education become more pronounced.
- Poverty is also a big factor for not attending, dropping out, and staying out of school. Figure 1-2 shows that 76% of the OSCY belong to the poorer half of the population.

DepEd takes the picture painted by this detailed analysis seriously. It sees the challenge not just as an issue of numbers. Not completing basic ed has social and economic ramifications that stay with affected Filipinos far into their adulthood.

Towards Better Interventions

After substantial gains in access to education, Secretary Briones believes that DepEd is now in a better position to wage a decisive campaign for a major upgrade in education quality.

DepEd is better prepared now to offer programs that address the dropout rates, and adjust the learning experience so that learners, no matter their status and circumstances in life, have more incentives and greater capacity to stay in and complete basic ed.

For those who are unable to finish basic ed through the formal system, DepEd reaches out to them through non-formal education (NFE) under the Alternative Learning System (ALS).

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2

THE ALS-EST PROGRAM



DepEd offers the ALS to the children and youth who are unable to remain in school, and to adults who are unable to finish basic ed.

ALS is a NFE system comprising the Basic Literacy Program (BLP) for basic skills in reading, writing, and numeracy; and, the Accreditation and Equivalency Program (A&E) which provides a pathway towards completing basic ed.

ALS is both a policy and a legal mandate.

When Secretary Briones assumed office at the DepEd on 30 June 2016, she identified ALS to be among her priority programs. The President affirmed such commitment in his first State of the Nation Address when he declared: “We will also intensify and expand ALS Programs.”

No less than the Constitution, and various education laws and international commitments, direct the provision of ALS.

1987 Constitution

Article XIV Education, Science and Technology, Arts, Culture and Sports

Section 1. The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.

Section 2. The State shall:

xxx

- 4. Encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs; and
- 5. Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills.

President Rodrigo Duterte's 10-Point Socioeconomic Agenda

7. Invest in human capital development, including health and education systems, and match skills and training to meet the demand of businesses and the private sector.

**Secretary Leonor Magtolis Briones Declaration of Vision and Agenda
Quality, Accessible, Relevant and Liberating Basic Education
for All Our 10-Point Agenda**

1. We are committed to the full implementation of K to 12, and will ensure timely and adequate delivery of education inputs including: physical infrastructure such as school buildings and facilities; quality learning materials and implements such as textbooks, libraries, and ICT-assisted learning; and, the hiring and professional development of teachers, both pre-service and in-service. We will put in place an effective and transparent system to monitor and evaluate the outcomes of K to 12 in terms of quality and access. We will defend our existing budget allocation, and work for its increase for 2017 and beyond to bring education spending closer to the ideal 4 to 6 percent of GDP as suggested by international standards.

...

3. For those who are not reached by the formal basic education system, whether children, youth or adults, we will intensify our efforts for extensive positive outcomes on ALS. We will do this through better targeting of beneficiaries, broader coverage, prioritization of these programs by implementing units, partnerships, and modalities that fit the circumstances of target learners. A highly successful ALS program will be one of the major legacies of the Duterte administration.

Republic Act 9155 (Governance of Basic Education Act of 2001)

Section 2. Declaration of Policy. - It is hereby declared the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level and free education in the high school level. Such education shall also include ALS for out-of-school youth and adult learners. It shall be the goal of basic education to provide them with the skills, knowledge and values they need to become caring, self-reliant, productive and patriotic citizens.

Sustainable Development Goals

SDG Goal 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Republic Act 10533 (Enhanced Basic Education Act of 2013)

SEC. 2. Declaration of Policy.

xxx

...it is hereby declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self.

As part of its commitment to enhance the ALS program, the Office of the Secretary (OSEC) initiated a complementary initiative to the regular ALS. Called the Alternative Learning System – Education and Skills Training (ALS-EST), this initiative aims to produce ALS completers who are not only able to catch up with basic academic education but who also have technical competencies suitable for immediate employment.

As of the writing of this Handbook, the ALS-EST is still in its pilot implementation. At the appropriate time, ALS-EST will be scaled up and integrated into the mainstream ALS program.



Box 2-1. ALS-EST in Context

To understand ALS-EST, it is essential to grasp the difference between formal and NFE, and locate it within the NFE realm.

Formal Education

- Republic Act 9155 (Governance of Basic Education Act of 2001) defines formal education as “the systematic and deliberate process of hierarchically structured and sequential learning corresponding to the general concept of elementary and secondary level of schooling. At the end of each level, the learner needs a certification in order to enter or advance to the next level.”
- Formal education is defined by the curriculum and how it is implemented.
 - ✓ In the Philippines, the reference point for formal education is the K to 12 Basic Education Curriculum (BEC).
 - ✓ The K to 12 BEC is expressed in terms of content, content standards performance standards, and learning competencies.
 - ✓ The curriculum is taught in continuous and sequential organization and generally lessons are done in a classroom setting.
 - ✓ In formal K to 12 education, a student goes through all grade levels from Kindergarten to Grade 12.

Non-Formal Education

- According to United Nations Educational, Scientific and Cultural Organization (UNESCO), “the defining characteristic of NFE is that it is an addition, alternative and/or a complement to formal education in the process of the lifelong learning of individuals.”
 - ✓ It caters to people of all ages but does not necessarily apply a continuous pathway-structure.
 - ✓ NFE can cover programs contributing to adult and youth literacy, and education for out-of-school children, as well as programs on life skills, work skills, and social or cultural development.
- RA 9155 defines NFE as “any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population.”

Flexible Learning Options

Not all can avail of a formal basic ed despite it being increasingly more accessible to Filipino children and youth. There are still learners who are left behind and are unable to sustain school attendance, and eventually drop out. To address the needs of this particular segment of the population, DepEd offers Flexible Learning Options (FLO) which include the Alternative Delivery Modes (ADM) and the ALS.

Alternative Delivery Modes are instructional or learning modalities that do not strictly follow the typical set-up for regular classroom instruction, but have content that follows the formal K to 12 curriculum.

- It uses the standard curriculum, but there is a measure of flexibility in terms of:
 - ✓ the time and duration of instruction
 - ✓ the place of instruction
 - ✓ the method of instruction
- Instruction may be delivered through the following modes:
 - ✓ *Face-to-face instruction*: the teacher and learner/s are physically in one venue during lessons
 - ✓ *Distance learning*: a learner is given materials or access to resources, and undertakes self-directed study at home or other venue
 - ✓ *Blended learning*: a combination of face-to-face and distance modalities

Alternative Learning System is DepEd's main vehicle for NFE.

The ALS is a "parallel learning system to provide a viable alternative to the existing formal education instruction. It encompasses both the non-formal and informal sources of knowledge and skills" (RA 9155). It aims to reach Filipino children, youth and adults who are unable to access or have dropped out from formal basic ed.

The regular ALS program offers NFE comprising the Basic Literacy Program (BLP) for illiterates, and A&E Program for drop-outs.

- ALS has its own ALS K to 12 curriculum streamlined but aligned to the formal K to 12 curriculum (see Chapter 4, Curriculum).
 - ✓ Like the K to 12 curriculum, the ALS K to 12 curriculum outlines content, content standards, performance standards, and learning competencies.

- The major distinction of ALS is its non-formal instruction.
 - ✓ It does not have a sequential mode of instruction, but has one that adjusts to a learner’s prior learning and immediate learning objectives.
 - ✓ ALS uses broader teaching and learning methodologies to cater to the needs of a mix of learners.

A Variant of ALS

ALS-EST is a variant of ALS.

A distinction of ALS-EST is its systematic integration of skills training component to the standard academic interventions in ALS. The ALS-EST implementing schools combine the ALS K to 12 Curriculum with their Technical-Vocational-Livelihood (TVL) offerings. Many, but not all, skills training offered by ALS-EST schools are approved by the Technical Education and Skills Development Authority (TESDA).

Box 2-2 outlines the early framework for ALS-EST.

With the ALS-EST initiative, DepEd seeks to empower OSY and adults who have not acquired a basic ed. By including skills training in the curriculum, they are given more choices which encourages better uptake and completion of the Program.

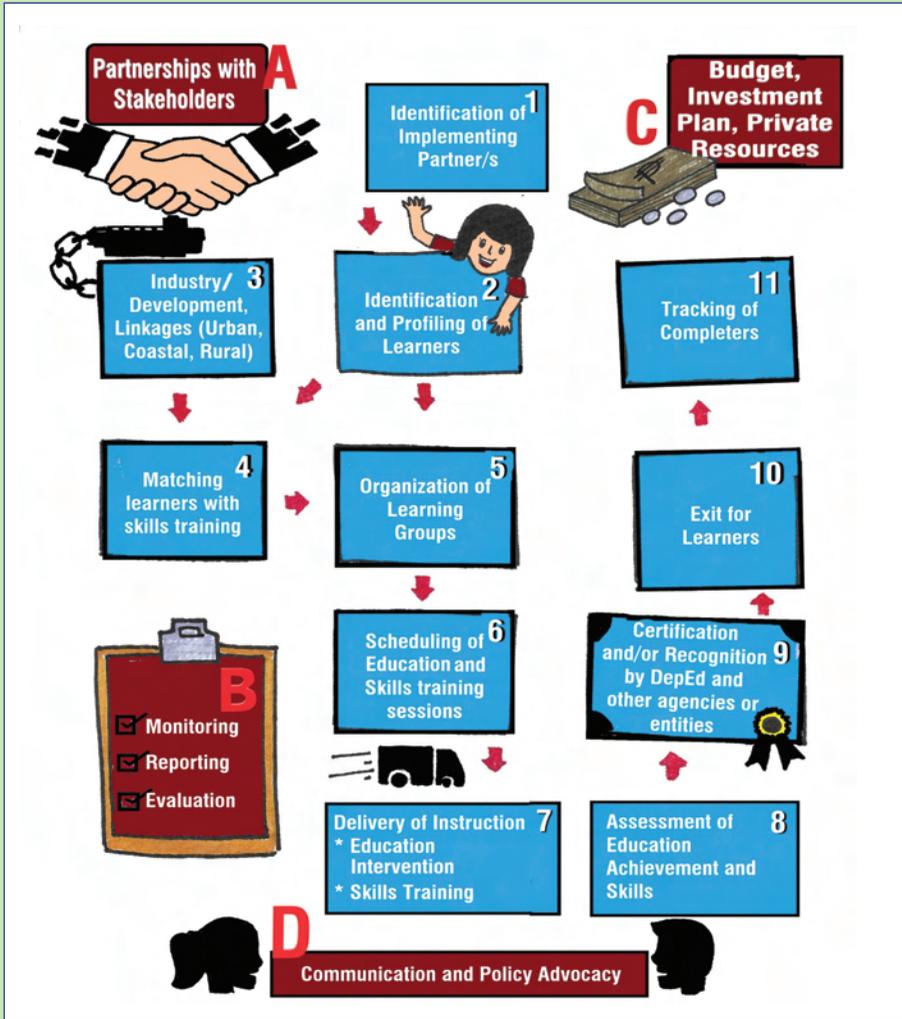
ALS-EST is one of the ways DepEd gives the OSY/adults an even chance at self-improvement and productive life. In conjunction with other reform initiatives targetting the quality of its services, and by engaging various stakeholders and partners, DepEd hopes that ALS-EST will help promote employment, and foster “personal dignity, family stability, peace in the community, and economic growth” (ILO, 2017).



Box 2-2. The ALS-EST Program: An Overview

D. O. 46, s. 2017 lays out the framework for the pilot implementation of the ALS-EST program. It provides the typical process flow (see Figure 2-1), and describes the various components for organizing an ALS-EST program which are reproduced below. Several of these components are discussed in greater detail in this Handbook.

Figure 2-1. ALS-EST Process Flow



ALS-EST Components

1. Identification of implementing partners

Within DepEd, the implementers of ALS-EST include pilot implementing schools that provide the skills training utilizing their formal school workshops when these are not in use by their formal educational learners typically during weekends. For the provision of the academic interventions, the schools work with mobile teachers assigned from their Division or with their own teachers.

Among the considerations in the choice of implementing partner include the availability of facilities and qualified teachers and trainers, the content and method of delivery of the proposed Program, and demonstrated commitment and determination to implement ALS-EST.

2. Identification and profiling of learners

The implementing partner shall be responsible for the identification of learners through various methodologies including home visits, coordination with the regular ALS implementers, coordination with local government units (LGU) and/or community-based organizations, and by consulting available data sources. Implementing partners are given the flexibility to define the characteristics of learners that best fit their integrated education and skills training design.

A Learner's Portfolio shall be created for each learner identified to participate in the Program, which shall include important personal information, prior learning, baseline assessment, learning goals, and such other relevant information and data as may be required including entry-level processes under the regular ALS program.

The Learner's Portfolio shall be regularly updated to include new relevant information including education and skills achievement.

3. Consideration of industry linkages and development plans

Implementing partners are encouraged to link or align the ALS-EST projects to local or national industry needs and opportunities as informed by existing development plans, policy pronouncements, and stakeholder consultations or dialogues.

4. Matching learners with skills training

The identified learners will be matched, as far as practicable, with the most compatible skills training offering, taking into consideration proficiency assessments, inclination or interest of the learner, and counseling.

5. Organization of learning groups

The enrolled learners shall be organized into learning groups. Ideally, a batch of 75 learners for the education component shall be sub-grouped into three skills training groups of 25 learners each. However, the implementing partner may propose other reasonable and justifiable groupings.

6. Scheduling of education and skills training sessions

The implementing partner shall prepare a program plan and design, elaborating the content and schedule of teaching and training sessions. The program shall be agreed upon with the learners.

7. Delivery of instruction

The education component shall comply with the requirements of the regular ALS for content and delivery. The skills training shall follow the program as proposed by the implementing partner and approved by OSEC. The program shall make use of learning materials and modules from the regular ALS program but will also endeavor to develop relevant, new, contextualized, and innovative materials. The teachers providing the education component and skills training component shall practice collaborative or team teaching.

8. Assessment of learning and skills

ALS-EST projects shall have assessment tools and methods to evaluate education and skills achievement. The OSEC shall provide opportunities for sharing of best practices and development of robust assessment tools, in addition to the standard assessments and certifications available from DepEd, TESDA, and other agencies or institutions.

9. Certification and/or recognition by DepEd and other agencies or entities

Qualified learners shall take available certification tests or assessments, such as the DepEd A&E equivalency certifications, TESDA National Certificates, and other recognized certifications from other government agencies and private institutions. ALS-EST shall also develop and award micro and full certifications to reflect proficiencies acquired by the learners.

10. Exits for learners

Implementing partners shall identify the target learners exits based on goals jointly set with the learners and informed by available exit opportunities, whether further academic education, further middle level skills, employment, or entrepreneurship. Implementing partners are encouraged to explore partnerships that can provide exit opportunities to learners.

11. Tracking of completers

Implementing partners shall develop and put in place mechanisms to track and update the progress of completers in their respective exits. Information generated from the tracking shall inform assessments of program effectiveness and impact as well as program refinements.

In addition, there are cross-cutting components, including:

A. Partnerships with stakeholders

ALS-EST encourages strong partnerships with various stakeholders at the community, local, and national levels. This will facilitate greater relevance and complementation of expertise, leverage resources, build broad constituency, and infuse inherent checks-and-balance for accountability.

B. Project Monitoring and evaluation

The OSEC will work closely with implementing partners for the monitoring of project implementation and the submission of timely reports. Opportunities for exchange of best practices, gathering of feedback, resolution of bottlenecks, and clarifications of policies and guidelines shall be regularly provided. Performance of the implementing partners shall be monitored.

C. Budget, investment plan, and leveraging resources

OSEC shall ensure that the program will be adequately resourced. OSEC will also leverage resources from other government agencies and private entities.

D. Communication and policy advocacy

OSEC, in consultation with implementing partners, shall develop a communication plan to increase awareness of the program within DepEd and across relevant stakeholders. The lessons from the program implementation shall be used as basis for policy advocacy for mainstreaming within the regular ALS program.

The Pilot

For its pilot field implementation, ALS-EST mainly targetted the 282 specialized tech-voc public secondary schools. These schools have been implementing the Strengthened Technical and Vocational Education Program (STVEP) prior to the K to 12 SHS program.

These target schools have a long experience and track record in technical-vocational training. They also have generally better resources in terms of equipment, tools, workshops, teachers, and administrators for such.

There are 98 pilot schools, most of which are specialized STVEP SHS that currently implement the ALS-EST program in coordination with the Division-level ALS program. They cover 53 Divisions in 13 Regions.

Figure 2-2. Number of ALS-EST Pilot Schools, per Region

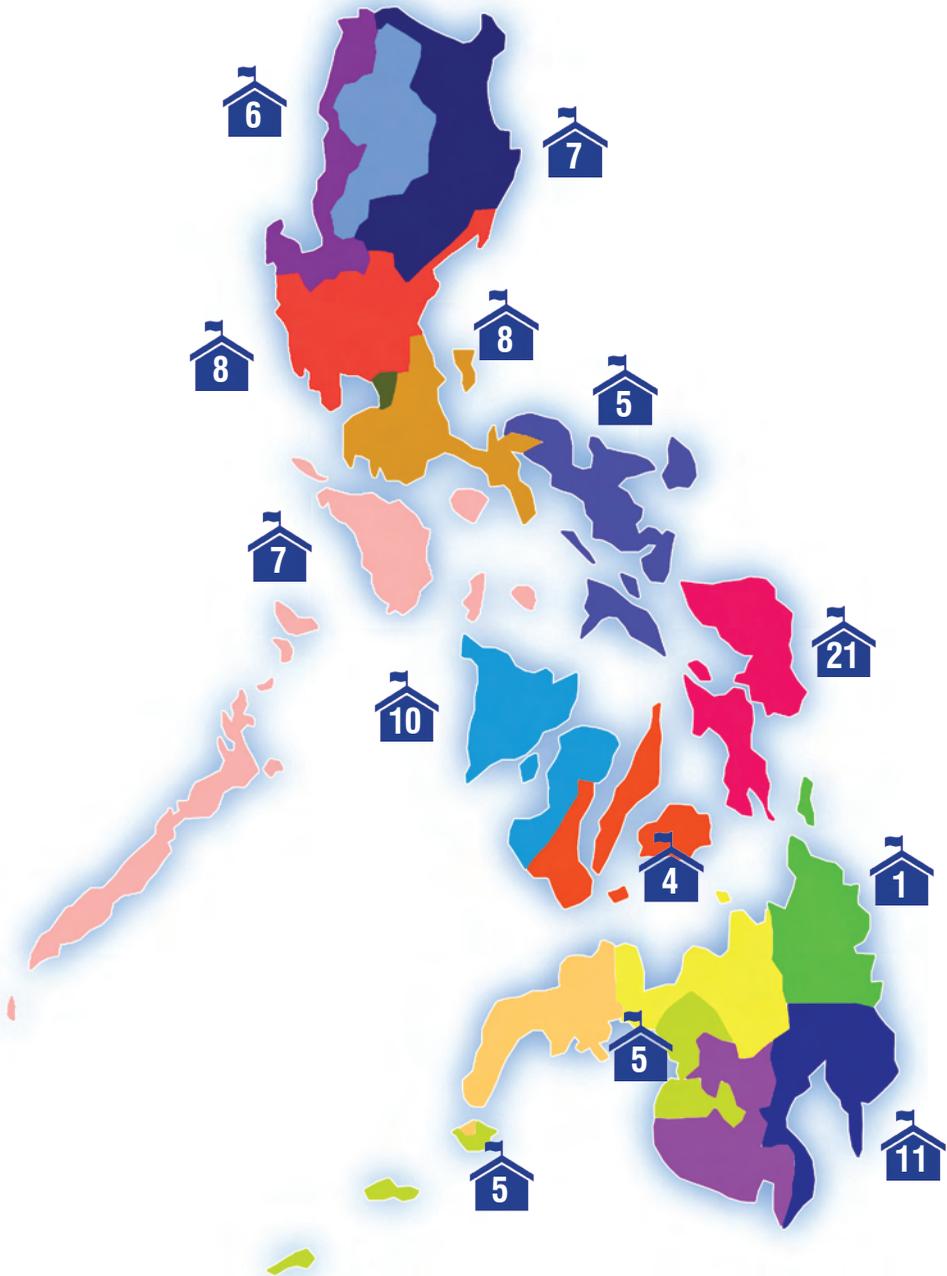


Table 2-1. ALS-EST Pilot Schools

Region I**Batac City**

Batac National High School

Candon City

Dr. Ricardo Gacula Memorial High School

Ilocos Norte

Ilocos Norte Agricultural College

La Union

Luna National Vocational High School

San Gabriel Vocational High School

San Carlos City

Speaker Eugenio Perez National Agricultural School

Region II**Cagayan**

Alcala Rural School

Baggao National Agricultural School

Sta Margarita Annex

Itawes National Agricultural and Technical School

Santa Ana Fisheries Memorial High School

Western Enrile Vocational High School

Ilagan City

San Antonio National Agro-Industrial and Vocational High School

San Rafael National Vocational High School

Region III**Angeles City**

Angeles City National Trade School

Francisco G. Nepomuceno Memorial High School

Aurora

Maria Aurora National High School

Bataan

Bataan School of Fisheries

Bulacan

Guiguinto National Vocational High School

Pampanga

Floridablanca National Agricultural School

Tarlac

Camiling School for Home Industries

Eduardo Cojuangco National Vocational High School

Region IV-A**Batangas**

Bauan Technical High School

Calamba City

Calamba Bayside National High School

Cavite

Amaya School of Home Industries

Tanza Trade National High School

Cavite City

Cavite National High School

Laguna

Magdalena Integrated National High School

San Juan National High School

San Pedro Relocation Center National High School

Region IV-B**Calapan City**

Community Vocational High School

Oriental Mindoro

Baco National High School

Bongabong Technical and Vocational High School

Magdalena Umali Suyong Memorial Elementary School

Marcelo Cabrera Technical Vocational School

Puerto Galera National High School

San Teodoro National High School

Region V**Albay**

Libon Agro Industrial High School

Camarines Norte

Mercedes High School

Camarines Sur

Ragay National Agricultural and Fisheries School

Bikal Fisheries School

Naga City

Camarines Sur National High School

Region VI**Aklan**

Aklan National HS for Arts and Trades

Buruanga Vocational School

Libacao National Forestry Vocational High School

Malinao School for Philippine Craftsmen
Numancia School of Fisheries

Antique

Antique Vocational School

Iloilo

San Joaquin School of Fisheries

La Carlota City

Dona Hortencia Salas Benedicto National
High School

Negros Occidental

Inocencio V. Ferrer Memorial School
of Fisheries

Roxas City

Cong. Ramon Arnaldo High School

Region VII

Bohol

San Pascual National Agricultural High School

Danao City

Elpidio H. Perez Memorial Technical-
Vocational High School

Guihulngan City

Guihulngan National Agricultural School

Naga City

Naga National High School

Region VIII

Biliran

Naval School of Fisheries

Eastern Samar

Lawaan National School of Craftsmanship
and Home Industries
Salcedo National Vocational High School
Samar National Pilot Opportunity School
of Agriculture
Taft National High School

Leyte

Calubian National High School
Carigara National Vocational School
Hilongos National Vocational School
Juan Villablanca Memorial High School
Kananga National High School
Marcelino Veloso National High School
San Miguel National High School
Tanauan School of Craftsmanship
and Home Industries
Tolosa National High School

Northern Samar

Allen National High School
Bobon School of Philippine Craftsmen
Catubig Valley National High School
Mapanas Agro-Industrial High School

Southern Leyte

Pintuyan National Vocational High School
Silago National Vocational High School
Villa Jacunta National Vocational School

Region X

Iligan City

Bunawan Agricultural High School
Rogongon Agricultural High School

Misamis Oriental

Opol National Tech School

Misamis Occidental

Aloran Trade High School

Ozamiz City

Ozamiz City School of Arts and Trades

Region XI

Davao City

Baguio National School of Arts and Trades
Elias D. Gumalang Home Industries
Maria Cristina P. Belcar Agricultural
High School
Marilog HS of Agriculture
Davao City National High School

Davao del Norte

Carmen National High School

Davao Oriental

E. Moralizon National Vocational High School

Davao del Sur

Davao Del Sur School of Fisheries

Mati City

Lupon Vocational High School
Taguibo Vocational High School

Tagum City

Tagum National Trade School

Region XII

General Santos City

General Santos City National Secondary
School for Arts and Trades
Bula National School of Fisheries

Sarangani

James L. Chiongbian National Trade School
Malalag National High School

South Cotabato

Tantangan National Trade High School

Region XIII

Surigao del Norte

Gigaguit National School of Home Industries

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3

THE LEARNERS



DepEd seeks to bring all school-age OSCY back to formal education. It implements various programs that encourage enrollment and school attendance. These include, among others: improvements in the learning environment, school-based feeding for undernourished elementary school children, financial assistance to secondary level students in private schools, and the SHS program that includes employment as exit option.

