

ANNEXES

ALS-EST Coordination Meeting with
Implementing Partners

29-30 January 2019

ANNEX A

Annex A – List of Participants and Facilitators

Organization/ School	Name	Position	Male	Female
1. Purple Centers Foundation	Aldana, Ramon Antonio	School Head	M	
2. BEST	Añonuevo, Krupskaya Tan, Merle			F
3. PASALI PHILIPPINE FOUNDATION	Antiporda, Jane Isha Christine B. Barrientos, Kenneth April Joy V.	BOT OIC	M	F F
4. Development Academy of the Philippines	Bolante, Trygve A. Manzo, Winefrida M. Tesalona, Mirjam C.	PIMC	M	F F
5. SDO – Quezon City	Bruan, Ludevina Maño, Dennis	PSDS	M	F
6. ALS Mulanay DepEd Quezon	Buenafe, Adeline A. Privado, Marigen M.	EPSA		F F
7. Philippine Carabao Center	Calibugan, Gaudioso		M	
8. Rogationist College	Callanta, Glenda R.	Extension Coordinator		F
9. Action for Economic Reforms	Chavez, Joy			F
10. Arnold Janssen Catholic Mission Foundation, Inc.	Felicilda, Maxwell Perlyn Liparanon Tolentino, Olive	Staff ALS-EST Coordinator	M M	F
11. LGU-Ubay, Bohol	Limocon, Amario	ALS Focal	M	
12. Magna Anima Teachers College	Lorenzo, Elizabeth L. Francisco, Evelyn	Faculty		F F

13. Consuelo Chito Madrigal Foundation, Inc.	Ilao, Cris Ricafronte, Lowela San Jose, Ma. Zarina Santos, Evelyn	Social Worker	M	F F F
14. SEAMEO INNOTECH	Purnell, Philip J.	Manager	M	
15. Philippine Business for Social Progress	Muncada, Marylin Uy, Elvin		M	F
16. De Lasalle Zobel – Hermosa	Alyssa Jade Saniel Caluag, Carmelo		M	F
17. SILIMAN UNIVERSITY	Rama, Pablito Dela Temprosa, Mary Ann	Dean	M	F
18. Australian Embassy/ DFAT	Roxas, Ester			F
19. Saniel Integrated Farm Technological Business School, Inc.	Saniel, Carlicita Agusteo Saniel, Rogelio Jamorol	President	M	F
20. Tuloy Don Bosco Foundation, Inc.	Ureta, Cecille R.	Assistant Principal		F
21. DepEd	Asprer, Merlie Bernabe, Justine Del Valle, Ma. Guia Umali, Donelle Yu, Miriam Diche, Jonathan Usec. Nepomuceno Malaluan		M M	F F F F F
	Vivien Reyes	Facilitator		F
	Lea Bañares-Calmada	Documenter		F
TOTAL:	21	45	16	29



Department of Education

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29-30 January 2019
The B Hotel, Quezon City