Some children and youth however, face certain circumstances that constrain them from completing basic ed. The difficulty of returning to formal school intensifies as a learner grows older, as pressures to find work or stay at home become greater. ALS provides a NFE pathway for these individuals to finish basic ed.

ALS-EST, as a variant of ALS, targets OSY and adults who were unable to finish basic ed so they can live and participate meaningfully as productive and engaged members of the community.

Target Learners

ALS-EST is intended mainly for individuals who are

- 15 years and above
- out of school
- were unable to finish basic ed

This is the same main participating clientele of ALS. For 2018, ALS has a total enrollment of 838,843 learners, of which 650,663 or 77.6% are age 15 to 30 (see Table 3-1).

Enrollment Requirements

At present, ALS-EST is offered for pilot implementation only in a limited number of DepEd schools. More schools and other ALS delivery modes will offer ALS-EST in the future.



Table 3-1. Age Distribution of ALS Enrollment, 2018

Age	BLP	A&E Elementary	A&E Secondary	Total
14 and Below	4,549	14,628	11,177	30,354
15	1,653	9,455	18,216	29,324
16	2,154	10,934	46,972	60,060
17	2,206	10,248	61,485	73,939
18	2,638	10,926	69,501	83,065
19	2,406	8,058	56,051	66,515
20	2,325	7,509	48,377	58,211
21	2,009	6,035	39,052	47,096
22	1,947	5,250	33,021	40,218
23	1,933	4,878	29,516	36,327
24	1,784	4,153	24,472	30,409
25	1,648	3,876	21,524	27,048
26	1,696	3,679	19,713	25,088
27	1,465	3,105	16,806	21,376
28	1,611	3,108	15,708	20,427
29	1,357	2,557	12,839	16,753
30	1,347	2,,355	11,105	14,807
31 and Above	32,723	31,463	97,342	157,826
Total	66,104	139,862	632,877	838,843

Source: LIS, as of December 2018

Qualified learners who intend to enroll in an ALS-EST program need to:

- Accomplish an enrollment form (see Box 3-1 for a sample)
- Submit three basic documentary requirements:
 - ✓ Birth Certificate
 - ✓ Barangay Clearance
 - ✓ Photocopy of report card of last school attended
- Attend an orientation and pre-enrollment interview, either in the school offering the Program or in a designated interview venue

Box 3-1. Sample ALS-EST Application Form



Department of Education
ALTERNATIVE LEARNING SYSTEM - EDUCATION AND SKILLS TRAINING
ALS-EST ENROLMENT FORM (ASF2)
Learner's Basic Profile



Date : _____ LRN (if available) : _____
 Skills Program : _____

Personal Information (Part I)

Last Name _____ First Name _____ Middle Name _____ Name Extension _____

• Address: _____
 House No./Street/Sitio _____ Barangay _____ Municipality/City _____ Province _____

• Birthdate (mm/dd/yyyy): ____/____/____ Place of Birth (Municipality/City) _____

• Sex: Male Female • Civil Status: Single Married Widower Separated Solo Parent

• Religion: _____ • IP (Specify ethnic group): _____ • Mother Tongue : _____ PWD: Yes No

• Name of Father/Legal Guardian

Last Name _____ First Name _____ Middle Name _____ Occupation _____

• Mother's Maiden Name _____

Last Name _____ First Name _____ Middle Name _____ Occupation _____

Educational information (Part II)

• Last grade level completed

Elementary : K G-1 G-2 G-3 G-4 G-5 G-6

Secondary : G-7 G-8 G-9 G-10 G-11

• Why did you drop out of school? (For OSY only)

No school in Barangay School too far from home Needed to help family

Unable to pay for miscellaneous and other expenses Others: _____

• Have you attended ALS learning sessions before? YES NO

If Yes:
 Name of the Program: _____ Level of Literacy: Basic Elem. Sec. InfEd

Year Attended: _____ Have you completed the Program? (Yes/No) _____
 If NO, state the reason: _____

Accessibility and Availability (Part III)

• How far is it from your home to your Learning Center? _____ in kms _____ in hours and mins.

• How do you get from your home to your Learning Center? Walking Motorcycle Bicycle Others (Pls. Specify)

• When can you attend your Learning Session?

_____ Facilitator: Signature and Date _____ Learner: Signature and Date

Screening Process

All ALS-EST applicants undergo a screening process that determines their suitability and readiness for the ALS-EST program. There are separate screenings for the education and skills training components of the Program.

Screening Process for the Education Component

This follows the same procedures as the regular ALS program.

- The applicant-learner takes the Functional Literacy Test (FLT). Learners identified to be at the basic literacy level will also take the Assessment of Basic Literacy (ABL).
- The applicant-learner undergoes
 - ✓ a review of prior learning
 - ✓ a self-assessment of his/her abilities and readiness for different levels of learning
- The applicant-learner has an interview-counselling session with an ALS-EST teacher.

The results of this screening process will determine an appropriate starting level for the learner (for example, Basic Literacy, Elementary, Secondary), and his/her priority learning needs.

Screening Process for the Skills Training Component

This varies depending on the specific skills training offered by the school. ALS-EST schools usually offer skills training covered by Technical Education Skills and Development Authority (TESDA) Training Regulations (TR).

- The screening is based on various criteria corresponding to the nature, complexity, and prerequisites of the skills training s/he applies to.
 - ✓ Successful applicant-learner takes the TESDA National Certification (NC) test at the end of the skills training program. All applicants are required to speak and read basic conversational English since ALS-EST training manuals and written skills tests are in English.
 - ✓ Several TESDA NC level skills have a minimum age requirement.
- The Skills Trainer meets with the applicant-learner to assess his/her suitability for the skill areas.

Joint Review

The ALS teacher and Skills Trainer together review the screening results, and determine if the offered ALS-EST program is appropriate for the learner.

The ALS teacher and Skills Trainer assess and determine the learning level in the ALS basic ed program the applicant-learner should start.

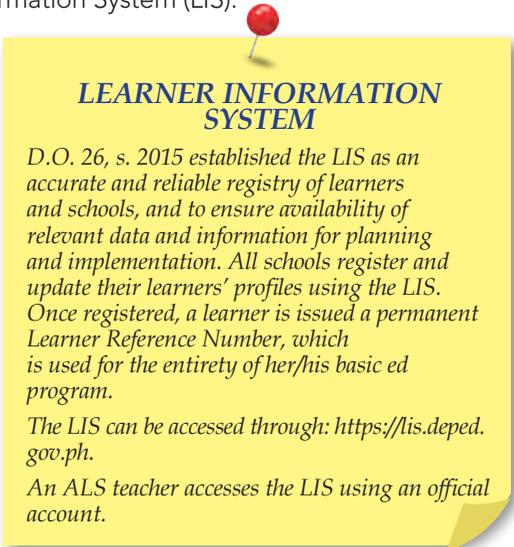
- If the applicant-learner is 15 to 17 years old, s/he will be assigned to a program for up to Junior High School (JHS) level.
- An applicant-learner may be assigned to a program of SHS equivalency if s/he is at least 18 years old, and has previously completed JHS through formal education or ALS/ALS-EST.

If it is determined that the ALS-EST program on offer is not suitable for the applicant-learner, the school shall explore and refer him/her to an alternative program or another ALS-EST school with the appropriate program.

Registration into the Learner Information System

After the applicant-learner is admitted to the Program, the ALS teacher inputs the learner's profile into the Learner Information System (LIS).

- The learner is tagged as an ALS-EST Learner.
- A learner can only be tagged by one school. There shall be no cross-enrollment in an ALS-EST program with another school.
- The ALS teacher registers the learner to the LIS using the account given to him/her by the ALS System Administrator who is the Education Program Specialist for ALS (EPSA) from the Division Office.



LEARNER INFORMATION SYSTEM

D.O. 26, s. 2015 established the LIS as an accurate and reliable registry of learners and schools, and to ensure availability of relevant data and information for planning and implementation. All schools register and update their learners' profiles using the LIS. Once registered, a learner is issued a permanent Learner Reference Number, which is used for the entirety of her/his basic ed program.

The LIS can be accessed through: <https://lis.deped.gov.ph>.

An ALS teacher accesses the LIS using an official account.

The school administrator and authorized personnel in the division, regional, and central offices have access to the Learner's information.

Benefits to Learners

After completing the screening process, a qualified ALS-EST Learner is ready to enjoy the benefits of the Program.

- All ALS-EST Learners are seen as partners, directing their own learning and journey to their personal development.
- The Program does not have a single duration across its courses. It varies depending on the Learner's level of prior learning and the nature of the skills training s/he chooses.
- The Program is conducted through face-to-face learning sessions, supported by independent learning.
- DepEd covers expenses for materials, tools, and supplies required for the implementation of the ALS-EST program. The Learner's participation in the ALS-EST program is free of charge.
- The Learner is expected to cover only minimal incidental costs, if any. The school will exert efforts to mobilize counterpart resources from LGUs and other partners to help cover incidental expenses.

The ALS-EST Learner gains basic ed competencies and technical vocational skills suited to their age and level of learning.

- The Learner is assigned to the appropriate basic ed level: elementary, JHS or SHS.
- The Learner attends skills training that matches and enhances his/her current skillset.
- Completion of the ALS-EST program prepares the Learner to take the A&E Test for the appropriate level as well as the TESDA NC if s/he chooses.
- Upon exit from and completion of the ALS-EST program, the Learner is ready for various opportunities. The Program is designed to equip him/her with the necessary competencies needed for any of the following (see Chapter 9, Post-Program Options):
 - ✓ Entry back to formal school
 - ✓ Higher education
 - ✓ Middle or higher-level skills training
 - ✓ Employment
 - ✓ Entrepreneurship

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4

CURRICULUM



The ALS-EST Curriculum is a combination of the ALS K to 12 Curriculum and the TVL Track component of the formal SHS Curriculum.

The ALS K to 12 Curriculum currently covers only up to JHS. However, an ALS Curriculum for SHS is under development, and its latest draft version includes a TVL Track, where the learner chooses a specialized skill and undergoes work/industry immersion. This is compatible with what ALS-EST implements.

ALS-EST, therefore, expects a smooth transition to the forthcoming ALS SHS Curriculum. While waiting for the ALS SHS Curriculum, ALS-EST will pilot a SHS equivalent, using the formal Senior High School Technical Vocational (SHS TVL) track curriculum delivered through the NFE modality.

ALS K to 12 Curriculum

The ALS K to 12 Curriculum contains a learning continuum of essential skills, knowledge, attitudes, life skills, learning-to-learn skills, and values desired for ALS Learners.

Table 4-1 lists the six interrelated learning strands contained in the 2018 ALS K to 12 Curriculum. ALS-EST Learners and completers are expected to demonstrate learning of competencies from each of the six learning strands.

- Each learning strand provides content standards.
 - ✓ These are statements of the core content in terms of knowledge or skill that students should learn and understand.
- Under each content standard are a number of performance standards.
 - ✓ These are the work that a learner is expected to be able to do.
 - ✓ These demonstrate the achievement, acquisition, and application of the knowledge or skill required by the content standard.
- Comprising performance standards are learning competencies.
 - ✓ These are more specific applied knowledge, skills, and values that indicate or validate learning consistent with the broader content and performance standards.
 - ✓ The curriculum indicates to what ALS level the learning competency is applicable.

Table 4-1. ALS K to 12 Basic Education Curriculum Learning Strands, Summary of Objectives and Coverage

Learning Strand 1

Communication Skills (English)

The main thrust of Learning Strand 1: Communication Skills is to develop the ability to access, critically process, and effectively use available information in a variety of media to be able to:

1. function effectively as a member of the family, community, nation, and the world
2. participate actively in community and economic development.

Learning Strand 1 involves the five macro skills: (1) listening purposively and critically; (2) speaking clearly and appropriately; (3) reading to process and critically use information from a wide range of written materials and other forms of media; (4) expressing one's ideas and feelings clearly and effectively in writing; and (5) viewing as an ability to demonstrate critical understanding and interpretation of visual media.

Communication Skills (Filipino)

Kasanayan sa Komunikasyong Filipino

Ang pangunahing layunin ay mapaunlad ang kakayahan ng mga matatatanda at kabataang hindi na nakapag-aral upang kritikal na masuri, maabot at epektibong magamit ang impormasyon sa pamamagitan ng iba't ibang uri ng midya upang:

1. *epektibong magampanan ang tungkulin bilang miyembro ng pamilya, komunidad, bansa at daigdig*
2. *aktibong makilahok sa pagpapaunlad ng komunidad at ekonomiya.*

Kasangkot din dito ang limang makrong kasanayan: (1) kritikal at malayuning pakikinig; (2) wasto, angkop at malinaw na pagsasalita; (3) pagpoproseso mula sa pagbabasa at masusing paggamit ng impormasyong nakasulat o inihayag gamit ang iba't ibang anyo ng midya; (4) pagpapahayag ng naiisip at nararamdaman nang malinaw at epektibo sa pamamagitan ng pagsusulat; at (5) kritikal na pag-unawa at pagpapakahulugan sa panonood ng mga midyang biswal.

Learning Strand 2: Scientific Literacy and Critical Thinking/ Learning Strand 3: Mathematical and Problem-Solving Skills

Learning Strands 2 and 3 are intended to develop skills which include the core competencies of scientific literacy and numeracy. Integrated across scientific and numeracy literacy skills are the critical functional competencies of openness to change, awareness of options, ability to make critical and informed decisions, curiosity, innovativeness and creativity, scientific thinking, logical reasoning, spatial intelligence, and future orientation. These competencies specifically seek to extend and refine learners' critical and creative thinking processes including the abilities to:

1. organize new knowledge
2. gather and analyze information
3. categorize things and ideas
4. make comparisons
5. infer principles from evidences
6. critique one's own thinking
7. evaluate options as a basis of decision making
8. apply the scientific process
9. seek explanation for applying the scientific process
10. support assertions with evidences
11. overcome obstacles and find a better way to do things
12. apply principles to draw conclusions
13. learn independently

The ultimate goal of Learning Strands 2 and 3 is to develop individuals who are aware of their own thinking, able to make critical and informed decisions, defend their ideas and evaluate the ideas of others and are persistent in striving for new ways of solving problems. Through the development of such critical thinking and problem-solving skills, ALS learners will enhance their own personal and social effectiveness as a pathway to improve quality of life.

Learning Strand 4: Life and Career Skills

Learning Strand 4 focuses on the attitudes, skills, and knowledge (competencies) necessary for earning a living and promoting a sustainable lifestyle.

This learning strand covers the ability to earn a living—through employment/self-employment, entrepreneurship, sustainable consumption—live within one's means, navigate the market place (as both consumer and seller), reduce wasteful expenditure and perform wise consumption/ utilization of resources, conserve resources for future generations, and produce and use work-related skills, knowledge, values, and technology to maximize one's efficiency and performance as a productive citizen.

In addition to demonstrating mastery of skills completed under Learning Strand 4, all ALS learners are encouraged to complete at least one TVL track specialization leading to the acquisition of occupational skills and a NC. Learners are referred to the list of specializations in formal school's TVL Track.

Learning Strand 5: Understanding Self and Society

Learning Strand 5 is intended to help learners acquire a positive sense of self and social responsibility that will lead them to develop their potentials and enable them to live together harmoniously within the contexts of their family, local community, and country as well as participate as a member of the Association of Southeast Asian Nations (ASEAN) region and an increasingly global community.

In an increasingly globalized world, it is important that learners are able to see things through the hearts, minds, and eyes of others and understand the impact of regional and global issues on their lives and the lives of the members of their family, community, and country.

The learning strand endeavors to encourage learners to continue developing the knowledge, attitudes, values, and skills in order to act locally in building a just, peaceful, equitable, compassionate, multi-cultural, and pluralistic society. Hence, it is important to articulate in the minds of the learners that whatever they do affects their sphere of influence (family and community) and creates an impact on the nation, the region, and the world. Thus, as members of the ASEAN and world communities, learners' horizons for developing identity need to be national, regional, and global.

Learning Strand 6: Digital Citizenship

This learning strand seeks to help equip ALS learners with critical knowledge, skills, and values to be able to live and work effectively as part of the digital universe.

To achieve digital literacy, ALS learners need both Information and Communication Technologies (ICT)-related knowledge and skills and the ability to integrate such skills and knowledge across the competencies listed in the other four learning strands of the ALS curriculum. This is the application part where the learners use their digital knowledge and skills as tools to communicate with others and solve problems in daily life. Each of the other four learning strands will thus go hand in hand with Learning Strand 6.

This Learning Strand covers the following digital citizenship competencies:

1. Digital Concepts
2. Digital Operations and Management
3. Digital Applications
4. Digital Systems Network
5. Digital Devices
6. Digital Ethics

Source: Omnibus Policy on K to 12 (Forthcoming)

Alignment to Formal K to 12

Table 4-2 provides the alignment of the ALS K to 12 Curriculum with the grade levels of the formal school system.

- The ALS K to 12 is aligned but is not a mirror image of the formal K to 12 Enhanced Curriculum for Basic Ed.
 - ✓ It does not have all the competencies of the formal school curriculum.
 - ✓ ALS K to 12 curriculum adds competencies not found in the formal school system:
 - Digital citizenship skills
 - Global citizenship skills
 - Learning-to-learn skills
 - Life skills-related competencies

Table 4-2. Alignment of ALS K to 12 Curriculum with Formal K to 12

ALS K to 12 Levels	K to 12 Enhanced Basic Education Levels
Elementary	
Basic Literacy	Kindergarten to Grade 1
Lower Elementary	Grades 2 to 3
Advanced Elementary	Grades 4 to 6
Secondary	
Junior High School	Grades 7 to 10
Senior High School	Grade 11 to 12

Learner-Centered, Community-Responsive Implementation

ALS-EST caters to a special subset of learners who have different capacities and needs. For the Program to be relevant for them, and to increase the likelihood that they will complete the Program, the curriculum has to be responsive to learners’ needs and expectations.

In the implementation of the ALS K to 12 Curriculum, it is essential that teachers focus on the everyday application of competencies. This shall also guide the development of appropriate, relevant, and responsive learning materials and learning assessment tools.

ALS-EST teachers are encouraged to make learning more meaningful and resonant to adult learners by contextualizing the education competencies. This can be done by:

- Building on learners' existing knowledge and experience
- Respecting and incorporating local knowledge and community wisdom
- Responding to specific learner needs and potentials
 - ✓ The level of learners' prior learning will be assessed with results used as basis for identifying learning gaps/needs.
 - ✓ Learners' performance across learning strands will be monitored and documented throughout the Program. At the point of exit, their level of competence will be assessed and certified.
- The Program respects learners, particularly adult learners, who may not be interested in full equivalency certification, but want to strengthen specific basic ed competencies or improve their overall life skills.

In such cases, the ALS teachers will customize learning programs around needed competencies based on the ALS K to 12 Curriculum while ensuring integration with the skills training component. These functional literacy type programs might be shorter than a regular ALS-EST equivalency program.

Skills Training Curriculum

Technical Skills development is seen as an essential component of economic growth. In its meeting in Washington DC in April 2010, the G20 Employment and Labor Ministers recommended to prioritize education, lifelong learning, job training, and skills development strategies. They also specified the following critical elements (ILO, 2010):

- Broad availability of quality education as a foundation for future training
- Solid bridges between the world of work and training providers in order to match skills provision to the needs of enterprise
- Continuous workplace training and lifelong learning
- Anticipating and building competencies for future needs
- Ensuring broad access to training opportunities for all

The ALS-EST program agrees with these critical elements, and seeks to promote the full integration of the ALS K to 12 Curriculum and the SHS TVL Track wherever appropriate and relevant.

Most of the 98 pilot ALS-EST schools implement skills training curricula anchored on the national technical training standards of TESDA. Table 4-3 lists some of these technical skills and subskills training.

Table 4-3. Examples of Technical Skills and Subskills Training Offered by TESDA

Skills	Subskills	Skills	Subskills
Food and Housekeeping	Food and Beverage	Wellness	Hairdressing
	Cookery		Nail Care
	Food Processing		Wellness Massage
	Baking and Pastry Production		Beauty Care
	Housekeeping	Dressmaking	Tailoring
Electronics and Welding	Electrical Installation and Maintenance		Dressmaking
	Computer System Servicing		Garments and Textile
	Automotive	Fashion Design	
	Shielded Metal Arc Welding	Agriculture	Organic Vegetables
Electronics Production and Assembly	Organic Agriculture		
Carpentry	Agricrop Production		
	Plumbing		
	Carpentry		
	Furniture and Cabinet Making		
Technical Drafting			

Skills Training Offerings

Demand and supply factors influence the choice of skills training offered by the pilot schools. Whether a skill qualifies for TESDA NC also matters.