NAME	POSITION	OFFICE	Contact details (e-mail address / Mobile/Tel. Nos.)	Jan. 29	Jan. 30
1. Aldana, Ramon Antonio	SCHOOL HEAD	The Purple Centers Foundation	09228151721	[Signature]	[Signature]
2. Añonuevo, Krupskaya		BEST		[Signature]	[Signature]
3. Antiporta, Jayne Isha Christine B.	DOT	FASALI PHILIPPINES FOUNDATION INC.	0945 839 5461	[Signature]	[Signature]
4. Barrientos, Kenneth April Joy V.	o/c	FASALI PHILIPPINES FOUNDATION INC.	0900982610	[Signature]	[Signature]
5. Bolante, Trygve A.	PIMC	Development Academy of the Philippines	09209205561	[Signature]	[Signature]
6. Bruan, Ludevina	PSDS	SDO - Quezon City	09056670798	[Signature]	[Signature]
7. Buenafe, Adeline A.	EPDA	ALS Mulanay, Dep Ed Quezon	09077353926	[Signature]	[Signature]
8. Calibugan, Gaudioso		PHILIPPINE CARABAO CENTER	09475050634	[Signature]	[Signature]
9. Callanta, Glenda R.	Extension Govt	ROGATIONIST COLLEGE	0922 2885138	[Signature]	[Signature]
10. Chavez, Joy		ACTION FOR ECONOMIC REFORMS	09169026716	[Signature]	[Signature]
11. Feliciida, Maxwell	AJCMFI	ARNOLD-JANSSEN CATHOLIC MISSION FOUNDATION INC.	02589993038	[Signature]	[Signature]
12. Francisco, Evelyn		MAGNA ANIMA TEACHERS COLLEGE	0917 905 1737	[Signature]	[Signature]
13. Ilaio, Cris		CONSUELO 'CHITO' MADRIGAL FOUNDATION, INC.	09496764913	[Signature]	[Signature]
14. Limocon, Mario	ALS Focal	LQU - UBAY, BOHOL	09128091105	[Signature]	[Signature]
15. Lorenzo, Elizabeth L.	Principal	MAGNA ANIMA TEACHERS COLLEGE	09178463524	[Signature]	[Signature]
16. Maño, Dennis		SDO - Quezon City	0945 200878	[Signature]	[Signature]
17. Manzo, Winefrida M.		Development Academy of the Philippines	631 2127	[Signature]	[Signature]
18. Muncada, Marylin		Philippine Business for Social Progress	0917 7012530	[Signature]	[Signature]
19. Privado, Marigen M.		ALS Mulanay, Dep Ed Quezon	09108594468	[Signature]	[Signature]
20. Purnell, Philip J.	MANAGER	SEAMEO INNTECH	0918573712	[Signature]	[Signature]



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21. Rama, Pablito Dela	<i>Dean</i>	SILIMAN UNIVERSITY	0998-5911-9925	<i>[Signature]</i>	<i>[Signature]</i>
22. Ricafrente, Lowela		CONSUELO'CHITO'MADRIGAL FOUNDATION, INC.		<i>[Signature]</i>	<i>[Signature]</i>
23. Roxas, Ester		Australian Embassy / DFAT	0918-9446306	<i>[Signature]</i>	
24. San Jose, Ma. Zarina		CONSUELO'CHITO'MADRIGAL FOUNDATION, INC.	0917801067	<i>[Signature]</i>	<i>[Signature]</i>
25. Saniel, Carlicita Agustero		Saniel Integrated Farm Technological Business School, Inc.	0912785580	<i>[Signature]</i>	<i>[Signature]</i>
26. Saniel, Rogelio Jamorol	<i>Pres.</i>	Saniel Integrated Farm Technological Business School, Inc.		<i>[Signature]</i>	<i>[Signature]</i>
27. Santos, Evelyn	<i>Sec. Worker</i>	CONSUELO'CHITO'MADRIGAL FOUNDATION, INC.	0976456240	<i>[Signature]</i>	<i>[Signature]</i>
28. Tan, Merle		BEST		<i>[Signature]</i>	<i>[Signature]</i>
29. Temprosa, Mary Ann		SILIMAN UNIVERSITY	09177198882	<i>[Signature]</i>	<i>[Signature]</i>
30. Tesalona, Mirjam C.		Development Academy of the Philippines	4812127	<i>[Signature]</i>	<i>[Signature]</i>
31. Tolentino, Olive	<i>ALSABE Coord.</i>	ARNOLD JANSSEN CATHOLIC MISSION FOUNDATION INC.	091624107037	<i>[Signature]</i>	<i>[Signature]</i>
32. Ureta, Cecille R.	<i>Asst. Prin.</i>	TULLOY DON BOSCO FOUNDATION INC.	09175540126	<i>[Signature]</i>	<i>[Signature]</i>
33. Uy, Elvin		Philippine Business for Social Progress	09177583563	<i>[Signature]</i>	<i>[Signature]</i>
34. Asprer, Merlie		DepEd		<i>[Signature]</i>	<i>[Signature]</i>
35. Bernabe, Justine		DepEd		<i>[Signature]</i>	<i>[Signature]</i>
36. Del Valle, Ma. Guia	<i>TA</i>	DepEd	09171699370	<i>[Signature]</i>	<i>[Signature]</i>
37. Umali, Donelle		DepEd		<i>[Signature]</i>	<i>[Signature]</i>
38. Yu, Miriam		DepEd		<i>[Signature]</i>	<i>[Signature]</i>
39. Diche, Jonathan		DepEd		<i>[Signature]</i>	<i>[Signature]</i>
40. Usec. Nepomuceno Malaluan		DepEd		<i>[Signature]</i>	<i>[Signature]</i>