A careful consideration of these demand and supply factors should constitute the basis for generating a list of priority skills training that may be offered through the ALS-EST program.

- ALS-EST schools need to consider the available resources in the host school and community to determine the supply side.

For example, schools need to take stock of the availability of the following:

- ✓ Skill trainers/assessors
- ✓ Materials
- ✓ Workshops
- ✓ Equipment

- On the demand side, schools need to align their skills training offerings to the preferences of target learners, and the human resource requirements of the community.

Aligning skills training with job market demands helps to increase the likelihood of employment for ALS-EST graduates, and avoid skills-employment mismatch.

The schools need to conduct market analysis to identify skill areas with high demand in the labor market. This requires consulting with key stakeholders, such as TESDA, Department of Trade and Industry (DTI), Department of Labor and Employment (DOLE), LGUs, private employers/Chambers of Commerce and skills training providers among others.

- Schools and implementers may adopt the Standard Needs Assessment Survey tools, currently used by TESDA to come up with a systematic list of demand-driven skills that could be offered through ALS-EST.

Identified learners will be matched, as far as practicable, with the most compatible skills training offering, taking into consideration proficiency assessments, inclination or interest of the learners, and counselling. The results of the learners needs assessment are analyzed against the results of the labor market analysis, and the availability of resources.

Skills Training Content

Skills Training shall follow TESDA TR or approved non-TESDA Training Programs.

- A TR “serves as basis for which the competency-based curriculum and instructional materials and competency assessment tools are developed,” and “defines the competency standards for a national qualification and how such qualification can be gained, assessed, and be given recognition.”
 - ✓ A TR specifies the training arrangements, including: curriculum design, training delivery, entry requirements, list of tools, equipment and materials, training facilities, trainer’s qualification, and institutional assessment.
 - ✓ The TESDA website lists almost 300 downloadable TRs, covering skills eligible for varying levels of qualification.
- Schools can also offer non-TESDA Training Programs, subject to approval of the ALS-EST Project Management Team at the Division level.

Box 4-1. A Sample Training Syllabus for Baking Technology

The syllabus outlines the fundamentals of and technical know-how in baking. It incorporates different baking methods and procedures undertaken in a workshop setting to enhance the learning process.

Course Objective: The intensive course aims to develop and produce well-rounded skilled bakers equipped with updated baking knowledge and techniques.

Duration: The program lasts two quarters or a total of 50 weeks (five days a week). Weeks 1 to 20 are for academic in-school training while Weeks 21 to 50 are for on-the-job training.

Training Plan: The table below shows a segment of the skills training plan on Baking Technology. Values education is a mandatory component of skills training.

Table 4-4. Training Plan: Baking Technology

Week	Competencies	Training Skills
1	<ul style="list-style-type: none"> • Workplace communication • Working in a team • Career Professionalism 	<ul style="list-style-type: none"> • Effective communication (oral and written) • Industry policies and practices • Desirable work attitudes and values
2	<ul style="list-style-type: none"> • Occupational safety and maintenance • Baking Terminologies 1 	<ul style="list-style-type: none"> • Occupational health & safety procedures, practices, and regulations • Baking terminology comprehension
3	<ul style="list-style-type: none"> • Baking Terminologies 2 • Ingredients and their functions 	<ul style="list-style-type: none"> • Baking terminology comprehension (continued) • Identifying different baking ingredients and their functions

Week	Focus	Skills	Sub-skills
17	<ul style="list-style-type: none"> • Pies and pastries production • Other baked products 	<ul style="list-style-type: none"> • Choux pastry • Perfecting the crust • Baking the meringue 	<ul style="list-style-type: none"> • Cream puffs • Custard pie • Pineapple pie • Buko pie • Brazo de Mercedes
18	IN-HOW (Intensive Hands-on Workshop) Culmination Part 1	<ul style="list-style-type: none"> • Inventory and evaluation of skills and competencies • Practice acquired skills 	<ul style="list-style-type: none"> • Breads • Cakes
19	IN-HOW Culmination Part 2		<ul style="list-style-type: none"> • Cookies • Pies and pastries

Source: Tuloy sa Don Bosco Foundation

- ✓ This includes among others: skills training designed by national government agencies (NGAs) (for example, Agricultural Training Institute, Philippine Carabao Center, Department of Tourism), training programs developed by industry or private training institutions.
- ✓ Box 4-1 gives an example of a Training Syllabus developed and used by a private tech-voc school.

Skills training should incorporate relevant Core Competencies of the ALS Elementary and Secondary curriculum as may be necessary for the development of certain skills. For example, measurement for carpentry, or weights and measures for baking.

Schools should be guided by the results of the recognition of prior learning (RPL) assessment of learners to guide them in the selection and design of the skills training content. Some learners may have acquired specific skills prior to their enlistment to ALS-EST, and schools should be able to build on those.

The length of the skills training depends on its design, as outlined in the TR or the approved training program, and the specific needs of learners and the community. It is possible for schools to have comprehensive trainings that last for several months, and also have shorter duration trainings with specific focus.

The schools will devise appropriate schedules for the education component and the skills training component of the Program. As an implementation strategy, many ALS-EST schools offer the education component on weekdays, and the hands-on vocational skills training on weekends.

Integrating Education and Skills Training Competencies

ALS-EST aims to maximize opportunities for curriculum integration. This involves:

- Integration of competencies across the six learning strands
- Integration of ALS education and skills training competencies

Integration will make the skills training more meaningful as students learn not only the 'how' but also the 'why' of doing things. Students learn to be critical of their own work leading to improved ways of thinking which is an essential requirement for becoming an empowered and productive member of society.

Aligning these learning competencies require that the ALS teachers and Skills Trainers work together to do joint mapping, draw up the syllabi together, and plan the teaching tasks (see Chapter 6, Learning Delivery, and Chapter 7, Learning Facilitators and Tech-Voc Teachers).

There have been efforts by ALS-EST schools and non-DepEd partners to integrate skills training with the teaching of education competencies. Box 4-2 and Box 4-3 give examples.



Box 4-2. Curriculum Integration in Inocencio V. Ferrer Memorial School of Fisheries

The school approaches curriculum integration in four steps: mapping, curriculum web, curriculum brief, and session guide.

- Mapping: Competencies identified in the learning strands specified in the Individual Learning Agreement (ILA) can be mapped and matched with those required for the skills training. Table 4-5 shows a sample of mapped competencies.

Table 4-5. Sample of Competencies Map: Food Processing NC II

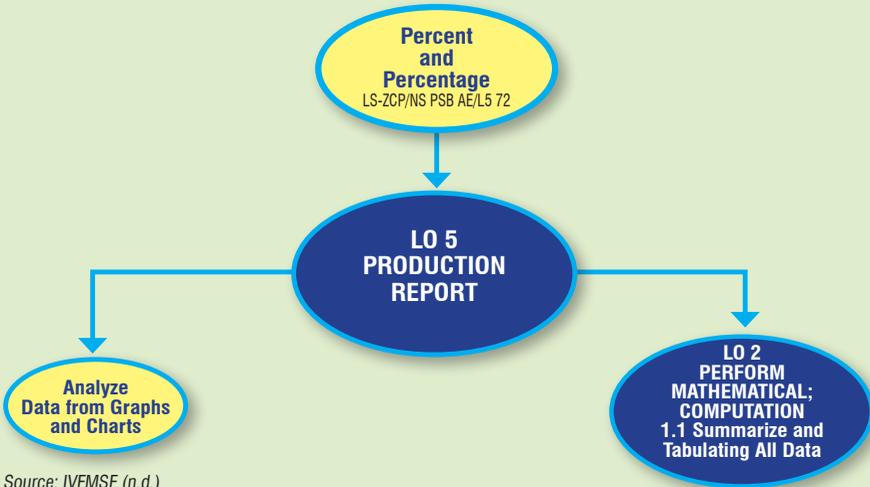
ALS-EST LEARNING STRANDS	SKILLS COMPETENCIES
1. Interpret common written abbreviation and acronyms LS 1 CS/EN-PSC-BL-3	L03 Implement Food Sanitation Practices 1.1 Workplace Sanitation Regulation in Implementing Sanitary Food Handling Practices 1.2 Safety Measures to be Observed in Implementing Sanitary Food Handling Practices L03 Perform Post Packaging Procedures 1.1 Method of Labeling
1. Analyze Data from Graphs and Charts 2. Percent and Percentage LS2 CP/INS-NS-PSB-AE/LE-69	L01 Perform Mathematical Computation 1.1 Summarizing and Tabulating All Raw Data Gathered L05 Production Report 1.1 Process Flow Chart of Making Pickled Mixed Vegetables 1.2 Daily Production Input 1.3 Daily Production Output
1. Ratio and Proportion LS2 CP/NS-NS-PSB-AE-65 2. Scientific Methods of Food Preservation LS2 SC-AS-PSB-BL/LE/AE/LS-1.2.1	L03 Process Food/Fish by Salting, Curing and Smoking 1.1 Prepare Salting, Curing Solutions and Mixture (Measuring and Weighing required salt for salting, curing and smoking) L04 Cook Sugar Concentrates 1.1 Cook Jam, Jellies, Marmalade and Preserves L03 Process Foods by Fermentation and Pickling (Fruits and Vegetables) 1.1 Perform Alcoholic Fermentation 1.2 Perform Acetic Acid Fermentation 1.3 Perform Lactic Acid Fermentation L03 Process Fish and Other Fishery Products by Fermentation and Pickling 1.1 Prepare Salting and Curing Solution and Mixturing
1. Reduce Wastage of Resources at Home and Work 2. Proper Ways of Caring for and Conserving the Environment S2 SC-AS-PSB-LE/AE/LS/AS19.28	L04 A. Render Safety Measures 1.1 Safety Measures to be applied to work place rules and regulations L05 B. Implement Housekeeping Activities 1.1 Waste Management

ALS-EST LEARNING STRANDS	SKILLS COMPETENCIES
3. Prepare a Plan for Setting Up a Small Business LS4 LC-AE-RSB-LE/AE/LS/ AS-8.1	L05 Production Report 1.1 Procedure for Determining the Selling Price of Processed Products 1.2 Financial Recording
4. Understand Work Related Health LS2SC-AS-PSB-BL/LE/AE/LS/ AS-1.4.3	L02 Observe Personal Hygiene and Good Grooming 1.1 Measure to consider in Practicing Personal Hygiene and Good Grooming L03 Implement Food Sanitation 1.1 Food Safety

Source: IVFMSF (n.d.)

- Curriculum Web:** From the identified competencies for both basic ed and skills training, a central theme or a binding project/performance may be utilized to connect these competencies together. Figure 4-1 shows a sample curriculum web.

Figure 4-1. Sample Curriculum Web: ALS Competencies and Skills Competencies



Source: IVFMSF (n.d.)

- Curriculum Brief:** This is a comprehensive documentation of the integrated curriculum, which specifies the ALS and Skills Competencies, as well as the Teaching-Learning Strategies.
- Session Guide:** From the curriculum brief, facilitators/trainers may proceed with developing a session guide. The session guide lays out the activities to be done for a specific session. Table 4-6 gives an example.

Table 4-6. Sample Session Guide: Food Processing NC II (Excerpts)

Learning Objectives ¹															
1.1 Textual Form 1.2 Tabular and Graphical Form 1.3 Flow Chart of making Salted Egg															
Key Learning Points	Methodology/Activities														
Summarizing and Tabulating all Raw Data Gathered Any set of information or data collected for study should be organized and analyzed systematically for easier and faster interpretation. To do this, collected data may be presented in any of the following forms: <ol style="list-style-type: none"> The textual forms are used when data to be presented are few. The tabular and graphical forms are used when more detailed information is to be presented Using tables and graphs has the following advantages: <ol style="list-style-type: none"> Data is presented in more practical and convenient way. Instead of writing text on the information gathered, items can be enumerated in tabular form or shown in graphical form Data can be compared more easily Recording tables and graphs can be done more easily because the needed information can be seen at a glance. Data can be analyzed comparatively Tables and graphs enable a thorough analysis of data because all needed information is clearly known. 	<i>Introduction:</i> Ensure that the room was arranged based on the design grouping and all conditions are observed. DO: Greet the learners and make them comfortable. Unlocking Difficulties (Matching Type) Duration: 10 minutes <i>Direction:</i> Write the correct answer in column A from its corresponding answer to column B. Duration:10 minutes <table border="1"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>_____ 1. To count, record or list systematically</td> <td>a. Production Report</td> </tr> <tr> <td>_____ 2. A collection of information about a study under investigation</td> <td>b. Tabulate</td> </tr> <tr> <td>_____ 3. The process of capturing data or translating information to a recorded format stored on a storage medium often referred to as 'record'</td> <td>c. Data</td> </tr> <tr> <td>_____ 4. A homogenous mixture of substance with variable composition</td> <td>d. Recording</td> </tr> <tr> <td>_____ 5. A written record showing the input-output relationship in determining the yield from a certain procedure</td> <td>e. Solution</td> </tr> <tr> <td></td> <td>f. Cost</td> </tr> </tbody> </table>	A	B	_____ 1. To count, record or list systematically	a. Production Report	_____ 2. A collection of information about a study under investigation	b. Tabulate	_____ 3. The process of capturing data or translating information to a recorded format stored on a storage medium often referred to as 'record'	c. Data	_____ 4. A homogenous mixture of substance with variable composition	d. Recording	_____ 5. A written record showing the input-output relationship in determining the yield from a certain procedure	e. Solution		f. Cost
A	B														
_____ 1. To count, record or list systematically	a. Production Report														
_____ 2. A collection of information about a study under investigation	b. Tabulate														
_____ 3. The process of capturing data or translating information to a recorded format stored on a storage medium often referred to as 'record'	c. Data														
_____ 4. A homogenous mixture of substance with variable composition	d. Recording														
_____ 5. A written record showing the input-output relationship in determining the yield from a certain procedure	e. Solution														
	f. Cost														
	MOTIVATION: FOUR PICS ONE WORD (slides presentation) Duration: 15 minutes The trainer will present several slides. The trainees will guess what word is being used to describe the picture in the presentation.														

Source: IVFMSF (n.d.)

Box 4-3. Curriculum Integration in Silliman University

Silliman University is a private research university based in Dumaguete City. It is developing an ALS-EST program that covers the following skills: para-teaching, assistant librarianship, sports coaching and officiating, and information and communications technology. Silliman University took the following steps to integrate the education and skills training curriculum for the Program:

- Reviewed the content, performance standards, and competencies for the six ALS learning strands
- Specified the competencies required for the intended ALS-EST programs
- Took into account the needed competencies for skills training vis-a-vis TESDA handbook, tertiary syllabuses, coaching manuals, and other reference materials
- Mapped the content and performance standards as well as competencies for each of the programs based on the Basic Education Enhanced K to 12 Curriculum Program, the updated ALS learning strands, baccalaureate course competencies, TESDA competencies, and competencies indicated in training manuals
- Finalized the time allocation for each program and the actual time allocation needed for each unit/skill to be covered
- Did a breakdown of coverage or processes needed to achieve the standards/competencies and skills in every program, using an agreed format
- Derived the meaning of the learning goals of the knowledge that need to be acquired and transferred them to each of the lessons and units in the specific program
- Specified the key ideas and essential questions for each of the units in each of the programs, including teaching and learning strategies/activities, assessments (diagnostic, formative and summative), journal writing for portfolio assessment, and other materials and resources needed
- Identified the core values to be integrated, according to DepEd's and the University's Vision, Mission and Goals
- Established the alignment of content and learning progression within and across programs
- Completed the articulated and integrated curriculum maps for the programs
- Modules for each of the programs will be designed based on the curriculum maps

Source: Silliman University

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5

LEARNING RESOURCES



Learning resources constitute an important support component of the ALS-EST program as they enhance and optimize the teaching-learning process. It is essential to provide an environment that is conducive to learning, understanding, reflection, and engagement.

Resources are developed and provided for both the basic ed and skills training components of the ALS-EST.

Types of Learning Resources

Learning Facilities

Learning facilities are physical resources where the teaching-learning process takes place, for example, learning centers, kitchens, workshops, and laboratories.

- ALS-EST uses available facilities in the community that are conducive to learning, and help learners acquire the most appropriate and updated techniques and technology. These facilities frame the learning environment which is a critical pillar of learning delivery.
 - ✓ ALS-EST uses the facilities of the implementing schools as a main resource for the skills training component. These schools are equipped for the delivery of Technical Vocational Education Training (TVET).
 - ✓ The basic ed component is more flexible as to where learning takes place or as to the learning facilities used.
 - ✓ Where possible, implementing schools may link with partners for the use of specific facilities like kitchen, laboratories and workshops for both the basic ed and skills training components (see Chapter 10, Partnerships).
- A good learning facility is important because it provides:
 - ✓ Spaces conducive to basic learning and practice of skills
 - ✓ Repository sites/places to store modules and equipment used for basic ed and skills training
 - ✓ Spaces for interaction among teachers and learners
 - ✓ Spaces for other activities relevant to the implementing schools and learners

In the long term, ALS-EST hopes to develop and build ALS-EST Learning Centers. Figure 5-1 illustrates a prototype of an ALS-EST Learning Center.

Box 5-1. A Prototype: ALS-EST Learning Center

The Lawaan National School of Craftsmanship and Home Industries in Lawaan, Eastern Samar hosts the first ALS-EST Learning Center.

This ALS-EST Learning Center is designed as a multi-use facility with dedicated spaces:

- Lecture and demonstration room
- Skills workshop room (depending on skills training offered)
- Teachers' room
- Storage area
- Nursery/playground for the children of learners
- Wash area

This learning center was designed and built in partnership with the Philippine Business for Social Progress, a foundation committed to poverty reduction and meaningful social change, with support from the Australian Government.

Figure 5-1. ALS-EST Learning Center Prototype Sketch



Learning Modules

Learning modules are printed or non-printed materials that guide both teachers and learners through the content of and learning activities for a subject matter, for example, subject matter modules in text or video format.

As ALS-EST evolves, it will contribute to the refinement of existing, and the development of new modules in line with these principles:

- ✓ Interactive
- ✓ Use the four A's of adult learning: Activity, Analysis, Abstraction and Application
- ✓ Informal and conversational in style
- ✓ Incorporate self-assessment
- ✓ Contextualized in everyday situations
- ✓ Culture-responsive/sensitive
- ✓ Gender-responsive
- ✓ Project-based learning
- ✓ Authentic assessment
- ✓ Suitable for self-learning

• **Basic Ed Modules**

- ✓ ALS-EST uses the basic ed materials prescribed in the regular ALS program (ALS Manual, forthcoming).
 - These modules are designed to address the skills and competencies corresponding to the six learning strands of the ALS Curriculum.
 - The Basic Ed component uses an integrated approach where lessons are tackled as practical applications across functions in everyday life.
- There are text-based materials currently available (ALS Manual, forthcoming):
 - ✓ Basic Literacy Program
 - ✓ A&E Program (Elementary and JHS)
 - ✓ Academic Bridging (JHS and SHS)
 - ✓ A&E modules for special groups
 - Indigenous People learners (IP modules) and Muslim learners (Arabic Language and Islamic Values Education/ALIVE modules) (D.O. 32, s. 2015)

• Skills Modules

ALS-EST prioritizes the acquisition and use of the most updated modules for skills training.

Modules for skills training are usually more technical in writing style with easy-to-follow instructions. Lessons focus on basic, common, and core competencies.

ALS-EST implementing schools use:

- ✓ Learning materials developed by their own Tech-Voc Teachers and Skills Trainers
- ✓ TESDA-approved modules that are not more than five years old
- ✓ Relevant resources developed by competent groups (government agencies, international organizations, Non-Government Organizations (NGO), industry groups)

SUPPORTING MATERIALS

- *ALS modules for basic literacy and elementary levels have accompanying **Facilitator's Guide** to assist in planning and conducting structured learning sessions for learners. Facilitator's Guides are self-contained with step-by-step procedures.*
- *Not all skills training modules have a Facilitator's Guide, and skills trainers are encouraged to develop their own guides.*



Box 5-2 shows excerpts from a TESDA TR on a specific skill. TESDA’s websites carry hundreds of downloadable TRs covering various skills (see Chapter 4, Curriculum).

Box 5-2. Excerpts from a TESDA TR in Automotive Servicing NC II

SECTION 2. COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in AUTOMOTIVE SERVICING NC II

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION
UNIT CODE : 500311105
UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources . 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information. 1.3 Appropriate medium is used to transfer information and ideas. 1.4 Appropriate non-verbal cues is used. 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed. 1.6 Defined workplace procedures for the location and storage information are used. 1.7 Personal interaction is carried out clearly and concisely.
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time. 2.2 Own opinions are clearly expressed and those of others are listened to without interruption. 2.3 Meeting inputs are consistent with the meeting purpose and established protocols . 2.4 Workplace interactions are conducted in a courteous manner. 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented.
3. Complete relevant work related documents	3.1 Range of forms relating to conditions of employment are completed accurately and legibly . 3.2 Workplace data is recorded on standard workplace forms and documents. 3.3 Basic mathematical processes are used for routine calculations. 3.4 Errors in recording information on forms/documents are identified and property acted upon. 3.5 Reporting requirements to supervisor are completed according to organizational guidelines.

Supplementary Learning Materials

Supplementary learning materials may be used or developed if current ALS-EST materials are found to be insufficient, or needed enhancing for a better learning experience.

These include, among others:

- General reference materials (encyclopedia, dictionaries)
- Online materials (websites, learning portals)
- Posters and visual aids developed by teachers and learners

Learning Facilitators should be able to identify other suitable supplementary learning and reference materials.

- ALS-EST utilizes available resources and materials and will develop new ones as the Program evolves.
- ALS-EST encourages teachers to prepare contextualized ancillary teaching aids as needed, and implementers to tap partners for support for learning resources (see Chapter 10, Partnerships).
- School-developed materials for basic ed may be uploaded to the Learning Resource Portal (LR Portal) after undergoing quality assurance assessment by the Schools Division Office (SDO) and the Bureau of Learning Resources.

Tools and Equipment

For skills training to be effective, teachers and learners need access to tools and equipment. These will vary according to the requirements of each skill area.

Tools and equipment are devices like machines, gears, and implements.

Currently, only tools and equipment for skills training are available in ALS-EST. For basic ed, these could be available through partnerships in the future.

Raw Materials and Ingredients

ALS-EST implementing schools also provide raw materials, inputs, and ingredients for use in the skills training. The Program covers the expense for these inputs (see Chapter 13, Finance Management).