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1.	CARMELO CARWAK					
2.	PERLIN LIPMANON	staff	Arnold Janssen Catholic Mission Foundation, Inc.	0902 8250496		
3.	Alyssa Jade Sanicel		De La Salle Zobel - Vermona	0929 807 2938		
4.	VIVLEN REYES	FAC		09178735174		
5.	LFA BANARES-CALMADA	DOCUMENTA		0998-790-3356		
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ANNEX B

ANNEX B – OTHER WORKSHOP OUTPUTS

ALS-EST COORDINATION MEETING WITH PARTNERS

Jan 29-30, 2019-01-30

B Hotel, Quezon City

Topic: LEARNERS AND CURRICULUM INTEGRATION

I. Identification and Profiling of Learners

1. How do you identify possible ALS-EST learners (community orientations, home visits, coordination with 'regular' ALS programs, etc.)?

2. After the orientation/home visit/etc., how do the learners sign up or enroll for the ALS-EST program? When do they fill up the Learner's Profile?

3. What happens to learners who would like to sign up but are not eligible for the program?

Speaker	Notes	Resolution / Remarks
Evelyn From Consuelo Chito Madrigal	<ul style="list-style-type: none"> Possible learners: Referral, Coordination with Barangay Forms: may sariling form, profile form, unang finifill-upan. Then interviewed for assessment if need talaga nila ng ALS-EST, then referred to exec. Director for approval, then ipapakilala na sa ALS teacher for assessment if under what program. 	<ul style="list-style-type: none">
Zarina	<ul style="list-style-type: none"> ALS classes: follows DepEd curriculum but has additional classes, offer basic computer class, values ed, skills Skills: Cookery 	<ul style="list-style-type: none">
Evelyn	<ul style="list-style-type: none"> Pasok: everyday 	<ul style="list-style-type: none">
Zarina	<ul style="list-style-type: none"> Depende sa sched ng teacher, usually everyday, Tues and Fri: whole day Mon, Wed, Thurs: halfday Teachers have different loads also (other loads include tutorials) 	<ul style="list-style-type: none">
Evelyn	<ul style="list-style-type: none"> Partnership with ALS: some students go housekeeping training in Seda Hotel 	<ul style="list-style-type: none">

	<ul style="list-style-type: none"> • Before we had tie-up with mobile teachers 	
Zarina	<ul style="list-style-type: none"> • We cater to very specific area • Partnership with Children International (CI) • They have a lot of OSY but has no centers • Sa amin pinapadala • Partnership: student comes from them and they shoulder transportation, we handle the delivery of learning 	<ul style="list-style-type: none"> •
Cris	<ul style="list-style-type: none"> • We also tie-up with public high school: they bring in ALS students to us. 	<ul style="list-style-type: none"> •
Zarina:	<ul style="list-style-type: none"> • In summary, referrals, mapping (nagiikot yung social worker), partnerships 	<ul style="list-style-type: none"> •
Liz from Magna Anima	<ul style="list-style-type: none"> • Profiling part is completed • Partnered with diocese of Novaliches, DepEd QC and private partners who will provide skills training and employment • Identifying of learners: social action center of diocese which comprises 3 districts of QC • They have already identified OSY, they did initial profiling then we called them for orientation and interviews along with the social workers of LGU • Clustered them according to their schedules, abilities, interests • The bulk of learners: ages 18-28 years old. • But we also have older • Backgrounds: mostly going to be taking the junior high school, but includes senior high school • For our program, there are going to be 6 intakes, but for the first, we'll take 40 learners. 28 of them finished elementary • Issues: we have a lot of those who have already completed high school but want to have skills training. But what we want to do is to put in shs academic subjects. • One of the things we've seen with the learners: minsan sinasabi nila 	<ul style="list-style-type: none"> • Highlight: community mapping for the industry demands

	<p>ito yung gusto nila but kapag pinrobe mo, nagiiba. We try to work with them and counsel them to help them know what their real interests are and what are their strengths.</p> <ul style="list-style-type: none"> • There are also matching with the jobs available. • The way we're integrating skills training: we have industry partners, once they start with skills training, may interview na rin • Current partners: food service maraming partners • Once the student starts their training, we do matching para yung makukuha ng partner, mahihire na rin nila in the end. • Part of our program is the work immersion because some of the industry doesn't really look for the NC but the soft skills. 	
<p>Perlyn From Arnold Janssen</p>	<ul style="list-style-type: none"> • Identification of Learners: <ul style="list-style-type: none"> - NCR: partners with parish/barangay, kapag nagmmapping kasama yung parishioners (i.e., Sacred Heart – 6 barangays) - Strategy: we ask als passers during the mapping to motivate more learners except for Marawi - AJ Website - Profile from several CLCs: household member / parking boy / member of EJK family / drug surrenderees / IPs / Early motherhood - Mostly female learners - Dasma: bawat barangay may ALS center, we provide ALS teachers - Usually, we handle Advocacy and Social Mobilization: barangay partners shoulder the fees • Classes: Tues – Fri • Matching: employers are after soft skills, we integrate these things in the sessions. 	<ul style="list-style-type: none"> •

Liz	<ul style="list-style-type: none"> • 3 pillars: education, training, formation 	•
Perlyn	<ul style="list-style-type: none"> • Usually, learners are judged based on profile. To address this, values formation is given importance 	•
Liz	<ul style="list-style-type: none"> • Minsan awareness lang on the impression that they create. 	•
Perlyn	<ul style="list-style-type: none"> • Once soft skills are developed, the learners usually see their ability to increase their income. • We also involve our learners in church activities para malapit sila sa tao • Kung walang possible employment, hindi ioffer na skills training kahit gusto nila. • Demands: <ul style="list-style-type: none"> - Palawan: mining, mining rehabilitation - NCR: pharmacy (assistant pharmacist) - Dasma and Bacoor - Tagaytay: bread and pastry na tinutulungan na seminarista • Community Organizing Development Officer who links the learners with the industry 	<ul style="list-style-type: none"> • How do you identify the demands?
Liz	<ul style="list-style-type: none"> • Scoping study, we look at certain areas to look at certain industries, we work with industries barangays, and the labor demands for the area. • Everytime we go to a known area • We work with the employment 	•
Perlyn	<ul style="list-style-type: none"> • Minsan pumupunta yung partners, minsan yung DepEd nagbibigay ng list ng NGO na pwedeng lapitan 	•
Zarina	<ul style="list-style-type: none"> • It depends with the partner and they let us know what are the jobs that they can give • We also ask the community what they want, however, not everything has job opportunity. Usual interest is beautician but marami na nagttraining dun 	•
Liz	<ul style="list-style-type: none"> • Example: marami gusto maganimation but when we tried to look in the area, walang job opportunity. It's not going to be practical for them. 	<ul style="list-style-type: none"> • How do you convince them magpalit?

<p>Cez Tuloy Don Bosco</p>	<ul style="list-style-type: none"> • Commercial areas: call center, Hyundai • Identification: Community orientation, needs assessment, referrals • Limited to 17-21 years old (tamang tama lang yung age for employment after the training) • Yung mga super bata pa na graduate na, tatanggapin pa rin sila, they do shopping of courses • Pag may naging inquire na basic ed, cinacater din naming. • TechVoc: baking and technology, automotive, ref and aircon, electrical, computer technology, and call center training. • After the orientation: may poster na on how to enroll, they go to clc, fill up forms, submit requirements, interviewed • Ineligible learners: referred to another level • We have free food/snacks • Matching: placement test, and interview with course instructor • Courses and demand: • Learners: 658 average yearly (total), per course (50 students) • Teachers 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Placement tests are teacher-made: teachers identify the skills needed for the level and the course • Our learners in baking stays in-house 	<ul style="list-style-type: none"> • Highlight: importance of soft skills, work skills

II. Matching Learners with Skills Trainings

1. How are recognition of prior learning (RPL), learner interest and counseling results (as well as other factors, please identify them) used to match the learners with the skill offerings?