Raw materials and ingredients are consumable items which are necessary for a learning experience or a lesson to be fully grasped. These items vary accordingly per skills training. Examples of these are wood, paint, door handles, nails, and wood glue which are needed for carpentry and furniture-making skills training. For baking skills training, ALS-EST implementers need to provide supplies like eggs, flour, baking soda, sugar, and lard.

Box 5-3. Learning Materials in Different Forms

Learning materials may be text-based or non-text-based. Text-based are printed materials. Non-text learning materials include digitized and radio program canned materials.

Text-Based Materials

Printed regular ALS materials are ready for use by the ALS-EST program for the basic ed component.

DepEd is developing materials to fully cover the K to 12 competencies for ALS.

- DepEd has begun mapping existing materials against the competencies of the new ALS K to 12 Curriculum.
- ALS teachers are encouraged to use supplementary materials to cover the gaps.

The following are the most commonly available types of text-based materials:

- Basic ed modules
- Facilitator's Guide
- Textbooks
- Supplementary/contextualized materials
- Skills Training modules

Non-text-Based Materials

Radio-Based Instruction (RBI) Scripts are used for the broadcast of lessons within specified areas.

- RBI lessons may be broadcast in local community radio stations
- RBI scripts are also available in CDs, DVDs or flash drives, and can be played during learning sessions.
- Digitized Modules are printed A&E modules that have been converted into digital format, and can be accessed through computers, tablets, smart phones, and other digital devices.
 - ✓ The CO provides these learning materials to ALS Learning Facilitators through trainings.
 - ✓ The SDO and ALS Community Learning Centers also provide some of these soft copy materials.

Source: ALS Manual (Forthcoming)

Accessing Learning Resources

DepEd provides learning resources to implementing schools.

- Learning Facilitators and Tech-Voc Teachers are encouraged to be resourceful in looking for available supplementary learning materials.
- ALS-EST implementing schools have access to DepEd-developed materials through DepEd's Learning Resource

portal (<http://lrmds.deped.gov.ph>), a web-based catalogue and repository of learning, teaching, and professional development resources.

Some modules available for the ADM program may be useful supplementary resources for ALS-EST.

Modules for elementary level:

- ✓ *Modified In-School, Out-School Approach (MISOSA)*
- ✓ *Instructional Management by Parents Community and Teachers (IMPACT)*

Modules for secondary level:

- ✓ *Effective Alternative Secondary Education (EASE)*
- ✓ *Open High School*

Source: SEAMEO (2013)

Box 5-4. Accessing DepEd's Learning Resource Portal

Both ALS Learning Facilitators and ALS-EST Learners need to register in the LR portal to access it.

ALS-EST Learning Facilitators:

- Using DepEd Gmail account – gain full access to learning materials (ex. juan.delacruz@deped.gov.ph)
- Using a regular email address – access and view Learner's materials only

ALS-EST Learners:

- The Learning Resource Management Supervisor of the Division/Regional Offices (RO) shall assist the Learner in registration.
- Use personal email address to access and view learner's materials

Box 5-5. TESDA e-Learning Portal

ALS-EST Learning Facilitators can direct ALS-EST Learners to register in the TESDA e-learning portal (www.e-tesda.gov.ph) which also provides learning materials. They need to use their personal email address to register.

TESDA's portal also gives access to learning materials like Curriculum Based Competencies and TRs.



Distribution of Materials

• ***Distribution to Implementing Schools***

The Division Office provides soft copies of text and non-text learning materials which implementing schools can reproduce.

- ✓ The number of photocopies depends on the number of Learners who need them.
- ✓ Division Offices and ALS-EST implementing schools may seek support from partners for the reproduction of additional learning materials.

• ***Distribution to Learners***

Ideally, ALS-EST implementing schools reproduce enough copies of the materials so that each Learner has access to them (ALS Manual, forthcoming).

- ✓ The number and type of modules received by a Learner varies depending on his/her interest or learning requirement.
- ✓ A Learner receives copies of modules, handouts, and other specific learning materials based on his/her personal interests and learning needs documented in the ILA.
- ✓ Modules/handouts should be of good quality
 - clear, readable, and presentable
 - not reduced in size
- ✓ Implementers record and document the modules issued to Learners.
- ✓ The Learner returns the modules after completion.

The Borrowing or Library System

Ideally, each Learner should have a copy of the modules s/he needs. However, in cases that this is not possible, the Learner may access the modules through the borrowing or library system (ALS Manual, forthcoming).

Under this system, the Learner borrows modules from their schools or Learning Facilitators.

- The Learner answers the module activities in an exercise notebook rather than directly on the printed copy of the module.
- The Learner returns the module to the school or Learning Facilitator after completing the module.
- The module is made available for other Learners to use.

The implementing school or Learning Facilitator shall establish procedures for the loan and return of materials and recording/monitoring of module loans/return.

The school and Learning Facilitator undertake various measures to safeguard the physical condition of learning materials.

Storage, Maintenance, and Care of Learning Resources

D.O. 14, s. 2012, and D.O. No. 25, s. 2003 set the guidelines for storing and care of textbooks. While guidelines for learning materials are still not established, ALS-EST implementers can use the above department orders for the meantime.

- Implementing schools are required to permanently keep on-hand at least one complete set of modules (hard copy).
- Modules should be stored in a clean, dry, safe, and secure place.
- The implementing school is responsible for ensuring the security and proper storage of learning materials delivered to them.
 - ✓ The storage facility should be free from moisture, contamination of chemicals or fumes, termites, dust, and other elements or conditions that could endanger them.
 - ✓ The school shall keep soft copies of modules in secure digital storage devices.

Care of Tools, Equipment, and Gears

The implementing school is primarily responsible for the proper care, maintenance, and storage of the tools, equipment, and gears used for skills training.

- The Skills Teacher teaches Learners not only how to use the tools and equipment but also how to care for them.
- The Learner is encouraged to share responsibility for the cleaning and upkeep of the tools and equipment they use.
- Tools and equipment are properly stored in their shelves, secured and locked to prevent unpermitted use, and should be free from moisture that can cause rust.

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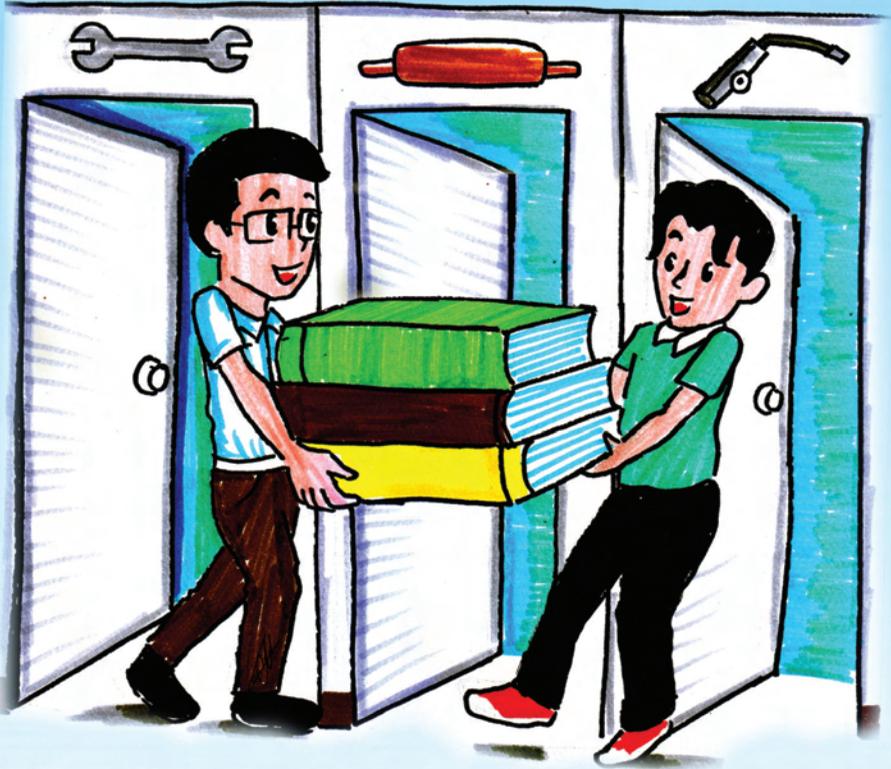
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6

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.

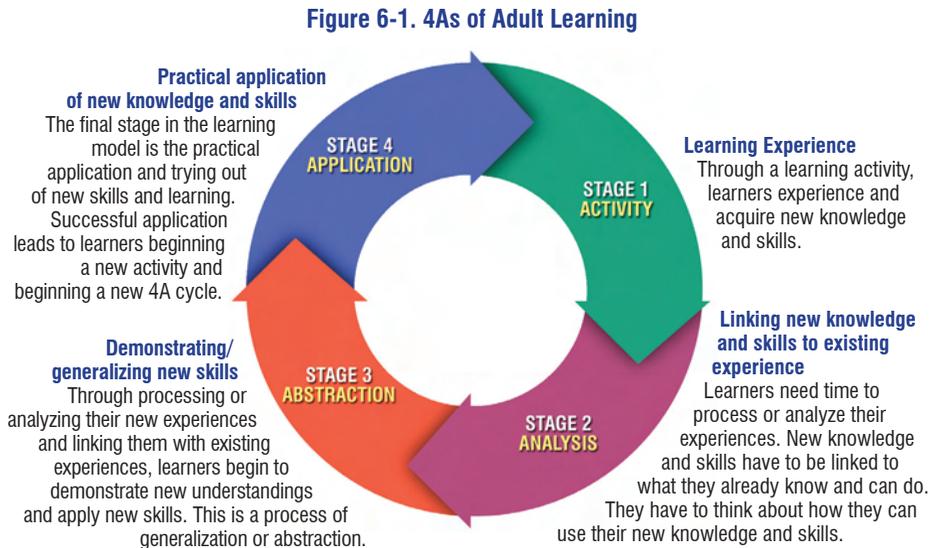
For ALS-EST, it may not always be possible for a learner to curate competencies for skills training, especially those that follow the TESDA TRs (see Chapter 8, Assessment, Certification and Recognition).



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.



Adopted from: ALS Manual (Forthcoming)

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

Mode or Strategy	Description	Advantage
Face to Face (F2F)	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.	It provides one-on-one instructional support and direct instructional supervision and feedback.
Independent	The learner learns by himself/herself using learning tools and self-instructional materials/modules. It may involve interactive /computer-based instruction.	It allows learner more control of his/her learning in time, pace, and style.
Peer Learning	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).	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).
Blended	It is a teaching-learning combination involving: computer/internet-based instruction, face-to-face facilitator-aided learning, and independent study.	It combines the advantages of face-to-face and independent learning. It provides a variety of learning resources and modalities of learning.
eSkwela	A&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&E core modules.	It combines the advantages of independent learning and distance learning.
Radio- Based Instruction (RBI)	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.	It reaches a wider audience.
Immersion	It is a simulated workplace experience for the students to develop industry-based competencies (The Asia Foundation, 2018).	It provides students “real workplace” experience, enabling them to make more informed career choices and improve their employment prospects (The Asia Foundation, 2018).

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

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

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

	Description	Benefits
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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	<p>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).</p> <p>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.</p>	<ul style="list-style-type: none"> • 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

Description	Benefits
Mentoring	Mentoring is the provision of guidance and support in a variety of ways to a young person or someone joining a new learning community or organization by an experienced person who acts as a role model, guide, tutor, coach or confidante (CEDEFOP, 2008). In ALS-EST, this can be done by the Learning Facilitator, Skills Trainer, industry or community leader.
Review sessions for A&E	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).
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

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7

LEARNING FACILITATORS AND TECH-VOC TEACHERS



Signature

To deliver integrated Basic Education and Skills Training, and enhance the overall interactive teaching-learning experience, ALS-EST enlists the services of Learning Facilitators (ALS Mobile Teachers and District ALS Coordinators) and Tech-Voc Teachers.

While Learning Facilitators and Tech-Voc Teachers separately tackle each of the two major components, they are expected to work together to address the needs of the Learners:

- Contextualizing instruction
- Integrating compatible learning competencies
- Co-developing teaching and assessment materials
- Fostering a holistic developmental environment for the Learners

They stimulate Learner engagement as partners in their own learning process. In sum, they co-direct and co-manage the learning path of Learners.

Learning Facilitators: Roles and Responsibilities

Learning Facilitators are in charge of instruction, coordination and administration. As the ALS-EST program matures, these areas of responsibilities will be further refined, but the following constitute some of the basic (ALS Manual, forthcoming).

Instruction

- Work with Learners to develop ILAs, identify appropriate learning support strategies, develop individual and group projects, and guide them through the assessment process
- Coordinate with Tech-Voc Teachers in promoting integration of basic ed and tech-voc competencies
- Conduct and facilitate one-on-one and group learning sessions and study circles
- Identify and prepare contextualized supplementary learning materials
- Monitor, evaluate, and give feedback on Learners' performance and progress
- Support and guide Learners in the development of presentation portfolios
- Provide motivational support to Learners

Coordination

- Give orientation on ALS-EST program
- Identify and invite appropriate resource persons for special topics and expertise
- Develop a network of support among Learning Facilitators
- Link with LGUs and other community stakeholders on Learner recruitment and support, database building, and resource mobilization
- Coordinate with LGUs and other government offices, community partners, and industry groups in the identification of needed skills, provision of training, and Learner post-program options and pathways

Administration

- Recruit, enlist, screen, and place Learners
- Enroll Learners in the LIS
- Help maintain the integrity, security, and quality of learning facilities, equipment, and materials/modules
- Keep and maintain Learner records
- Assist Learners to register for the A&E test

Learning Facilitators are regular public school teachers assigned by DepEd Schools Divisions to teach in ALS-EST. Usually, they either have experience or are currently working as ALS Mobile Teachers. They undergo the process of hiring as stipulated in D.O. 7, s. 2015 (Hiring Guidelines for Teachers). At the minimum, Learning Facilitators should have:

- Bachelor's degree in Elementary or Secondary Education
- Passed the Licensure Examination for Teachers (LET)

The ALS-EST approach to learning is unique, hence, it is important that Learning Facilitators are adaptable, and can appreciate the different circumstances and diversity of ALS-EST Learners. ALS-EST uses experiential learning as its main method, so Learning Facilitators are expected to employ the life-skills approach to teaching, and recognize and build upon the prior learning of Learners.

Similar to the regular ALS program, ALS-EST Learning Facilitators exercise flexibility with the place of teaching. Often, they conduct learning sessions in communities where the Learners are located. Lessons can be one-on-one or in groups.

Given the unique challenges facing ALS Learners, Learning Facilitators should ideally possess or acquire the following competencies and qualities:

- Flexibility and adaptability
- Resourcefulness
- Patience
- Passion for the craft of teaching
- Empathy
- Higher order thinking skills
- Self-confidence
- Social networking
- Understanding of Learners' contexts and unique learning needs
- Commitment to on-going personal and professional development

Tech-Voc Teachers: Roles and Responsibilities

In ALS-EST, the Skills Training component is handled by skills instructors or Tech-Voc Teachers. They perform the following functions:

- Teach and ensure that Learners master the skills of choice
- Coordinate with Learning Facilitators in promoting the integration of basic ed and tech-voc competencies
- Evaluate Learners' progress based on evidence
- Help Learners secure on-the-job-training and immersion opportunities
- Prepare Learners for assessment and certification
- Maintain ALS-EST facilities, equipment, and modules in working order, and orient Learners on their proper use and care



- Coordinate with Learning Facilitators on monitoring Learner performance and progress
- Work with Learning Facilitators to assist Learners in their exit options and post-program career pathways

ALS-EST uses the same hiring process for Tech-Voc Teachers as stipulated in D.O. 51, s. 2017 which provides the amended qualification standards for SHS TVL Track Teachers. The minimum requirements include (see Table 7-1):

- A Bachelor's degree or completion of tech-voc courses in area of specialization
- A National Certificate Level II appropriate to specialization
- If aiming for a permanent appointment, must pass LET within five years of initial hiring

National Certificate and Trainers Methodology (TM)

The NC is a certificate given to a learner who underwent and completed skills training and industry immersion, and passed the assessment given by TESDA.

- https://www.tesda.gov.ph/Download/Training_Regulations

TM consists of competencies a TVET trainer or assessor must achieve: planning training sessions, facilitating learning sessions, supervising work-based learning, conducting competency assessment, maintaining training facilities, and utilizing electronic media in facilitating training. Achieving these competencies qualifies a person to be a TVET/Technical Trainer, Training Facilitator/Coordinator, or Competency Assessor.

- <https://www.e-tesda.gov.ph/course/index.php?categoryid=7>

Table 7-1. Qualification Standards for SHS Teaching Positions (TVL Track)

Position Title	SG	Education Requirement	Experience Requirement	Training Requirement	Eligibility Requirement
Teacher 1 (SHS)	11	Bachelor’s Degree of completion of technical-vocational course(s) in the area of specialization	None Required	At least NC*II *Appropriate in the specialization	* Applicants for a permanent appointment RA 1080 (Teacher); if not RA 1080 eligible ¹ ; they must pass the LET within five (5) years after the date of first hiring.
	12	Bachelor’s Degree of completion of technical-vocational course(s) in the area of specialization	6 months of relevant teaching or 1 year of industry work experience	At least NC*II + TMC **I *Appropriate in the specialization	
Master Teacher I (SHS)	13	Bachelor’s Degree of completion of technical-vocational course(s) in the area of specialization	1 year of teaching experience and 6 months of relevant industry work experience	At least NC*II + TMC **I *Appropriate in the specialization	
Master Teacher II (SHS)	18	Bachelor’s Degree of completion of technical-vocational course(s) in the area of specialization	1 year teaching experience and 1 year of relevant experience	At least NC*II + TMC **I *Appropriate in the specialization	
Master Teacher III (SHS)	19	Bachelor’s Degree of completion of technical-vocational course(s) in the area of specialization	2 years of teaching experience and 1 year of relevant industry work experience	At least NC*II + TMC **I *Appropriate in the specialization	* Practitioners (part time only): None required
Master Teacher IV (SHS)	21	Bachelor’s Degree of completion of technical-vocational course(s) in the area of specialization	2 years of teaching experience and 2 years of relevant industry experience	At least NC*II + TMC **I *Appropriate in the specialization	

*NC- National Certificate **TMC-Trainer’s Methodology Certificate

¹ They shall be issued provisional appointments which shall be effective not beyond the school year during which the appointments were issued. For this purpose, school year shall cover twelve months with the date of appointment as the reckoning date. The appointment shall be subject to renewal.

Source: DepEd Order No. 51, s. 2017

Other Instructional and Training Support

ALS-EST Learning Facilitators and Tech-Voc Teachers from time to time and as appropriate may tap outside experts, practitioners, and resource persons to help them with highly-specialized topics and manage regular sessions.

ALS-EST Learning Facilitators, for example, are likely to enlist the support of specialist high school teachers to help teach the higher more complex academic competencies of the secondary level of the ALS-EST K to 12 Curriculum, in mathematical problem solving, scientific literacy, and English communication skills.

They may also enlist or receive the assistance of para-teachers and teaching assistants who will, under their supervision, help implement learning, assessment and related activities.



The Interface: Team Teaching Approach

DepEd adopted the interdisciplinary Team Teaching Approach in its enhanced K to 12 Curriculum. The interface among Learning Facilitators, Tech-Voc Teachers, and other instruction and training support occurs through this method. Team teaching is essential for the following reasons:

Integration of Compatible Competencies

ALS-EST Learners are given lessons covering competencies across different topics and skills. The subject matter and skills teachers can work together to integrate different competencies, to enhance interest and understanding by Learners.

For instance, to integrate communication with skills competencies, an English or Filipino teacher can assign Learners writing or reporting assignments using processes they learn in their skills training class.

- The teacher may use the skills module for the functional content of a reading comprehension or vocabulary lesson.
- The teacher may use the skills module for the functional content of a reading comprehension or vocabulary lesson.
- Teaching weights and measures, ratios and estimation can be contextualized around the world of work and the specific vocational skill area the Learner is studying for example baking, carpentry, welding.
- Other competencies, like life and soft skills, may be assessed based on the Learners' oral report or written output. It can be assessed with respect to timeliness, neatness of presentation, level of the Learner's preparation and confidence, interaction with teacher and other Learners, and so on.

Complementation of Coverage of Competencies

It is likely that not many ALS-EST Learning Facilitators would have adequate level of mastery of the content knowledge of the entire ALS K to 12 Curriculum particularly at the secondary level. Higher level academic content in areas of Mathematics, Science, and English communication skills will likely require Learning Facilitators to seek technical support and teaching inputs from specialist teachers.

- This will require the Learning Facilitator to act as a knowledge manager working with specialist teachers to plan, coordinate, and monitor specialist technical content inputs that address the identified learning needs of the Learners.

- The Learning Facilitator will need to share his/her expertise and insights on the learning readiness, needs, styles, and contexts of the Learners, with the specialist teachers, and support them regarding learning pedagogy, learning materials and Learner assessment strategies.
- All Learner outputs from the learning sessions with specialist teachers need to be recorded and kept in the Learners' portfolios (work folders).

Contextualization of Teaching Materials

Learning Facilitators and teachers are encouraged to identify and prepare supplementary learning materials. With the Team Teaching Approach, it is much easier to contextualize these materials to specific skills type or Learner environment.

For instance, if the skills offering in an ALS-EST school involves baking and cookery, activity handouts for numeracy competency can have examples for ingredient measurement, conversion from pounds to grams, and word problems involving the cooling time for baked goods.

Learner Support

Both Learning Facilitators and Tech-Voc Teachers are involved in the monitoring and assessment of Learners. They work together to provide Learners with proper guidance and counseling, and help them plan their career development path.

The Team Teaching Approach multiplies the expertise and skills competencies available to both teachers and Learners, facilitates ease of instruction, and improves the overall ALS-EST environment.



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8

ASSESSMENT, CERTIFICATION, AND RECOGNITION



The ALS-EST program recommends assessments that are varied and fair for all types of Learners. Assessment is a continuous and systematic process of collecting qualitative and quantitative information, and is designed to improve, demonstrate, and inquire about student learning (Mentkowski, 1999).

The Changing Nature of Assessment

Perspectives and practices in assessment have continually evolved.

Traditional assessments were mainly summative. They were done at the end of a lesson, chapter, or unit activity. Nowadays, assessment is seen as an integral part of the learning process, done continuously, giving premium to formative assessment or assessment for learning.

In the past, assessment was limited to paper and pencil tests, filling the blanks, and multiple-choice questions. With the aid of technology, broader formats are used, including constructed-response, performance-based, and project-based.

Before, assessments measured mainly factual knowledge and conceptual understanding, based on book information. Now, assessments measure 21st century skills of critical thinking, communicating, collaborating and creating.

Before, teachers were seen as ‘knowledge disseminators.’ Now, they are looked up to as ‘thinking facilitators.’

ALS-EST teachers and facilitators are expected to embrace these newer perspectives on assessment.

Assessment Methods: Gathering Evidence of Learners’ Progress

ALS-EST teachers combine different methods to assess what Learners know and can do, including:

- Observing Learners’ performance, formally and informally
- Dialogue – giving them opportunities to explain why and how they came up with a particular plan
- Analyzing the quality of Learners’ outputs or products based on agreed standards
- Tests – assess Learners’ mastery of a skill or concept

Across these assessment methods, it is important for ALS-EST teachers to give feedback that are: focused, substantive and timely. The feedback on Learners' performance serves to:

- Acknowledge and celebrate learning progress
- Highlight competencies which have been mastered
- Highlight areas for further improvement
- Identify reasons underlying Learner performance ratings/assessment scores

For a discussion of basic assessment principles, sample rubrics for varied purposes and assessments in different learning areas, see Classroom-based Assessment Resource Book (CARB, 2018). This is a resource developed by DepEd that serves as a useful reference as it supports D.O. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Ed Program).

In the ALS-EST program, authentic learning and assessments are required. Learning and assessment becomes authentic when it allows Learners to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the Learner. It includes creating a product that addresses a particular need or, in the context of ALS-EST, can be a source of income for the individual and his/her family. Below are real-world examples of assessment:

- Conducting research and writing a report
- Holding constructive debates
- Doing experiments
- Making journals or writing reflections
- Engaging in pair or with group discussions
- Carrying out self-assessment

ALS-EST Assessments

Diagnostic and/or Pre-ALS-EST Assessment

Learners applying to join the ALS-EST program are expected to have basic literacy and numeracy competencies as well as a certain level of functional literacy skills. Learners without these minimum literacy competencies would likely struggle to complete the required learning activities and assessment tasks set by the Program. Applicants to the ALS-EST program may undergo the following assessments as part of the screening process (see Chapter 3, The Learners):

- *Recognition of Prior Learning* – Prior learning and experiences, formal or non-formal, are documented through the RPL. It is used both as a pre-assessment/diagnostic tool, and to document Learners' readiness in seeking certification at the end of the Program.
- *Assessment of Basic Literacy* – assesses a Learner's reading, writing, and numeracy skills.
- *Functional Literacy Test* – measures reading, writing, basic numeracy, and listening and speaking skills.

Together with the Learner, the ALS-EST teachers and instructors review the outcomes of these different pre-assessment tests. Collectively, the ALS-EST teachers and instructors determine if the Learner is adequately prepared to join the Program and what their priority learning needs are. Learning goals are then discussed and documented in an ILA.

Formative and Summative Assessment

DepEd Order 8, s. 2015 gives emphasis on two kinds of classroom assessments.

Formative Assessment includes what teachers do to check prior knowledge of Learners so that interventions can be done immediately while the lesson is ongoing. Summative Assessment is done at the end of a lesson or chapter.



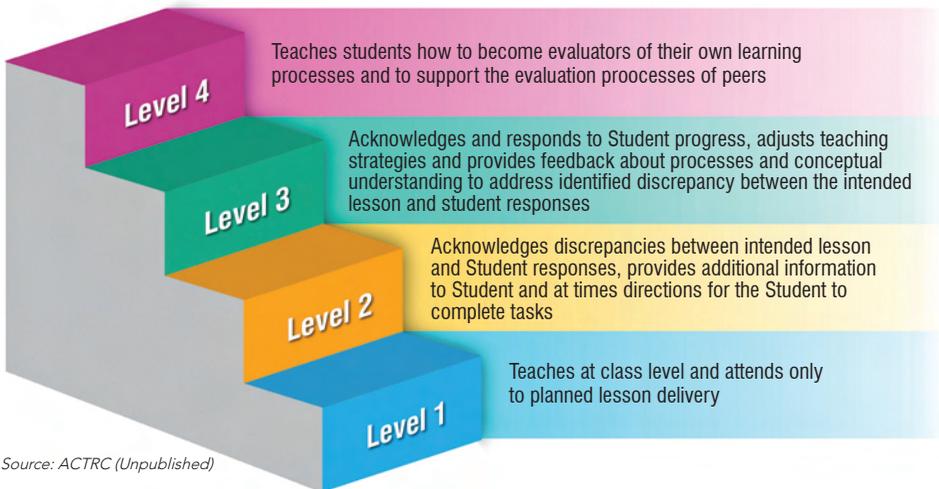
Table 8-1. Formative and Summative Assessment Compared

Areas of concern	Types of Assessment		
	Formative Assessment		Summative Assessment
	Assessment for Learning	Assessment as Learning	Assessment of Learning
Why Assess	To enable teachers to determine next steps in advancing student learning	To guide and provide opportunities for each student to monitor and critically reflect on his or her learning, and identify next steps	To certify or inform student’s proficiency in relation to curriculum learning outcomes
What to assess	Each student’s progress and learning needs in relation to the curricular outcomes	Each student’s thinking about his/her learning, what strategies he/she uses to support or challenge that learning, and the mechanisms he/she uses to adjust and advance his/her learning	The extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curricular outcomes
How to Assess	A range of methods in different modes that makes students’ skills and understanding visible	A range of methods in different modes that elicits students’ learning and metacognitive processes	A range of methods in different modes that assesses both product and process

Source: Adapted from Earl and Katz (2006)

In its study on Formative Assessment, the Assessment, Curriculum and Technology Research Center, a joint research center between the Assessment Research Centre, University of Melbourne and the University of the Philippines, defined formative assessment practice into four levels (see Figure 8-1).

Figure 8-1. Levels of Formative Assessment Practice



Source: ACTRC (Unpublished)

The ACTRC study revealed the limited practice of formative assessment in the Philippines. More than 50% of teachers are at Level 1. Around 20% and 8% are at Level 2 and 3, respectively, while no teacher reached Level 4. Much work needs to be done to develop assessment as a part of the learning process.

To help Learners develop a deeper understanding of concepts and skills, ALS-EST trainers have to practice various formative assessments:

- ***Performance-Based Assessment***

In general, a performance-based assessment measures the Learners' ability to apply the skills and knowledge learned from a unit/s of study. Typically, Learners are challenged to do tasks using their higher-order thinking skills to create a product or complete a process or set of tasks (Chun, 2010). Tasks can range from a simple demonstration to a complex design of a proposal for a new business venture.

The most genuine assessments in ALS-EST require Learners to complete tasks in a classroom setting that closely mirror the responsibilities of a certain occupation, for example, visual artist, baker, engineer, hairdresser, laboratory technician, plumber, and others.

ALS-EST Learners enrolled in a welding class are asked to safely cut metals and weld them to make a water tank. They can also be assessed on how they determine the right proportion of oxygen and acetylene to bend metals especially if they are using varied thicknesses of the iron bars.

In baking, Learners can demonstrate the processes in making a three-layer wedding cake complete with icing and decorations based on specifications of the bride or groom. In these examples, Learners can be assessed not only on the quality of their outputs but also on how they price their work to be able to earn.

- ***Project-Based Assessment***

Project-based assessment, which is primarily used under the PBL strategy, uses projects to simulate real-world situations. It encourages Learners to integrate and apply multiple learning competencies from different learning areas into a single complex learning output.

The Bureau of Curriculum Development has compiled a list of sample learning projects for the ALS program.

- ✓ Project outputs can be a barangay newsletter, a business plan, an exhibition, a project proposal, a recipe compilation, an audio-visual presentation, among others.
- ✓ Skills trainers frequently have Learners work on developing models for a product as evidence of their mastery of a range of skills.

Project-based assessment encourages teamwork. Projects, which are usually too large or complex to be completed by one student, are assigned to several students working together.

Projects are measured using rubrics for consistency and fairness across assessors. ALS-EST Learning Facilitators discuss these specific rubrics with the Learners at the start of the projects. Rubrics vary depending on the task. An example of rubrics for projects is shown below.

Table 8-2. Sample Rubrics for Projects

Criteria	Performance Indicators		
	Excellent (Already 'shaped')	Developing (Great start but can still be improved)	Beginning (Needs further development)
Relevance to family or community needs	<ul style="list-style-type: none"> • Seen as useful and valuable, it solves the defined problem or meets the identified need • Practical or feasible 	<ul style="list-style-type: none"> • Useful and valuable to some extent, it may not solve certain aspects of the defined problem or exactly meet the identified need • Unclear if product would be practical or feasible 	<ul style="list-style-type: none"> • Not useful or valuable to the intended audience/ user • Would not work in the real world, impractical or unfeasible
Design and creativity	<ul style="list-style-type: none"> • New, unique, surprising, shows a personal touch • May successfully break rules and conventions, or use common materials or ideas in new, clever, and surprising ways 	<ul style="list-style-type: none"> • With some new ideas or improvements, but some ideas are predictable or conventional • May show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas 	<ul style="list-style-type: none"> • Relies on existing models, ideas or directions, it is not new or unique • Follows rules and conventions, uses materials and ideas in typical ways

Table 8-2 continuation

Criteria	Performance Indicators		
	Excellent (Already 'shaped')	Developing (Great start but can still be improved)	Beginning (Needs further development)
Alignment with curriculum standards of a specific strand	<ul style="list-style-type: none"> • Demonstrates application of knowledge, competencies, and technical skills required of the strand in focus 	<ul style="list-style-type: none"> • Partially demonstrates application of knowledge, competencies, and technical skills required of the strand in focus 	<ul style="list-style-type: none"> • Shows limited application of knowledge, competencies, and technical skills required of the strand in focus
Report organization and presentation	<ul style="list-style-type: none"> • Creates visually exciting presentation media • Includes elements in presentation that are especially fun, lively, engaging, or powerful to the particular audience 	<ul style="list-style-type: none"> • Adds some interesting touches to presentation media • Attempts to include elements in presentation that make it more lively and engaging 	<ul style="list-style-type: none"> • Presents ideas and products in typical ways (text-heavy PowerPoint slides, recitation of notes, no interactive features)
Peer Evaluation	<ul style="list-style-type: none"> • Each member made a good contribution, there was shared responsibility as seen in the peer evaluation 	<ul style="list-style-type: none"> • Some members did more work than others as seen in the peer evaluation 	<ul style="list-style-type: none"> • Some members had minimal contribution as seen in the peer evaluation

Source: Adapted from Buck Institute for Education (n.d.)

• Self-Assessment

Self-assessment helps students stay involved and motivated. It encourages self-reflection and a sense of responsibility for their own learning. It is both an assessment and a learning tool such that students learn to:

- ✓ Pinpoint their strengths and weaknesses (in knowledge and skills)
- ✓ Identify where to focus their attention in learning
- ✓ Set realistic goals
- ✓ Adjust/revise their work
- ✓ Track their own learning progress and performance

To help students with this type of assessment, teachers may coach students in creating relevant assessment criteria and guide them in grading their own work. These self-assessment forms may also be used for peer assessment. Figure 8-2 shows a sample of a self-assessment checklist.

Figure 8-2. Sample Self-Assessment Checklist: Working in a Group

Student Name: _____ Class/Subject: _____
 Date: _____

Instruction: *Think about how well you are working in your group. Think of your skills as demonstrated in your role. Rank your skills from the highest to the lowest (with 3 as the highest and 1 as the lowest).*

No.	Group Skills	3	2	1
1	I listen attentively to others in the group.			
2	I express my ideas clearly and to the point.			
3	I willingly take turns (assuming varied roles).			
4	I actively participate in all activities.			
5	I show respect to alternative points of view .			
6	I say something positive first before disagreeing or criticizing ideas of others.			
7	I try to connect/integrate information heard from others.			
8	I analyze ideas of others before making a comment.			
9	I take note of significant information presented.			
10	I take note of issues raised.			
11	I connect information from others with my own prior knowledge and experience.			
12	I stay focused on the topic being discussed.			

- **Portfolio Assessment**

An ALS-EST Learner's portfolio exhibits his/her efforts, progress, and achievements in various areas of the curriculum. It is a collection of various learning outputs and other forms of educational evidence, which are assembled for:

- ✓ Evaluating coursework quality, learning progress, and academic achievement
- ✓ Determining whether Learners met learning standards or other academic requirements for subjects, grade-level promotion, and graduation
- ✓ Helping Learners reflect on their academic goals and progress
- ✓ Creating a lasting archive of academic work products, accomplishments, and other documentation

The ALS-EST program recognizes two types of Learner portfolios: the Work Folder Portfolio and the Presentation Portfolio. Both portfolios are a compilation of a Learner's work, but they serve different purposes. Both portfolios have self-reflection pieces which make them different from an ordinary compilation of students' outputs or records. (See Table 8-3 and Figure 8-3.)

Work Folder Portfolio is made up of all the work outputs Learners produce in their ALS-EST learning program. The ALS-EST Learner or teacher can use the contents of the Work Folder as a reference when reviewing a student's learning progress and identifying areas for further study. The portfolio contains both finished and unfinished works. The contents of the portfolio may include:

- ✓ Written samples (journal entries, poems, and essays)
- ✓ Quiz and test results
- ✓ Completed module activities
- ✓ Self-assessment tests and assignments
- ✓ Technical drawings and computations
- ✓ Personal reflections

Presentation Portfolio comprises selected work samples Learners have chosen to show to others for the purpose of assessment and/or certification. Students include selected outputs/work samples from their Work Folder Portfolio which best illustrate their mastery of competencies of the ALS K to 12 Basic Education Curriculum and Skills Training.

The Presentation Portfolio is used to gauge if s/he is eligible to graduate and receive an elementary or junior secondary certificate, along with results of the Learner's A&E test. The Presentation Portfolio is submitted to external examiners or assessors as evidence that the Learner has met the minimum requirements to pass the ALS-EST program.

- ✓ The Presentation Portfolio can also be used when applying for a job.
(see 'Exit Assessments' below.)
- ✓ This portfolio contains self-reflection write-ups. For each selected learning output/work sample, the Learner includes a brief reflection on why it was chosen and how it provides evidence of their learning.

It also includes documentation of a Learner's track record of learning before joining the ALS-EST program including among others:

- ✓ Resume/curriculum vitae
- ✓ Training certificates
- ✓ Previous school report cards
- ✓ Description of past work experience
- ✓ Description of special skills/talents



Figure 8-3. Sample of a Contents Checklist of a Presentation Portfolio*

Instruction to the Teacher: Use the following checklist when assisting learners in the preparation of their Presentation Portfolio.

Portfolio Components and Guide Questions:	YES	NO
I. General Requirements		
The Learner’s name and Learning Center details		
An address where the portfolio can be sent after assessment		
A signed declaration by the Learner to say that the work submitted is his or her work		
Certification of the contents by you as ALS-EST Teacher		
Verification of the contents by the District Supervisor or the ALS-EST coordinator		
A table of contents		
A presentation portfolio summary page prepared by the Learner explaining why the work samples and other evidences were selected		
Enrollment Form (ALS-A&E Enrollment 1)		
Assessment of Basic Literacy (ABL) results, if available		
Functional Literacy Test, if available		
II. Documentation of Life Experiences (ALS RPL Form 1)		
Summary Record of Training/Skills (ALS RPL Form 2), if applicable		
Summary of Work History (ALS RPL Form 3), if applicable		
Learner’s Checklist of Skills (ALS RPL Form 4)		
Individual Learning Agreement (ALS Assessment Form 1)		
Weekly Learning Log (ALS Assessment Form 2)		
Review of Learning Goals (ALS Assessment Form 3)		
Learner’s Record of Learning Module Use (ALS Assessment Form 4)		
III. Project		
Does the presentation portfolio contain a project completed by the Learner?		
Does the Project contain clear evidence of the collection, analysis, organization and presentation of information?		
Does the Project contain clear evidence of expected level of English and/or Filipino written communication skills?		
Does the Project contain clear evidence of the practical application of skills gained in the learning program covering the six learning strands of the ALS-EST Curriculum?		
IV. Selected Work Samples		
Are the work samples written in clear language?		
Do the work samples show evidence of critical thinking and problem solving skills?		
Do the work samples show evidence of achievement in six learning strands of the ALS-EST Curriculum?		

** Several requirements for inclusion in the Presentation Portfolio are based on ALS forms. Source: Adapted from ALS Manual (Forthcoming)*

Table 8-3. Sample Rubric for a Presentation Portfolio

Assessment Category	Criteria
4	The contents of the Presentation Portfolio provide clear evidence of the Learner’s progress towards achieving stated learning goals. The information in the portfolio is detailed, complete, accurate, and neatly presented in a way that facilitates assessor access to evidence.
3	The contents of the presentation portfolio provide evidence of the Learner’s progress towards achievement of stated learning goals. The information in the portfolio is complete, accurate, and neatly presented. The organization of the content does not facilitate assessor access to evidence.
2	The contents of the presentation portfolio provide limited evidence of the Learner’s progress towards achieving stated learning goals. Some of the information in the portfolio are incomplete, insufficient or inaccurate. The organization of the contents does not facilitate assessor access to evidence.
1	The contents of the presentation portfolio provide insufficient evidence of the Learner’s progress towards achieving stated learning goals. The information in the portfolio is incomplete, insufficient, and inaccurate. The organization of the contents does not facilitate assessor access to evidence.
0	The presentation portfolio contains insufficient evidence upon which an assessment can be based.

Source: *Instructional Managers Manual (2001)*

Exit Assessments

Exit Assessment for Basic Education

The A&E exam measures competencies and life skills of Learners who did not attend/finish formal elementary or secondary education. The A&E exam comprises a multiple-choice test anchored on the competencies of the ALS Curriculum. It may also include a written essay.

If a Learner passes the A&E s/he can be issued an elementary or secondary education certificate (see ‘Certification’ below).

The Bureau of Educational Assessment administers the A&E exams which are given at the end of Elementary and Secondary level ALS learning interventions. Currently, the secondary level A&E exam covers only up to Grade 10 or JHS. In the absence of an ALS SHS equivalency test, there is a proposal to use the Exit Assessment for Grade 12 as an equivalency test for ALS-EST Learners. The Division Office releases the A&E test results. Learners claim their test results by showing proof of their identity. (D.O. 55, s. 2016)

Exit Assessment for Skills Training

For the skills component of the ALS-EST program, completers who seek national skills certification can take the NC test, which TESDA administers for a variety of occupational skills.

Prior to taking the test, ALS-EST completers need to be registered with their local TESDA office. TESDA assigns a certified assessor to evaluate the ALS-EST completer's level of competence using performance-based assessments and at times, a written exam (see 'Certification for Skills Training Competencies' below).

Certification

Certification for Basic Education Competencies

DepEd issues A&E Elementary and Secondary Certificate/Diploma to successful A&E passers.

Certification for Skills Training Competencies

TESDA is the lead agency that provides skills training certification for ALS-EST completers. The NC level assigned usually depends on the range and complexity of competencies mastered during the skills training program (see Glossary for NC I and NC II definitions).

ALS-EST Learners who did not complete the full range of competencies required for NC can instead be issued by DepEd a "Certificate of Competency Completion" for the actual competencies mastered, a subset of competencies of the NC standard.

DepEd may issue micro-certifications for ALS K to 12 Basic Education and Skills Training competencies earned by ALS-EST Learners.

These micro-certifications list and are evidence of the competencies the Learner has demonstrated mastery in which Learners can also use when seeking employment.

Recognition

For ALS-EST Learners and completers who have shown exemplary performance in the Program, the schools may give a "Certificate of Recognition." The ALS-EST schools can also give out awards that may include, among others:

- Best Presentation Portfolio
- Most Community-Responsive Project
- Best in Mathematics
- Most Promising ALS-EST Learner/Completer
- Recognition for Loyalty or Complete Attendance



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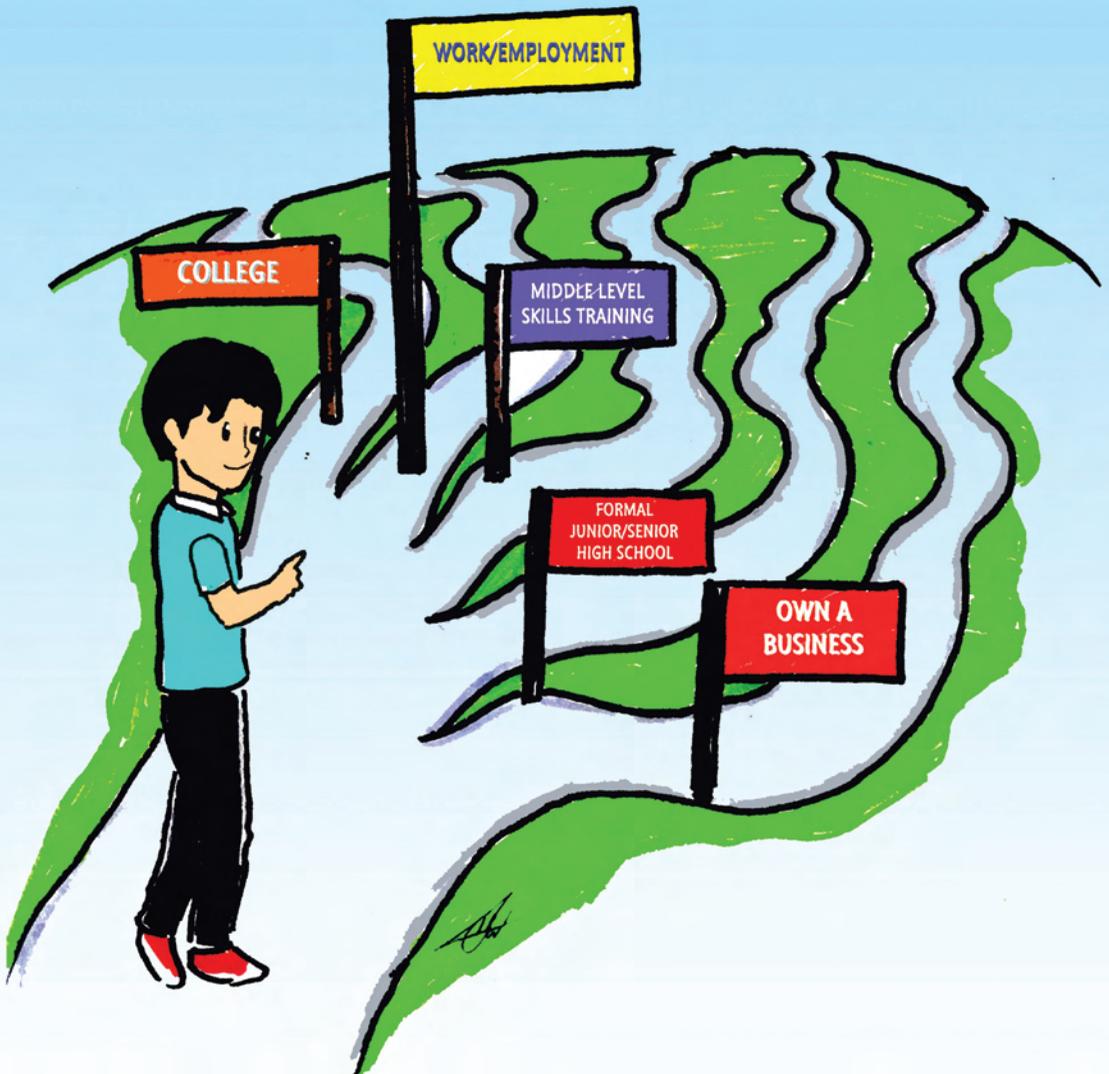
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9

POST-PROGRAM OPTIONS FOR LEARNERS



ALS-EST prepares Learners for various life-career options. The integration of education and skills training gives them the academic, technical, and soft skills needed to pursue a range of career pathways.