2. In the past year (2018), which skill training/s have had the most demand? Why do think this is case?

Speaker	Notes	Resolution / Remarks
	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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III. Curriculum Integration

1. How do you integrate basic education competencies and skills training to come up with one seamless ALS-EST curriculum?
2. What are possible issues/concerns/challenges do you anticipate at point of implementation and how might these be addressed?

Speaker	Notes	Resolution / Remarks
Cez	<ul style="list-style-type: none"> • Integration: i.e., in automotive integrated in English: we use automotive vocab during English leasson • Using sentences about the skills being taught 	<ul style="list-style-type: none"> • •
Liz	<ul style="list-style-type: none"> • You do contextualization for the integration • You don't need to teach each subjects separately 	<ul style="list-style-type: none"> • Highlight: contextualization
Cez	<ul style="list-style-type: none"> • Syllabus shows this integration which is made by the teachers 	<ul style="list-style-type: none"> •
Liz	<ul style="list-style-type: none"> • Modules are just being developed 	<ul style="list-style-type: none"> •
Perlyn	<ul style="list-style-type: none"> • Usual cause of drop-out is family problems 	<ul style="list-style-type: none"> •
Alyssa	<ul style="list-style-type: none"> • How do you select your teachers? 	<ul style="list-style-type: none"> •
Perlyn	<ul style="list-style-type: none"> • We do 2-week immersion so you can have an idea of how they work 	<ul style="list-style-type: none"> •
Liz	<ul style="list-style-type: none"> • We have a combination since we work with the division office. SDO gives us teacher =s who they identified and we work with what was given to us, 	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Do you require NC for teachers? 	<ul style="list-style-type: none"> •
Liz	<ul style="list-style-type: none"> • It depends on the requirement of the skills • Challenge: attendance 	<ul style="list-style-type: none"> • Common challenge: attendance
Cez	<ul style="list-style-type: none"> • Challenge: Monitoring of integration • No modules from DepEd only curriculum guide. 	<ul style="list-style-type: none"> •
Perlyn	<ul style="list-style-type: none"> • AJ has developed its own module 	<ul style="list-style-type: none"> •

Merlie	<ul style="list-style-type: none"> Integration is still in its developmental stage5 	<ul style="list-style-type: none">
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ALS-EST COORDINATION MEETING WITH PARTNERS

Jan 29-30, 2019-01-30

B Hotel, Quezon City

Topic: LEARNING DELIVERY

Group Members:

- Ms. Joy
- Mrs. Saniel
- Ms. Lowella
- Ms. Ken
- Ms. Olive
- Ms. Kaye
- Sir Mario
- Sir Mon
- Ms. Winnie (DAP)

The group decided to read through all the questions before having the implementers answer one by one. Ms. Joy facilitated the discussion.

I. Organization of Learner Groups and Scheduling of Education and Skills Training Sessions

- How many ALS-EST learners does your program have?
- How are these learners organized/grouped (i.e. 75 learners for the education component are then subdivided into 3 groups of 25 each for the skills training)?
- What is a sample schedule for one group of learners for a week? How long is the entire ALS-EST program (can be a range)?

Speaker	Notes	Resolution / Remarks
Ms. Saniel	<ul style="list-style-type: none"> We have needs analysis and then group the learners per level. Needs analysis is based on DepEd's assessment. At a time we have 60 learners (2 simultaneous classes) Schedule: 3 months (Basic education) 1 month (Skills Training on organic farming) Integration of skills training and education: they are already in the farm (immersion), and the skills training is delivered to also target academic competencies. Afterwards, they take NC II (goal: at least 85% passing) All ST classes are conducted daily (8 hours a day), but basic education is MWF only Learners are housed in a dormitory, but if they have to go home they are given transportation allowance. Food is free. We also offer tutorials in between classes. Age: 15 years old and above, average: 15-17 	<ul style="list-style-type: none">
Lowella	<ul style="list-style-type: none"> 18-25 learners in total 	<ul style="list-style-type: none">