Pathways and Exits

At the point of completing the ALS-EST program, there are five available pathways and exits for Learners:

A Path Back to Formal Basic Education

- *A&E Exam* – ALS-EST Learners who pass the A&E exam have the option to return to formal basic schooling at the level they are qualified for: elementary, JHS or SHS.
- *Philippine Education Placement Test (PEPT)* – ALS-EST Learners may also take the PEPT at any time during the program. The PEPT will determine their appropriate grade level, should they wish to attend a formal school.

Higher Education

Upon successfully completing an ALS SHS program, by passing the SHS Exit Exam or its A&E equivalent, ALS-EST SHS completers can apply for tertiary level courses at higher education institutions (HEIs).

Like SHS graduates, ALS-EST completers may be required by the destination colleges and universities to undergo bridging programs or meet prerequisite course requirements depending on their chosen course. ALS-EST high school graduates may be eligible for available scholarships to pursue higher education studies (see 'Links to Government Programs' below).

Employment

ALS-EST prepares Learners for future work/employment. Research by the World Bank shows that possession of an ALS high school diploma significantly improves one's employability and income earning potential (Igarashi, 2018).

As much as practicable, ALS-EST skills training offerings are purposively aligned to industry needs and specifications. The NC level and/or micro-certification that Learners obtain are proof of their readiness and suitability for certain occupations (see Chapter 8, Assessment).

ALS-EST schools are encouraged to assist Learners, and link them to relevant government programs, in their search for jobs and on-the-job training opportunities (see 'Post Program Support' below).

Entrepreneurship

ALS-EST hopes to spark the entrepreneurial spirit in Learners and completers, and prepare them to establish and operate their own micro or small enterprises, family business or home-based work.

For those interested in starting their own enterprises, there are several government programs that promote access to seed capital, start-up equipment, entrepreneurial training, and others. ALS-EST schools can direct Learners and completers with information to these entrepreneur programs (see 'Post Program Support' below).

Middle-level or Higher-level Skills Training

The built-in standard competency requirements of the Skills Training component of ALS-EST help ensure that Learners gain buildable knowledge towards greater specialization. Completers can continue to train in horizontally-related skills, or proceed to deepen their knowledge in specialized areas in order to seek higher levels of national certification.

For instance, a Learner who finished basic baking can proceed to train in various bakery products like breads and pastries, or specialize in a specific area of cake making like cake design and decoration. S/he can also opt to gain higher-level TESDA-issued certification for these.

Post-Program Support

ALS-EST implements mechanisms to facilitate the Learners' journey along the post-program path they choose, and ensures a smooth exit from the Program.

Career Guidance and Counselling

Career guidance and counselling helps Learners to carefully think through their paths or exit choices, based on critical information on their progress/achievement, their interests and potentials, and the possibilities and challenges they may face when they complete the ALS-EST program. This service is designed to help Learners think of their career development plan, and the steps they need to take to achieve their career goals.

The process of career guidance and counselling starts with the Learners' Work Folder Portfolio and Presentation Portfolio, and the Learners' reflection of their own progress and intentions. This process is conducted towards the end of the Program, after Learners have taken the A&E test and NC skills assessment, and as they prepare to exit.

ALS-EST implementing schools provide career guidance and counselling service to Learners free of charge. Ideally, this service is provided with the help of the school guidance counselor, school ALS-EST coordinator, specialization teacher, and/or the principal. An effective career guidance and counseling program focuses on the following¹:

- Increasing the Learners' self-esteem and motivation
- Broadening the Learners' knowledge, skills, and abilities
- Improving the Learners' decision-making and work-readiness skills
- Orienting the Learners about labor market changes and complexity of the workplace
- Maximizing the Learners' career opportunities
- Improving the Learners' employment marketability and opportunities
- Promoting effective job placement
- Strengthening employer relation

To enhance its career guidance and counselling service, ALS-EST implementers are encouraged to employ different approaches to increase the Learners'/ completers' chances at employment.

This service includes, among others, coordinating with national government offices and LGUs for activities like:

- Career and industry talks and outreach
- Job placement and referral system
- Job fairs

It is essential that ALS-EST implementers give Learners information on these activities and link them to relevant government programs, the private sector, and community partners.

¹ Adapted from the U.S. Department of Education.



Links to Government Programs

No matter what exit they choose, ALS-EST Learners/completers have access to a myriad of government programs that can assist them in their way forward. Below are some examples:

- **Scholarships and opportunities for further education**

Learners/completers who wish to go back to the formal basic educational system can enroll in higher education or pursue middle- and higher-level skills and avail of the following support:

- ✓ *Free basic ed* in all public elementary and secondary schools
- ✓ *SHS voucher program* that gives tuition subsidy to those enrolled in private SHS (D.O. 60, s. 2017)

- ✓ *Universal Access to Quality Tertiary Education Act*. RA 10931 provides free tuition and fees to students enrolled in state universities and colleges, and local colleges and universities in the country. It also offers subsidies to those enrolled in private HEIs. The law also established a Student Loan Program.
- ✓ *TVET scholarships*. RA 10931 also offers free TVET provision for students enrolled in TESDA-registered TVET programs leading to a non-degree certificate or diploma, and are offered by state-run technical-vocational institutions.
- ✓ TESDA also provides several grants, financial aid and training, including: Training for Work Scholarship, Private Education Student Financial Assistance, and Special Training for Employment Program. (TESDA website)



- **Assistance to jobseekers**

- ✓ DOLE offers services to jobseekers which ALS-EST completers can avail, among which are: job fairs, the Phil-Jobnet automated job and applicant matching system, and the computerized National Skills Registry. (DOLE website)
- ✓ DOLE also operates the Public Employment Service Office (PESO), based in LGUs, which provides employment services and information support.
- ✓ The recently approved First-Time Jobseekers Assistance Act (still awaiting RA number, as of writing) exempts fresh graduates and OSY from paying government fees and charges on documents needed for their job application.

- **Assistance to entrepreneurs**

- ✓ DTI has a wide menu of assistance programs for micro, small, and medium enterprises (MSMEs), including: registration assistance, training and resources, and the Negosyo Center. (DTI website)
 - ✓ The Department of Social Welfare and Development (DSWD) Self-Employment Assistance Kaunlaran under the Sustainable Livelihood Program offers loans for seed capital to micro-entrepreneurs. It also has assistance programs to special needs groups, which ALS-EST completers can explore. (DSWD website)
- Most government agencies and offices have programs or projects that can benefit ALS-EST Learners/completers. ALS-EST implementers are enjoined to have updated lists of these, or otherwise advise their Learners on how to search for such programs and projects.

Chapter 10, Partnerships, explores other possible areas of collaboration with government agencies.

Links to Other Partners

As will be discussed in Chapter 10, ALS-EST implementers are encouraged to develop partnerships with many groups. Working links and partnerships with NGOs, charitable institutions, Chambers of Commerce and industry groups expand the network of support for Learners/completers and help prepare the road for their exit from the ALS-EST program.

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10

PARTNERSHIPS



The type and breadth of partnerships implementing schools are able to forge with different stakeholders contribute to the success of the ALS-EST program.

According to the Australian Council for Educational Research (2013), “When partnerships are well-planned, sustainable, collaborative, and based on a mutual sharing of expertise, knowledge, resources and skills, they are effective and are able to make an impact.” When different stakeholders recognize each other’s contributions and learnings and are able to collaborate to create quality and relevant programs, partnership outcomes improve.

Schools and business and industry groups derive mutual benefits by strengthening links with each other. Partnerships pave the way for industry-linked training and genuine employment options for Learners, additional training resources for teachers, and a pool of well-trained workers for industry.

Through these partnerships, businesses and industry groups are able to:

- Share knowledge and expertise with schools
- Offer apprenticeships and traineeships to Learners
- Provide industry and career mentoring to completers
- Deliver skills-specific training and hands-on industry experience to both teachers and Learners

In turn, schools can contextualize and better match their programs and skill trainings to industry needs. They help support adolescent and adult learners to become more productive and more involved in their communities which overall creates a positive impact on industry and the society at large.

Aside from business and industry groups, local Chambers of Commerce, LGUs, and NGAs also play a big role as partners and can help advocate for and mobilize other types of support (EDC, 2017). Among others, they can arrange and manage job fairs and create on-the-job training and employment opportunities for ALS-EST Learners and completers.

Local and National Government as Partners

It is strategic to tap LGUs and NGAs as they not only facilitate partnerships with the business sector, they also offer a range of services and programs that complement the ALS-EST program. These services are seen as areas/themes where partnerships can be explored, known as “Partnership Possibilities,” as shown in Table 10-1.

Table 10-1. Partnership Possibilities Offered by Government Agencies

Government Agency	Programs/Services related to ALS-EST
Department of Social Welfare and Development	Sustainable Livelihood Program, two tracks: <ul style="list-style-type: none"> • Access to funds and training to set up microenterprise through the micro-enterprise development track • Access to locally available jobs through public-private partnerships through the employment facilitation track
Department of Trade and Industry	<ul style="list-style-type: none"> • Creation of jobs and livelihood opportunities and initial capital/loans for micro-enterprises • Marketing of livelihood products produced by Learners • Negosyo Center services such as business registration assistance, business advisory services, business information and advocacy and monitoring and evaluation of business-process improvement • Capacity building program for would-be entrepreneurs and MSMEs (in certain regions) and other SME-development activities (including support to women microentrepreneurs) • Trade fairs • Development and promotion of industry clusters • Provision of machineries, equipment, and training through partner cooperators
Technical Education and Skills Development Authority	<ul style="list-style-type: none"> • Community-based training and follow-on training provided by TESDA Regional and Provincial Training Centers, including the Women’s Center • Quality assurance of training venues • Development of competency standards for middle-level skilled workers • Assessment and certification of the competencies of the middle-level skilled workers
Department of Labor and Employment and Public Employment Service Office of LGUs	<ul style="list-style-type: none"> • Employment facilitation programs for the youth, such as the Special Program for the Employment of Students and JobStart Philippines Program (JobStart) • Public Employment Services and access to Labor Market Information

Possible Areas for ALS-EST Partnerships

Table 10-2 identifies the ALS-EST components that need the most support. This list is not exhaustive, and does not limit the areas that schools and their partners can explore.

Table 10-2. Possible Areas for ALS-EST Partnerships

Resource Type		ALS-EST Components/Partnership Areas
Human Resources	<ul style="list-style-type: none"> • labor • expertise • skills • experience 	<ul style="list-style-type: none"> • Learning Facilitator/s • Skills Trainer/s • Resource person/s • Mapping volunteer/s • Researcher/s • Career counselor/s • Industry and career mentor/s supervising learners' activities and skills-specific training • Teacher trainer/s
Enhancement of Teaching-Learning Process	<ul style="list-style-type: none"> • Curriculum • Learning delivery • Materials development • Assessment 	<ul style="list-style-type: none"> • Curriculum and learning delivery models showing basic education, skills training, and life skills integration • Trainings to meet skills shortages in particular areas • Development, implementation and action research on innovative learning delivery modes/methods • Modules and other materials that already integrate basic education, skills training, and life skills • Training for Learning Facilitators and teachers on integrating basic education, skills training, and life skills • Training for Learning Facilitators and teachers on use of project-based learning and portfolio development and assessment
Material Resources	<ul style="list-style-type: none"> • Financial resources (money) • Physical resources (tools, equipment, facilities) 	<ul style="list-style-type: none"> • Procurement, printing, and distribution of teaching and learning materials • Monetary support (like transportation allowance of learners who live far from the school/learning venue/s) • Donations of equipment and the like
Organizational Resources	<ul style="list-style-type: none"> • Social capital • Support systems • Services • Infrastructure • Information technology 	<ul style="list-style-type: none"> • Learning centers, use of facility, laboratory and other facilities • Advocacy and communications • Support systems (like data management, monitoring and evaluation, and accountability) • Referrals, networks, job fairs, employment referrals, access to scholarships, access to seed capital, continuing professional education (like TVET)

Learners as Partners

The ALS-EST program is designed such that Learners are seen as not mere beneficiaries, but as genuine partners in their learning and development.

For Learners to act as partners and for any equivalency and adolescent/adult program to work, it “must necessarily gain the trust and confidence of the community” (Lim, 2002), and the first step in doing that is by making sure that the Learners have program ownership and buy-in.

The central role of Learners is enhanced by:

- Strengthening and focusing on their work readiness and life skills
- Deploying learner-centered feedback mechanisms within the schools, the Divisions, and the Project Management Team (Chapter 12, Governance)
- Emphasizing their responsibilities (for example, attending classes regularly, reading certain modules on their own, seeking assistance when needed, staying motivated and completing agreed learning plans/activities, and respecting their fellow Learners and their Learning Facilitators).

Partnership Framework

ALS-EST shares common partnership-building rationale and potential partnership areas with the SHS program.

- D.O. 40, s. 2015 (Guidelines on K to 12 Partnerships) outlines partnership-building efforts needed to achieve the goal of “developing students who have relevant knowledge, competencies, and values to pursue further education and training or to enter the world of work through employment or entrepreneurship.”
- The Senior High School Manual of Operations Volume One (SHS ManOp v.1) identifies several Partnership-Building Activities (PBAs) like “work immersion

OTHER PARTNERS

Complementing the roles of NGAs and LGUs, the following are the potential partners in the ALS-EST program: cooperatives, socio-civic organizations, NGOs/CSOs, corporate foundations, public and private schools, faith-based organizations, professional associations, trade unions, media groups, HEIs, technical vocational training institutions (TVTIs), technical vocational institutions (TVIs), TESDA training institutions (TTIs) and other training organizations, entrepreneurs, private individuals, and others.

opportunities, hands-on expertise, additional resources, and livelihood opportunities.” These “partnerships are meant to aid the school in developing students’ skills and competencies that are relevant to the needs of the job market in the locality.”

Partnership-Building Activities

Schools and ALS-EST implementers can take the lead in forging partnerships through activities like:

- Research and needs analysis
- Identification of potential partners

Box 10-1. Steps for Doing PBAs

1. Conduct Internal and External Assessments (EA).

- This will help schools to determine which skill and track offerings match with the needs of the local community. The EA identifies existing local businesses and available jobs in the community, and helps schools become familiar with local development plan (SHS ManOp v.1, 2015).
- A sample EA tool is found in D.O. 40, s. 2015.

2. Identify, qualify, and prioritize potential partners that meet the minimum requirements for partnership.

- Analyze the various components of the ALS-EST program and decide which partners can bring in relevant opportunities and expertise. (See Chapter 2, The ALS-EST Program, Chapter 4, Curriculum, Chapter 5, Learning Resources, Chapter 6, Learning Delivery.)
- D.O. 40, s. 2015 provides a sample Qualification Tool.

3. Engage potential partners.

- Set appointments with potential partners. Visit their sites.
- Orient potential partners and make sure they understand the ALS-EST program. Make sure each party has its objectives and expectations articulated clearly.
- Collaborate with partners to make the school and other learning venues safe and conducive for instruction and training.

4. Prepare a Memorandum of Agreement (MOA).

- The School Head is the official signatory of all partnership agreements entered into by the school.
- Before signing any MOA, have DepEd’s legal officers review the draft MOA.
- The relevant office should approve the MOA.
- See D.O. 40, s. 2015 for sample MOA templates

- Meeting with potential partners
- Designing and finalizing the formal agreements
- Managing, monitoring, and evaluating the partnerships

These PBAs are discussed thoroughly in both D.O. 40, s. 2015 and the SHS ManOp v.1. Figure 10-1 outlines the main steps for these PBAs, and the tasks for each step.

ALS-EST implementing schools entering into partnerships sign a MOA with each partner. Table 10-3 shows the existing laws and DepEd issuances (especially those related to child protection) that serve as guides in the preparation of MOAs.

Table 10-3. Policy Issuances Relevant to Partnerships

Policy Issuances/ Legal Bases	Description
DepEd Order No. 40, s. 2012	Child Protection Policy (Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying, and other forms of Abuse)
DepEd Memorandum No. 197, s. 2017	Reiteration of the Policies on Protection Against Tobacco Industry Interference in the Department pursuant to DepEd Order No. 48, s. 2016 (Policy and Guidelines on Comprehensive Tobacco Control) and DepEd Order No. 6, s. 2012 (Guidelines on the Adoption and Implementation of Public Health Policies on Tobacco Control and Protection Against Tobacco Industry Interference), and CSC-DOH JMC 2010-01 (including enclosure on “Provision on No Tobacco Industry Interests by Partners and Donors”)
DepEd Order No. 80, s. 2012	An order that discourages school officials from partnering with companies manufacturing milk and infant formula products
DepEd Order No. 39, s. 2009	An order on the commercialization of schools which prohibits the appearance of any form of institutional endorsement by DepEd for any commercial product or service within school premises in exchange for any school-industry partnership
Articles 218 and 219 of the Family Code	Provisions giving Special Parental Authority and responsibility to schools, administrators, and teachers
Republic Act 8525	The Adopt-A-School Act of 1998
DepEd Order No. 24, s. 2016	Guidelines for Accepting Donations and Processing Applications for the Availment of Tax Incentives by Private Donor-Partners Supporting the K to 12 Program
Republic Act 7877	An Act Declaring Sexual Harassment Unlawful in the Employment, Education or Training Environment, and for Other Purposes

All tasks on partnership-building are assigned to the SHS Partnership Focal Persons (PFP, the School Head), the ALS Mobile Teachers, and teachers designated to assist (D.O. 40, s. 2015). Together they are considered the ‘Social Mobilization and Networking Coordinators.’

Box 10-2. Examples of ALS-EST Partnerships

Davao City National High School

Based on a survey of ALS-EST implementing schools, most partnerships were established to address the training and assessment needs of different skills.

An example is the Davao City National High School which has a couple of partners, one for each skill set.

- Beauty Care program partner: Arlyn L. Basquez Academy of Beauty (ALBAB)
- Electronic Product Assembly Servicing partner: Samson Polytechnic College

Both partners were chosen after the school held a stakeholders’ forum for all potential partners, from which it later selected institutions that had the appropriate equipment and materials necessary for both training and assessment.

ALBAB is the only Beauty Care Assessment Center in Davao City. Both organizations have the capacity to give the school advice in terms of TESDA standards and orienting Learners about the different machines (used in the skills training) that are not available in the school.

Inocencio V. Ferrer Memorial School of Fisheries

The Innocencio V. Ferrer Memorial School of Fisheries in Talisay City, Negros Occidental provides a good example in terms of managing and evaluating partnerships. The school built strong partnerships by holding regular (at least once a week) “problems met”-sessions. During these sessions, progress, issues, and concerns of both Learners and industry partners are discussed.

In addition to these face-to-face meetings, partners maintained constant and open feedback with the school and the Learners through phone calls and site visits, which all contributed to an efficient partnership management.

The school added the ALS-EST program to its existing SHS MOAs. The partnerships under the SHS MOA were fruitful, as industry partners provided employment to Learners, while other partners assured Learners of jobs if they complete NC2.

Former School Head and now Public Schools District Supervisor, Division of Negros Occidental, Dency Grace Padillon, said “Given that the partnerships have been established already, it is just a matter of sustaining them.” The benefits from the successful SHS MOA were extended to ALS-EST Learners. ALS-EST teachers were given the opportunity to participate in immersion sessions, particularly in Shielded Metal Arc Welding. The school also has a SHS recognition activity where they give out certificates of recognition and appreciation to partners. The school also intends to hold an *ALS-EST Partners’ Summit*.



The PFP have the following responsibilities:

- Managing the situational analysis on K to 12 partnership resources
- Helping mobilize resources
- Establishing/pursuing partnerships based on internal and external assessments
- Coordinating with the immersion teachers (on how ALS-EST and SHS can share partnerships and resources like equipment and immersion opportunities)
- Nurturing partnerships based on the results of the monitoring
- Facilitating the evaluation of partnerships for policy actions, sustainability, and partnership coordination

Schools can review DepEd policies specific to their potential partner/s. For example, D.O. 44, s. 2016 (Guidelines on the School-to-School Partnerships for Fiscal Year 2016) outlines how schools can create and cultivate partnerships with nearby schools. While the policy is only about funding for leader schools for 2016, it is still useful as a framework for sharing best practices, and for engaging in partnership activities with nearby schools.

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11

CAPACITY BUILDING AND PROFESSIONAL DEVELOPMENT



ALS-EST is a new program. It is crucial that implementers and stakeholders tasked to operationalize the Program undergo intensive and comprehensive training to develop their administrative, coordination, supervisory, and, most importantly, instructional skills and competencies.

Professional Development Framework

As stated in D.O. 42, s. 2017, The Philippine Professional Standards for Teachers (PPST):

“...makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others.”

PPST serves as a framework for all learning and development programs for teachers, ensuring they are properly equipped to effectively implement the K to 12 Program.

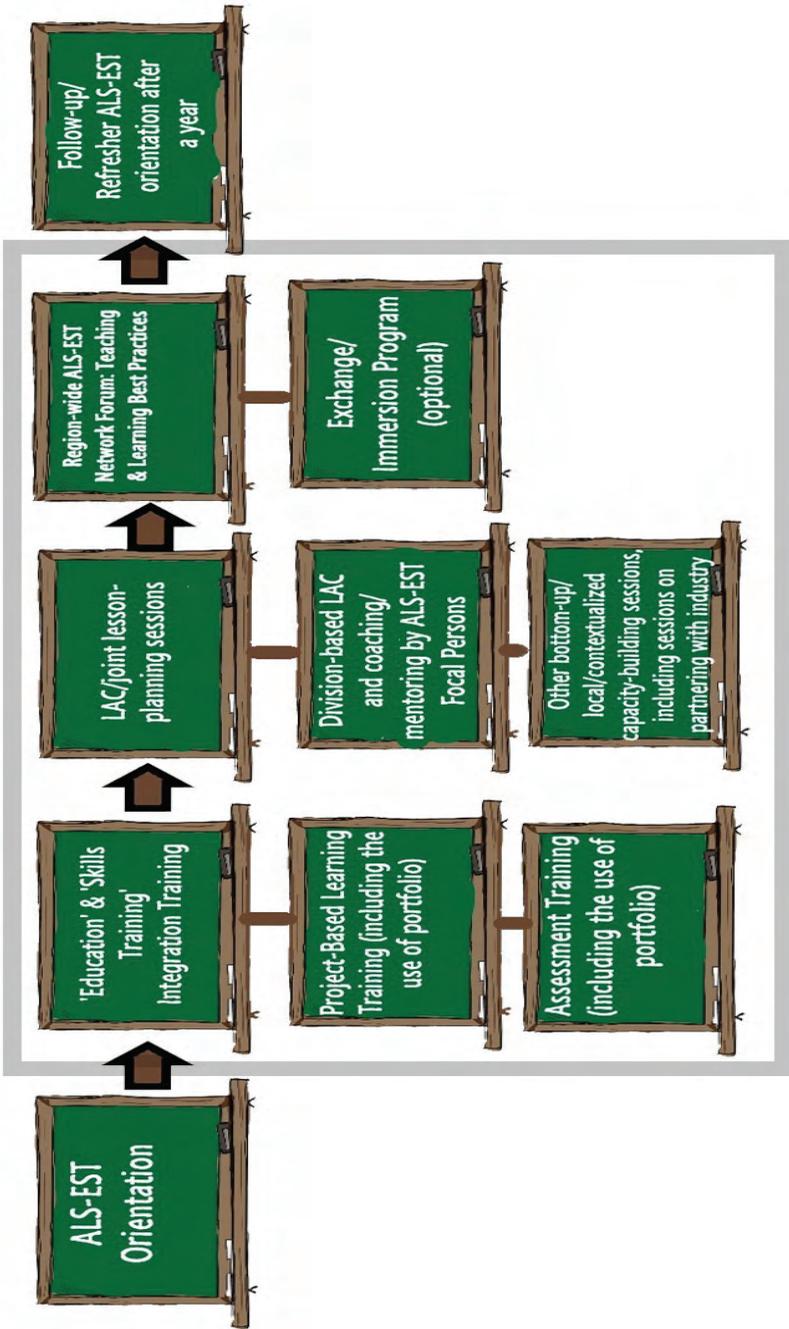
As such, PPST will also be the basis for the capacity building and professional development of ALS-EST Learning Facilitators, although it will be properly adapted to capture the program’s specific context. Such contextualization or adaptation is essential because ALS-EST caters to many adult learners, who are better motivated if learning satisfies their direct needs and interests (UNESCO 2012).

All DepEd teachers undergo the Teacher Induction Program, and the PPST Orientation. ALS teachers also undergo the ALS basic (five-day Basic Instructional Managers Training session) and enhancement trainings both at the national and local levels.

In addition to these, ALS-EST Learning Facilitators and other ALS-EST implementers will also be given specific capacity building trainings.

The recommended capacity building program is based on the critical competencies of an ALS-EST Learning Facilitator and existing professional development modes for teachers like Learning Action Cell (LAC) (see D.O. 35, s. 2016). The capacity building program also takes into account that “professional learning will be most effective when it is relevant, collaborative, and when it supports teachers to reflect on, question and consciously improve their practice” (AITSL, 2012).

Figure 11-1. Capacity Building Program for ALS-EST Learning Facilitators



Critical Competencies of ALS-EST Learning Facilitators

Learning Facilitators are required to have critical competencies based on the key elements of the ALS-EST Learning Delivery discussed in Chapter 6. Table 11-1 provides a summary.

Table 11-1. Critical Competencies of an ALS-EST Learning Facilitator/Tech-Voc Teacher

ALS-EST Learning Philosophy Element	Critical Competencies of an ALS-EST Learning Facilitator
Use of adult learning and constructivism principles	<ul style="list-style-type: none"> • Relates life experiences to lessons • Conducts group discussions, simulations and role-playing, and other sessions that are deliberately built into a lecture or larger group exercise in order to stimulate discussion and provide feedback to Learners (UNESCO Regional Guide and http:// www2.rgu.ac.uk/celt/pgcerttit/selecting/select18.htm)
Education that is centered on PBL, including portfolio development and assessment	<ul style="list-style-type: none"> • Supports Learners in their management of learning (from outlining and personalizing the project to creating Learner contracts, as well as portfolio development and presentation) • Develops portfolio rubrics with Learners • Uses portfolio development in formative assessment • Incorporates portfolio assessment in summative assessment
Skills training that is matched to local skills and the environment/ industry/community and provides many opportunities for immersion/ practicum	<ul style="list-style-type: none"> • Assesses the job demand of local industries vis-à-vis teacher capacity and school equipment • Collaborates with industries/businesses not just in terms of job demand but also in terms of immersion/exposure to industry • Establishes learning environments that are responsive to community contexts
Skills training that has a competency-based framework for learning	<ul style="list-style-type: none"> • Analyzes jobs to achieve occupational specifications and identifies and standardizes competencies by answering the question: What does the Learner need to learn to be effective in employment? • Models competencies, coaches Learners as they perform competencies (De Bruijn, 2012) • Uses competency-based assessment and certification

Table 11-1 continuation

ALS-EST Learning Philosophy Element	Critical Competencies of an ALS-EST Learning Facilitator
Seamless integration of education, technical skills, the six strands, work readiness skills, and learning-to-learn skills	<ul style="list-style-type: none"> • Develops curricula that integrates ‘education’ (subject areas and the six strands) with skills training, work readiness, and learning-to-learn skills • Ensures that lessons are holistic, practical, current, and, as much as possible problem-centered (not subject-centered) • Emphasizes creativity, innovation, and entrepreneurship in class discussions • Coordinates closely and collaborates on planning of learning sessions with other teacher/s and is able to do some team teaching • Equips Learners with critical thinking, skills, and values to be able to live and work effectively in the digital world • Technically, use of ICT is part of the six strands, but it needs to be emphasized more (Tindowen, Bassig, & Cagurangan, 2010).
Close coordination and collaboration with community members and other stakeholders	<ul style="list-style-type: none"> • Conducts Community Needs Assessment • Advocates for ALS-EST • Networks, builds partnerships, and continues to scope for possible partners • Coordinates the different ALS-EST activities with the concerned ALS-EST stakeholders (for example, parents, LGUs, as well as industry partners and TESDA)
Clear and consistent post-program support	<ul style="list-style-type: none"> • Provides career counseling to Learners that take into consideration background, interests, learning experiences, as well as contextual factors (support and barriers) • Acts as consultant to parents, OSY and adults, and other members of the community • Coordinates with ALS-EST stakeholders (government agencies, LGUs, private employers and industry partners) for post-program support activities such as job fairs, employment referrals, access to scholarships, access to seed capital, continuing professional education (for example, TVET)

Components of the Capacity Building Program

Central Office-led Capacity Building

The centrally-led capacity building program has four key components:

- ALS-EST Orientation
- ‘Education’ and ‘Skills Training’ Integration Training
- PBL Training
- Assessment Training

The ALS-EST Project Management Team (ALS-EST PMT) will design the four parts of the capacity building program. The ALS-EST PMT, ALS-EST partners and ALS focal persons from the Regional and Division Offices implement these trainings. (DepEd Memo 144, s. 2018)

Box 11-1. Learning Action Cells and ALS-EST

The school-based LAC sessions will be co-led by the school principal and the Academic Department Head and/or TVL Department Head, while the division-based ones will be led and managed by the Division’s ALS focal personnel. It is ideal for the principal and the Academic/TVL Department Head to include the Learning Facilitators in the school’s LAC orientation. The following link provides materials for the principal for him/her to conduct the orientation:

- LAC Guide for Leaders
<https://drive.google.com/drive/folders/0B8q6NR7hgAt5M0RGZzIqVTRHems>
- LAC Orientation
<https://drive.google.com/drive/folders/0B8q6NR7hgAt5RjN6UlpnYlhoTm8>

After the orientation, the ALS-EST LAC can be formed (it can be a LAC composed of a cluster of schools if that is more convenient, provided that all members have had the orientation). The LAC may use these materials for the first few sessions:

- <https://drive.google.com/drive/folders/0B8q6NR7hgAt5S2hfWUVvUmtWOHc>

The LAC can then focus on joint lesson planning or coordination of ALS-EST lessons. If it is possible, the members can try team teaching.

M&E tools are also part of the LAC Starter Kit:

- <https://drive.google.com/drive/folders/OB8q6NR7hgAt5NkVoaXhoZmlybzg> and both individual and group monitoring tools are available.

The individual learning journal or LAC Photo Journal is there not just to help with the M&E of LACs. While incorporating individual introspection in their daily ALS-EST teaching practice experiences (what is working well, what didn't work as well as expected, lessons learned, challenges faced) helps teachers focus the LAC discussions, its more crucial use is to facilitate processing and integration of new knowledge and to help practitioners when confronted with unfamiliar situations (Marzano, et al., 2012).

Local (Regional/Division/School-based) Capacity Building

In addition to the centrally-led capacity building program and in response to the particular needs of Learning Facilitators, other localized capacity building sessions can be conducted by the schools or division offices.

- Division-led support sessions can include topics on networking and stakeholder engagement to supplement the ALS trainings. Since a key element of ALS-EST is coordinating and collaborating with industry and TESDA, it is important that Learning Facilitators, schools, and divisions are guided on how to partner with them.
- The Regional Offices and ALS-EST PMT can also collaborate and launch Region-wide ALS-EST Network Forum sessions. The mechanics and office-in-charge of the optional exchange/immersion program will be determined during the region-wide ALS-EST network forum.
- Partner schools are free to initiate site visits to offices, factories, and related venues and nearby ALS-EST schools to benchmark their 'Skills Training.'
- Learning Facilitators are encouraged to create their own Learning Portfolios as they experience these different capacity building activities and go through their daily professional practice. Learning Portfolios are opportunities for self-reflection that help integrate new knowledge with current practice. Keeping a learning portfolio builds their familiarity and experience in portfolio management, and facilitate their task of guiding Learners in using portfolios for ALS-EST.

ALS-EST Orientation and Capacity Building for Other Personnel and Stakeholders

The following stakeholders, individuals and personnel are also included in the capacity building program:

- Principals and Academic or TVL Department Heads of the ALS-EST schools who serve as instructional supervisors of school-based ALS-EST Learning Facilitators (see Chapter 6, Learning Delivery)
- Regional and Division ALS Focal Persons, including Education Program Specialist II for ALS (EPSAs)
- Regional Directors (RD) and Schools Division Superintendent
- Key Finance Personnel [from schools to Central Office (CO)]
- Personnel of ALS-EST partners (from Learning Facilitators to Program Managers)
- LGU Officials, such as Governors, Mayors, and Barangay Officials

The above will be given the same ALS-EST Orientation given to the Learning Facilitators. Some will receive capacity building sessions after the ALS-EST Orientation (see Table 11-2). These sessions are in addition to the other capacity building sessions they already receive, for example, the School Heads' Development Program (SHDP), or Enhanced Trainings for Supervisors and other ALS training.

ALS-EST partners may either be resource persons and participants, depending on their strengths and training needs. Individuals from ALS-EST partner organizations may attend capacity building that is suited to their training needs. They will be informed of training given by the Central Office, as well as those led by the Division or Regional Offices.

Table 11- 2. ALS-EST Capacity Building for Other Personnel and Stakeholders

Personnel/ Stakeholders	Competencies	Capacity Building Needed	Suggested Trainer/s
Principal and Academic Department Head and/ or TVL Department Head	<ul style="list-style-type: none"> • Model professional learning, develop the professional capacity of teachers on ALS-EST, and foster a professional learning community on ALS-EST • Help facilitators assess market demand of the industries in its community or in nearby communities, teacher capacity, and school equipment to come up with suggested skill offerings 	<p>Integration of ALS and EST, as well as work readiness skills, PBL, and assessment trainings (they will attend as observers)</p> <p>Industry immersion (including interviews of industry leaders)</p>	<p>ALS-EST PMT, ALSEST partners, Regional and Division focal persons</p> <p>Schools will have to arrange for industry leaders to be the resource persons</p>
Principal and Support Staff [Finance Personnel of either the school (if school is an Implementing Unit (IU) or Division (if it's not an IU)]	<ul style="list-style-type: none"> • Manage school operations and resources for the implementation of ALS-EST • Manage ALS-EST financially (including budget preparation, accounting, and reimbursements) 	<p>ALS-EST procurement, administration, and financial management training</p>	<p>OSEC and ALS-EST PMT, Divisions</p>
Project Head (SDS) and other members [such as the ALS Division Focal Person/ EPSA or Public Schools District Supervisor (PSDS)]	<ul style="list-style-type: none"> • Provide technical assistance to ALS-EST Learning Facilitators and lead division-based LAC sessions • Help ALS-EST teachers look for and contextualize learning resources • Design and (co-) implement capacity building sessions for ALS-EST Learning Facilitators • Research, M&E 	<p>EST integration, PBL, and assessment trainings (they will attend as observers)</p> <p>Regional training on contextualization and other local trainings on contextualization</p> <p>Meetings and program design sessions with the Regional Director, Schools Division Superintendent, ALS-EST PMT, ALS-EST partners, and other resource persons</p>	<p>ALS-EST PMT, ALSEST partners, Regional and Division focal persons</p> <p>ALS-EST partners, Regional Office and other resource person</p> <p>ALS-EST PMT, ALS-EST partners, Regional Director and other resource persons</p>

Documentation, Monitoring, and Institutionalization

Documentation and Institutionalization

Orientations and capacity building support need to be documented by implementers.

Documentation includes, but is not limited to:

- Planned and actual training design
- Highlights of the training sessions
- Issues and concerns
- Recommendations for future trainings on the same topic

The ALS-EST PMT convenes at the end of the year and reviews all the documentation to produce a brief report that outlines ways forward.

A manual for ALS-EST trainers will be developed as part of the documentation and institutionalization. The manual will compile recommended training design of each component of the training program, the process for contextualizing trainings and developing local trainings, and other capacity building considerations.

Monitoring

The Division ALS-EST Team and members of the ALS-EST PMT will establish a monitoring system for the capacity building programs.

Monitoring aims to determine the following:

- Effectiveness of the capacity building intervention
- Areas for improvement
- Competencies that require follow-up capacity building activities

The capacity building and professional development program for ALS-EST shall be aligned to the ongoing National Educators Academy of the Philippines (NEAP) Transformation initiative. Under this initiative, NEAP shall be responsible for the design, development, and delivery of professional development for teachers and school leaders. The ALS-EST PMT shall work with NEAP for the effective integration of the ALS-EST capacity building program into the overall program of NEAP.

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12

GOVERNANCE



The ALS-EST program was launched in October 2017 and is supervised by the OSEC. It is principally an OSEC mechanism for program and policy development while delivering services for eventual integration into the main-stream ALS program. (See Chapter 2, The ALS-EST Program.)

Box 12-1. Adjusting the Approach

In the early stages of the ALS-EST pilot implementation, OSEC coordinated and worked directly with schools. This approach yielded good practices and revealed gaps between central and field levels.

- The approach facilitated faster coordination and communication with schools (especially in implementation mechanics, reporting and monitoring, and policy development).
- It also revealed weaknesses in the coordination of the Regional and Schools Division Offices with the schools.
 - ✓ Only Regional and Division Offices that had volunteer schools under them were actively engaged in the ALS-EST framework development process resulting in difficulties in integrating with the regular ALS program. This difficulty was most pronounced for ALS Mobile Teachers who are not school-based and are supervised only at the Division level.
 - ✓ There were also issues with the Divisions on coordinating the downloading of funds and fund utilization.

To close the gaps, OSEC established the ALS-EST PMT to tie together the different levels of participation in the Program.

The Project Management Team Structure

OSEC issued DepEd Memorandum No. 144 on 12 September 2018 creating an ALS-EST PMT.

The PMT structure provides program implementation supervision and management at the Central, Regional, Division, and Implementing Schools levels. The PMT facilitates shared awareness, understanding, and appreciation among policy makers, coordinators, and implementers of the ALS-EST program.

This vertical linkage provides:

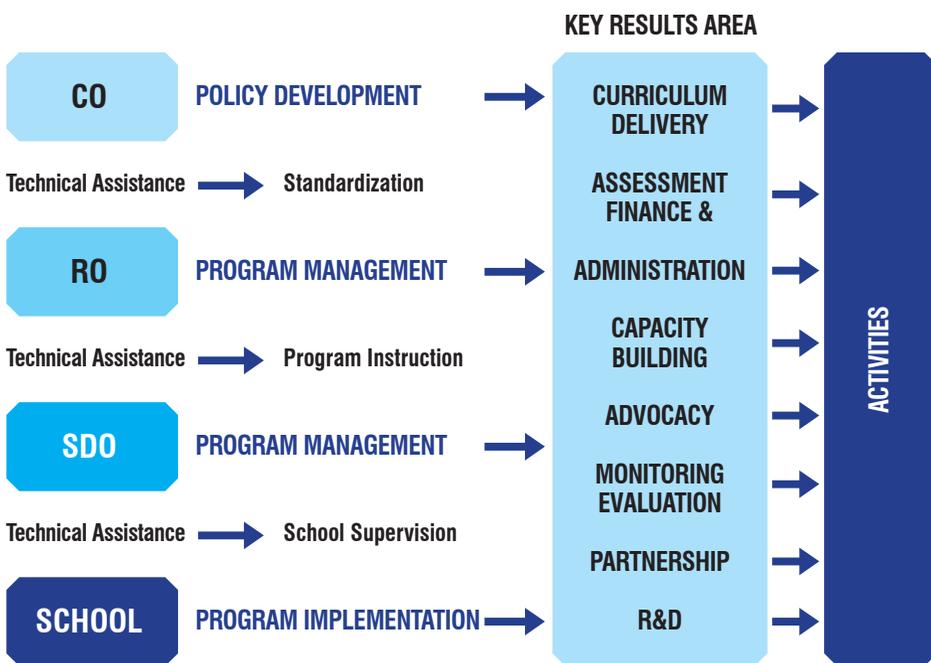
- Effective coordination and implementation
- Reporting and feedback mechanism
- Inclusive program development
- Accountability

The PMT operates at three levels:

- CO ALS-EST PMT (with adjunct Secretariat)
- Regional ALS-EST PMT
- Division Implementing Teams and School Implementing Teams

The process or operation framework to integrate the roles, functions and responsibilities at the various governance levels is shown in Figure 12-1.

Figure 12-1. Process/Operation Framework for ALS-EST Governance



CO ALS-EST PMT

The OSEC supervises the CO ALS-EST PMT, a multi-level team tasked with combining the inputs from and outlooks of policy-making offices and ALS-EST implementers. The team is responsible for implementing the guidelines on accountability and financial management of the Project.

DepEd Memorandum No. 144, s. 2018 outlines the following responsibilities for the CO ALS-EST PMT:

- Implement advocacy activities
- Review and approve consolidated reports
- Monitor financial accountability including downloading of funds
- Monitor program implementation
 - ✓ Development of M&E tools and templates
 - ✓ Facilities Assessment
 - ✓ Learner data management
- Monitor and evaluate the program
- Determine Learner requirements and school/partner qualifications
- Plan and implement convergence activities including launch and gathering of stakeholders
- Coordinate with OSEC and other stakeholders on all ALS-EST related activities
- Establish and recognize best practices
- Consolidate experience and best practices into program, policy, and operational guidelines
- Coordinate with the regular ALS program

A Secretariat based at the OSEC assists the CO ALS-EST PMT in its work.

Regional ALS-EST Team

In regions where there are volunteer schools, the RDs are required to organize and head a Regional ALS-EST Team.

The regional ALS-EST Team, using an integrated approach, is responsible for gathering feedback from different project management areas, and reporting these to the CO ALS-EST PMT.

CO ALS-EST PMT members

- PMT Chair (assigned Undersecretary)
- PMT Vice Chair (assigned Regional Director)
- 11 Members (representatives from Regional, Division, and School levels; one representative each from the CO Budget Office and Accounting Office)

Regional ALS-EST Team members

- ALS-EST Regional Team Leader (the Regional Director)
- One designated member from Curriculum and Learning Management Division (CLMD)
- One designated member from Field Technical Assistance Division (FTAD)
- One designated member from Human Resource Division (HRD)
- One designated member from Quality Assurance Division (QAD)

Division ALS-EST Implementing Team members

- ALS-EST Project Team Leader (Schools Division Superintendent)
- Members (Principals of ALS-EST schools)
- Additional members (designated ALS Mobile Teachers and Skills Trainers)

Division and School Implementing Team

The Division Office is required to organize project implementation teams with volunteer schools as members. The team monitors the Program's alignment with the ALS K to 12 curriculum.

The Schools Division Superintendents make sure that the regular ALS program (managed from the Division Office) collaborates with the ALS-EST volunteer schools. This collaboration covers:

- ALS-EST course design (curriculum integration, skills training, delivery, assessment)
- Deployment of Learning Facilitators and skills trainers
- Project implementation and reporting

The ALS-EST volunteer school Principals may also organize and lead their own Schools ALS-EST implementing teams.

Inputs from Field Consultation

ALS-EST implementers provide regular and timely feedback on on-the-ground realities, informing both policy development and project implementation.

On 16 November 2018, OSEC brought together select regional, division, and school representatives in a workshop to further define roles and functions, and fine-tune the responsibilities of the ALS-EST PMT. Table 12-1 summarizes the results.

Workshop participants suggested that the following be included in the ALS-EST governance structure:

- Region ALS-EST PMT: Policy Planning and Research Division
- Division Implementing Team: Assistant Schools Division Superintendent; chiefs of Curriculum Implementation Division and School Governance and Operations Division; ALS Supervisor of EPSA
- School Implementing Team: Principal (as Team Leader); coordinators of the academic, TVL and TLE; mobile teachers

The CO ALS-EST PMT will endorse these recommendations for the Secretary's action.



Table 12-1. Distribution of Roles and Functions across ALS-EST Design and Implementation Areas

Regional Office	Schools Division Office	School
Curriculum		
<ul style="list-style-type: none"> • Monitor implementation of the curriculum • Provide technical assistance on curriculum contextualization and integration • Ensure availability of contextualized material prepared by STVEP schools, anchored on identified ALS competencies 	<ul style="list-style-type: none"> • Lead in the contextualization and integration through the CID 	<ul style="list-style-type: none"> • Work with ALS Mobile Teacher and EPSA to ensure curriculum alignment of ALS K to12 and ALS-EST • Ensure that the curriculum is integrated, implemented, facilitated and contextualized at the school level through <ul style="list-style-type: none"> – Observation of classes both in skills and basic education – Conduct training on integration of TESDA TRs, the K to 12 curriculum, and the ALS modules
Assessment		
<ul style="list-style-type: none"> • Monitor A&E and NC Passing Rates • Assess school implementer performance for improvement of passing rates 	<ul style="list-style-type: none"> • Conduct coordination meetings on assessment to standardize criteria • Develop and establish assessment centers for curriculum integration implementation and NCI assessment • Develop and issue micro-certificates, particularly for sub-components of NCII level skills 	<ul style="list-style-type: none"> • Conduct pre-assessment in preparation for A&E and NC assessments • Coordinate with TESDA for the NC assessments • Facilitate assessments before, during, and after the conduct of the training

Table 12-1 continuation

Regional Office	Schools Division Office	School
Delivery		
<ul style="list-style-type: none"> • Look into the budget of work prepared by the schools 	<ul style="list-style-type: none"> • Lead in instructional supervision • Provide technical assistance on planning, implementation, monitoring, reporting, and evaluation 	<ul style="list-style-type: none"> • Work with ALS Mobile Teacher and EPSA to ensure the delivery of ALS K to 12 competencies and skills training • Ensure the curriculum alignment of ALS K to 12 and ALS-EST in delivery • Utilize SHS with NC or TM and/or Assessors in STVEP schools for skills training • Implement work immersion for ALS-EST Learners
Finance and Administration		
<ul style="list-style-type: none"> • Monitor if the budget is being followed • Monitor adherence to indicators in the project proposal • Identify accomplishments, success stories, lessons, and challenges 	<ul style="list-style-type: none"> • Provide technical assistance on procurement, disbursement, and liquidation • Manage funds for the non-IUs implementers • Monitor downloaded funds and utilization 	<ul style="list-style-type: none"> • Facilitate the procurement process • Utilize the downloaded funds, and accomplish reports including necessary liquidation • Ensure transparency in all ALS-EST financial transactions
Advocacy		
<ul style="list-style-type: none"> • Ensure execution of proper documents such as signed MOAs, MOU, request letters 	<ul style="list-style-type: none"> • Conduct information, education, and communication activities, such as the announcement of the opening or launch of ALS-EST • Conduct orientation sessions to have a common language and understanding on ALS-EST in the Division • Manage the mapping of Learners for ALS-EST 	<ul style="list-style-type: none"> • Design and conduct advocacy programs using caravans, social media, radio, and flyers (Example tagline: “<i>Sa ALS-EST, A&E passer ka na, NCII qualifier ka pa!</i>”)

Table 12-1 continuation

Regional Office	Schools Division Office	School
Monitoring and Evaluation		
<ul style="list-style-type: none"> • Ensure systematic monitoring and inclusive evaluation at the regional level • Monitor the performance of the SDOs in ALS-EST program implementation 	<ul style="list-style-type: none"> • Develop M&E tools • Create monitoring teams • Conduct M&E of ALS-EST schools and report to: higher office, stakeholders, community, and people and units involved in the implementation • Conduct pre-assessment and exit assessment 	<ul style="list-style-type: none"> • Utilize the regular ALS M&E form while ALS-EST tools are being developed • Coordinate with ALS Mobile Teachers and EPSA from the Division to ensure that the school knows what is needed from both the education and skills training components • Chart the progress of the ALS-EST Learners using the progress chart • Implement M&E tools provided by the CO
Partnership		
<ul style="list-style-type: none"> • Identify the different partners and linkages • Come up with a partnership checklist to determine the extent of promotion activities needed for the program 	<ul style="list-style-type: none"> • Have an inventory of internal and external stakeholders and linkages for program support • Conduct stakeholders' summit or forum • Execute MOU and MOA with government agencies, LGUs, NGOs, private sector, and other stakeholders with SGOD • Monitor partnership agreements 	<ul style="list-style-type: none"> • Look for prospective partners and stakeholders and establish partnerships with stakeholders (NGOs, LGU, private sector, and others who will be part of the implementation) • Prepare proposals for MOA, MOU • Strengthen the partnership between the ALS Mobile Teacher and ALS-EST Skills Trainer to ensure a shared and common understanding of the program and integration of the ALS and EST components

Table 12-1 continuation

Regional Office	Schools Division Office	School
Research and Development		
<ul style="list-style-type: none"> • Check, monitor or identify researches on tracking, employability, and alignment to needs of Learners 	<ul style="list-style-type: none"> • Lead in the conduct of research and development, aligned with DepEd basic ed research agenda, such as tracer study and program evaluation 	<ul style="list-style-type: none"> • Conduct tracking of the completers of the program • Conduct school-based action researches that will enhance the program • Pilot Region- and Division-approved innovation programs across ALS-EST components
<ul style="list-style-type: none"> • In coordination with each other, design, direct, and supervise the pilot testing of innovations across ALS-EST components 		

Reference

- DEPARTMENT OF EDUCATION. Memorandum 144, s. 2018. Creation of Alternative Learning System-Education and Skills Training Project Management Team. 12 September 2018.

13

FINANCIAL MANAGEMENT



The ALS-EST program—its policies, procedures, and operation requirements—is implemented in compliance with DepEd’s budgeting, procurement, accounting, and auditing standards.

In addition to the overall rules, OSEC issues specific guidelines for every funding cycle.

General Fund Flow

As part of the broader ALS, the ALS-EST program is funded under the line item “Flexible Learning Options (ADM/ALS/EiE),” or FLOs, of the DepEd budget. Programs under FLOs are managed by units from the DepEd CO.

The expenditure plan for ALS-EST for a given year is prepared by OSEC, and included in its Work and Financial Plan (WFP). This expenditure plan is based on the programmed projects and activities under ALS-EST. It is a combination of activities to be conducted by the CO, and delivery of ALS-EST to Learners by the ALS-EST schools, based on their approved program.

The funds for the delivery of ALS-EST to Learners are downloaded to the ALS-EST schools directly or through their respective Divisions.

Expenditure Items

The typical expenditure items for ALS-EST include:

Advocacy and Social Mobilization

This is intended for advocacy activities, including the development and printing of advocacy and communication materials. It supports activities to maximize participation and commitment of stakeholders.

Capacity Building

- Regional and Division Offices are responsible for the training of newly-hired or newly-assigned ALS-EST implementers. They likewise provide enhancement programs for regular ALS Mobile Teachers, District Coordinators, and Tech-Voc Teachers who are part of ALS-EST implementation.
- Meals, venue, transportation expenses, and supplies are allowable training expenses.
- Schools may also fund training activities using their Maintenance and Other Operating Expenses (MOOE) or In-Service Training (InSet) funds.

Monitoring and Evaluation and Technical Assistance

Regions, Divisions, and Schools are given M&E funds to monitor progress and provide Technical Assistance (TA) to ALS-EST implementers based on the number of teachers engaged in the Program.

Programmed Project Expenses

These generally cover a minimum of 75 to a maximum of 150 Learners per ALS-EST implementing school following the recommended teacher-to-learner ratio for ALS-EST:

- One Learning Facilitator for every 75 Learners
- One Skills Trainer for every 25 Learners

Project expenses include:

- Subsidy for Learning Facilitators (who are not regular ALS Mobile Teachers) and Skills Trainers, for the payment of honoraria of Learning Facilitators, subject to the limits provided in applicable guidelines for honoraria for excess teaching load¹ (The Magna Carta for Public School Teachers)
- Supplies and materials, to cover expenses for materials needed for lessons/ classes appropriate to the skills offered, such as cooking ingredients, materials for welding, and the like
- Supplemental MOOE, to pay for electricity, water, and other related operating expenses incurred during project implementation.
- Assessment fee, to pay for the assessment of Learners for the NC that is given by TESDA

¹ Provision of additional compensation for teachers is governed by the provision of The Magna Carta for Public School Teachers, Article III Sec. 14, which states:

“Additional Compensation. Notwithstanding any provision of existing law to the contrary, co-curricula and out of school activities and any other activities outside of what is defined as normal duties of any teacher shall be paid an additional compensation of at least 25% of his regular remuneration after the teacher has completed at least six hours of actual classroom teaching a day.

In the case of other teachers or school officials not engaged in actual classroom instruction, any work performed in excess of eight hours a day shall be paid an additional compensation of a least twenty-five percent of their regular remuneration”.

Financial Monitoring and Reporting

ALS-EST is covered by the overall financial monitoring system of the DepEd IUs whether at the central, regional, division offices or schools, submit documentation of payments to Finance (budget and accounting), which in turn prepares the financial accountability reports for submission within the DepEd and to the Department of Budget and Management. Commission on Audit auditors also subject all DepEd disbursements to post-audit.

DepEd has also organized an Education Program and Delivery Unit (EPDU) that does online monitoring of obligation of allotments, to ensure that bottlenecks in implementation are flagged and addressed.

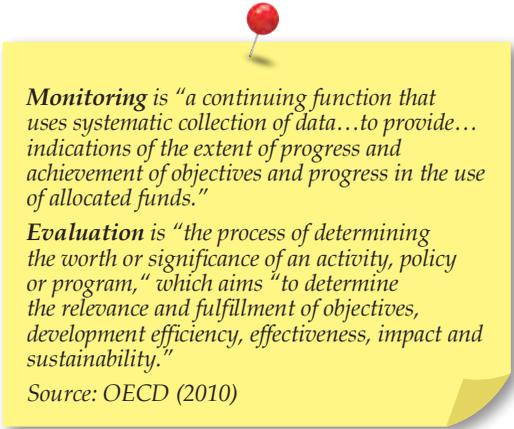
At the program supervision level, the OSEC requires ALS-EST schools to submit quarterly obligation and disbursement reports. It will also start random spot verification of ALS-EST schools on payment documentation, beneficiaries, and inventory of durable goods and equipment purchased with ALS-EST funds.

14

MONITORING AND EVALUATION



It is essential that ALS-EST undergoes M&E to determine whether or not the Program meets set objectives, outputs, and desired outcomes. M&E helps identify gaps and weaknesses in the Program so that timely and appropriate adjustments and interventions are made to bring the Program back on track.



Monitoring is “a continuing function that uses systematic collection of data...to provide... indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.”

Evaluation is “the process of determining the worth or significance of an activity, policy or program,” which aims “to determine the relevance and fulfillment of objectives, development efficiency, effectiveness, impact and sustainability.”

Source: OECD (2010)

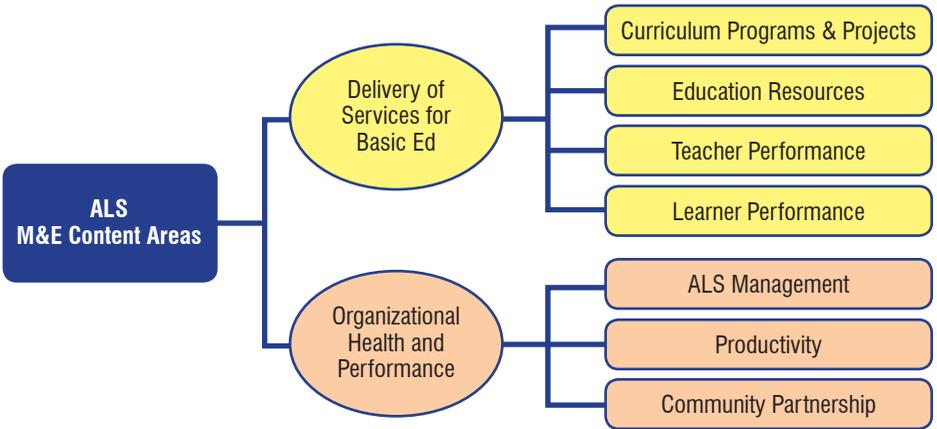
Adopting Existing Tools

The ALS-EST program is covered by the general M&E policy of DepEd. Hence, it employs existing M&E tools already used in the Department.

As discussed in Chapter 12, Governance, ALS-EST will (see Table 12-1):

- Ensure systematic monitoring and inclusive evaluation.
- Utilize the regular ALS M&E forms while ALS-EST tools are being developed. Figure 14-1 illustrates the two major components and the content areas of M&E for ALS.

Figure 14-1. ALS M&E Content Areas



- At the school level:
 - ✓ Coordinate with ALS Mobile Teachers and EPSA from the Division Office to ensure that the school knows what is needed from both the education and skills training components.
 - ✓ Plot the progress of ALS-EST Learners using a progress chart.

- Implement M&E tools provided by the CO.

For example, for Finance, ALS-EST follows the M&E protocols discussed in Chapter 13, Financial Management.



- The ALS-EST PMT is the body primarily responsible for the Program's M&E.

M&E Framework for ALS-EST

The ALS-EST PMT developed a M&E framework for the Program (see Table 14-1). It details the indicators, tools, and timing for M&E of ALS-EST's impact, outcomes, outputs, and activities (see Box 14-1). It also identifies the levels at which specific M&E is done, and who are responsible for them. It integrates different program components and demonstrates how they impact each other.

This framework is meant to be used for the M&E of the pilot program, and will be improved as implementers gain more experience and insights, and as the Program matures.

Table 14-1. ALS-EST Monitoring and Evaluation Framework

Summary	Objectively Verifiable Indicator	Source/Mean of Verification
Goal/Impact		
ALS-EST Learners are able to realize their full potential and contribute productively to building cohesive and sustainable communities.	ALS-EST Learners are able to effectively participate in communities by optimizing the use of acquired skills and competencies.	Tracer studies from implementing schools
Outcome/s		
Learners who are suitable for immediate employment, development of middle-level skills, entrepreneurship, and higher education	<ul style="list-style-type: none"> • Percentage of ALS-EST Learners / completers who are employed • Percentage of ALS-EST completers who are engaged in livelihood opportunities • Percentage of ALS-EST completers who proceeded with higher education relative to Learners' preferences • Percentage of ALS-EST completers who pursued middle-level development relative to Learners' preferences 	ALS-EST Completers Monitoring / LIS
Outputs		
Skilled ALS-EST completers who may be any of the following:	Percentage of ALS-EST Learners who are:	
<ul style="list-style-type: none"> • NC holders 	NC Holders	List of NC Holders
<ul style="list-style-type: none"> • A&E test passers (Elementary and Secondary levels) 	A&E Passers	A&E Results/CORs
	Completers	List of Completers through LIS
	Proceeded to tertiary education	ALS-EST Completers Monitoring / LIS
Activities		
Planning and design of ALS-EST activities including financial management	Planned budget	Approved WFP
	Mapped areas for advocacy and social mobilization	Risk Analysis
	Planned implementation	Implementation Plan

Who will monitor	When to monitor (Suggested)	How to collect data (Methodology)	Assumptions/Risks
<ul style="list-style-type: none"> • School (c/o principal) • Schools' Division Office • Regional Office CO (through BEA) • CO Project Management Team 	<p>Annually</p>	<p>Records review</p>	<ul style="list-style-type: none"> • There is a policy to mainstream ALS-EST in the regular ALS program to ensure budget allocation for human and physical resources. • ALS-EST programs are relevant to the needs of the industry and community. • Change in leadership may hamper continuity of the program.
<ul style="list-style-type: none"> • School (c/o principal) • Schools' Division Office (c/o EPS) • Regional Office (c/o ALS Focal Person) • CO Secretariat 	<p>Once per implementation</p>	<p>Records review</p>	<ul style="list-style-type: none"> • There are funds available to implement the project. • Pilot schools sustain and enhance/expand their ALS-EST programs.

Summary	Objectively Verifiable Indicator	Source/Mean of Verification
Advocacy and Social Mobilization	Number of prospective ALS-EST Learners	ALS Forms 1 to 3 Attendance sheets
	Kinds of Advocacy and Social Mobilization Activities	<ul style="list-style-type: none"> • Activity proposal • Activity request/ Authority to conduct • Approved WFP
	Number of communities reached	Attendance sheets
Teaching and Learning Intervention	Availability of aligned education and skills learning materials	<ul style="list-style-type: none"> • Curriculum • List of materials • Learning modules
	Availability of tools and equipment for skills training	List of tools and equipment
	Observed “integrated” lessons using PBL approach	Session Guide modeling PBL Classroom Observation Tool
	Attendance of Learners in skills training	Attendance record
Assessment of Learners’ progress and certification of equivalency and TESDA qualifications	<ul style="list-style-type: none"> • Number of assessment tools developed/utilized 	<ul style="list-style-type: none"> • RPL Forms • ALS Assessment Forms • Institutional Assessment • A&E Test • TESDA checklist of competencies • Other actual assessment tools
	Types of assessment tools developed/utilized	Actual assessment tools
Networking and Linkages	Partnerships with accredited external academic institutions and non-government organizations successfully forged as implementer	<ul style="list-style-type: none"> • MOUs • MOAs • Partnership Agreements
	Established partnerships with industry and LGUs	

Who will monitor?	When to monitor (Suggested)	How to collect data (Methodology)	Assumptions/Risks
<ul style="list-style-type: none"> School (c/o principal) Schools' Division Office (c/o EPS) Regional Office (c/o ALS Focal Person) CO Project Management Team 	<ul style="list-style-type: none"> School - Weekly until the start of the classes SDO and RO - once per implementation CO Project Management Team - As Needed 	Records review	Communities support and are receptive to the ALS-EST program.
<ul style="list-style-type: none"> School (c/o principal) Schools' Division Office (c/o TLE and ALS Focal Persons) Regional Office (c/o ALS Focal Person) CO Project Management Team 	<ul style="list-style-type: none"> School - Weekly SDO - Monthly RO - Quarterly CO Project Management Team - As Needed 	<ul style="list-style-type: none"> Records Review Documented observation 	<ul style="list-style-type: none"> Skills Trainers and equipment are available. Teachers/principals are well-versed in PBL principles of teaching and learning materials and assessment tools.
<ul style="list-style-type: none"> School (c/o Skills Trainer) Schools' Division Office (c/o TLE and ALS Focal Persons) Regional Office (c/o ALS Focal Person) Central Office Secretariat 	<ul style="list-style-type: none"> School - per session SDO - Monthly RO - Quarterly CO Secretariat - As Needed 		
<ul style="list-style-type: none"> School (c/o principal) Schools' Division Office (c/o TLE and ALS Focal Persons) Regional Office (c/o ALS Focal Person) CO (c/o BEA) 	End of implementation	Records review	<ul style="list-style-type: none"> A&E tests are regularly conducted, and results are promptly released. There are qualified assessors. There is a regular schedule for assessment.
<ul style="list-style-type: none"> Schools' Division Office (c/o TLE and ALS Focal Persons) Regional Office (c/o ALS Focal Person) CO Project Management Team 	<ul style="list-style-type: none"> SDO and RO - Monthly CO Project Management Team - Twice a year 	Records review	Partnerships are sustained and/or expanded.

Summary	Objectively Verifiable Indicator	Source/Mean of Verification
Capacity Building of Teachers Facilitators and Skills Trainers	Kinds of training for Teachers Facilitators and Skills Trainers and other involved school personnel	<ul style="list-style-type: none"> • Activity Memorandum • Program Design • WFP
	Number of capability-building activities	<ul style="list-style-type: none"> • Attendance sheets • Training Completion Report • Evaluation
	Number of Teachers Facilitators and Skills Trainers trained	
Reporting of program implementation	Number of reports produced	List of reports
	Types of reports produced	<ul style="list-style-type: none"> • ALS forms • Budget Plan • Budget Report • Implementation Plan • Implementation Report

Box 14-1. Elements of M&E

The ALS-EST M&E framework follows the logical framework format which gives an overview of how a project is structured, the factors that influence it, and how it will be monitored.

It describes the ‘project’s hierarchy of objectives,’ or the intervention logic that explains how one element leads to another. The elements are as follows:

- **Activities:** the basic intervention introduced by the project (for example, a specific teaching or learning intervention)
- **Outputs:** the tangible results of the activity (for example, the number of Learners who passed the A&E test or obtained NC)
- **Outcome:** the immediate objective or the main purpose for the project (for example, the number of Learners/completers who become gainfully employed)
- **Impact/Goals:** the overall or development objective the project seeks to achieve (for example, Learners/completers are able to realize their full potential and contribute to community building)

It shows how to monitor the project’s achievements using the following:

- **Indicators:** a piece of information that measures changes connected to an intervention
- **Means of Verification:** the sources of information
- **Assumptions/Risks:** factors that influence the project’s success but are not directly under its control

Indicators, means of verification, and assumptions are drawn up for all of the vertical elements (activity, output, outcome, goals).

Source: American University Online

Who will monitor?	When to monitor (Suggested)	How to collect data (Methodology)	Assumptions/Risks
<ul style="list-style-type: none"> • School (c/o principal) • Schools' Division Office (c/o TLE and ALS Focal Persons) • Regional Office (c/o ALS Focal Person) 	<ul style="list-style-type: none"> • School - Monthly • SDO - Quarterly • RO - Twice a year 	Records review	<ul style="list-style-type: none"> • There are funds and trainers available for capability-building activities. • Capability-building activities are regularly reviewed and updated to address current and emerging needs.
<ul style="list-style-type: none"> • School (c/o Principal) • Schools' Division Office (c/o TLE and ALS Focal Persons) • Regional Office (c/o ALS Focal Person) • CO Project Management Team 	Twice a year	Records review	Implementing schools have regular reporting mechanism/system.

Data Requirements for M&E

A successful M&E relies on the availability and quality of gathered information. For the purpose of ALS-EST, the following information sources are important:

- The LIS for Learner information and tracking
- Approved Program plans and documents, among others:
 - ✓ WFP
 - ✓ Implementation plans and reports
 - ✓ Budget plans and reports
 - ✓ ALS forms
 - ✓ Attendance sheets
 - ✓ Partnership agreements, MOAs, and MOUs
 - ✓ A&E and NC test results
 - ✓ Assessment tools
- It will also develop instruments for the following:
 - ✓ Tracer studies
 - ✓ Relevant M&E tools as needed



Participants derive insights and generate learning as they implement the Program. Integrating learning and adapting throughout the program cycle of ALS-EST can help the CO, ROs, SDOs, and schools address program challenges. Through action research, learning and adapting can be made more systematic, thereby improving program development.

At the end of the pilot phase, a comprehensive evaluation of the Program will be conducted in preparation for its institutionalization and integration into the mainstream ALS.

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Alternative Learning System – Education and Skills Training *Handbook for Implementers*

Through non-formal education, DepEd seeks to give out-of-school youth and adults an even chance at self-improvement and productive life.

ALS-EST is a variant of the Alternative Learning System, DepEd's main vehicle for non-formal education. The Program systematically integrates a skills training component to the standard academic interventions in ALS. Implementing schools combine the ALS K to 12 Curriculum with their Technical-Vocational-Livelihood offerings.



This Handbook is a practical reference for the pilot implementation of ALS-EST.