	<ul style="list-style-type: none"> • ALS groups based on level (basic learning, elementary, HS), determined after an exam • Schedule: First 3 months is for basic education, Next 3 months, we offer the skills training Last 4 months for basic education and for make-up classes • We offer 4 skills training. • Everybody goes all through all the skills (i.e. Monday – one skill, Tuesday - another skill) • We still have values and literacy courses all throughout. • We devote 36 hours per skill • Skills training not yet TESDA based. • Average age: 13 (elementary), 15 (high school/skills training) 	
Ken	<ul style="list-style-type: none"> • Program caters to IPs • Target learners: 500 learners a year • Most of them have never been to school • Program Duration: 10 months • 2 Skills with specialization: Sustainable Agriculture Basic Industrial Craft • We have consultants, senior trainers (to make a curriculum/lesson plan), community educations (percentage coming from tribe) • There are 24 learners per class, 4 teachers each class (team teaching) • Classes are conducted on weekends (twice a week) because learners are mostly farmers • 8 hours per class • They want to improve their livelihood, they don't need the NC. • They need only the literacy that will help them for the skills training. • There are learning blocks, not fixed learning time tables. • Differentiation: Advanced learners work as co-facilitator/peer coach • Preparatory literacy at first; as soon as ready they can go to skills training. Learning is personalized • Structure for the teachers: Community Educators (teachers on-the-ground) → Senior Trainers → Consultants (some from Universities) 	•
Olive	<ul style="list-style-type: none"> • We have around 117 centers, 2000+ learners • Different arrangements per center • We used to focus on the A&E; later, we realized that not everyone will proceed to college • In our center, 72 learners (classified per level for education, i.e. basic, elementary, high school) based on FLT <p>For skills, depends on the requirements of the</p>	•

	<p>training (ex. If training requires minimum age, we will comply)</p> <ul style="list-style-type: none"> • In Tagaytay, we opened a bakery that currently funds the classes • Age: minimum 15 • Before: We base the timeline of the class on the schedule of the A&E • Enrollment and learning timeline is per learner • The program is not limited to ten months; it's a continuing program with individualized teaching and assessment • The baking skills training (TESDA) is for 6 Sundays • "Kung ano yung dumating na training, yun yung i-ooffer naming." • Learners are assigned by interest and availability • Learners take the NC 	
Mary Ann	<ul style="list-style-type: none"> • We already offer TESDA short courses in the school • Literacy materials are related to the skills training (for integration) • 10 months (kinder), 10 months (elementary), 10 months (JHS), 10 months (SHS) • Integration in learning delivery • 16 hours per week (Mondays and Saturdays) • Performance based education • 1500 learners in 3 years, 32 students per class, 24 classes at a time • 4 teachers per area • Learners: at least 15 years old 	•
Mario	<ul style="list-style-type: none"> • Target: 50 learners • For education, 2 groups. For skills training, 1 group. • Learners must be at least 15 years old • There are people organizations who help in distribution of products • Meet once a week (8 hours), 10 months • Education component conducted in CLC, skills training in farm or in PCC • We need integration for education and skills 	•
Mon	<ul style="list-style-type: none"> • We have formal ES, then ALS (80 learners) • ALS L1: basic (unschooled) • L2: Gr. 2/3 • L3: Gr.4/5 • L4: Gr. 7/G8 • LG: Gr. 9/G10 <p>We do this because we want to prep them for both A&E and PEPT</p> <ul style="list-style-type: none"> • 10-11 months per level • HS have an extra month during summer • Elementary also have skills training, but their course is shorter • Computer and baking will be leading to NC II 	•

	<ul style="list-style-type: none"> • We have a partner that offers barista training, but only after they finish the curriculum; they can also take the NC after • Learning is school based • We operate like an “open” elementary school. We prepare learners to take the A&E or PEPT or give them skills training, based on their preferred exit. • For teachers: this is part of their regular workload • 1 teacher per subject • Skills trainer: we have an assigned teacher • Our teachers team teach/meet together to consult. 	
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II. What existing delivery models (i.e. Project-based learning, Face-to-face, online, etc.) promote curriculum integration? What lessons have been learned from these prior experiences that can inform development of the ALS-EST Handbook?

- How are the education and skills training/s integrated? Are the teachers for these two components different and do they practice collaborative teaching?
- How is Project-Based Learning (PBL) integrated in the program?
- Which materials are used (for both E and ST) and how are they contextualized? Where does learning (education and skills training) happen? How are the learning spaces designed so that they are conducive to learning?
- What is the program configuration between ALS and EST and which one works best?

Speaker	Notes	Resolution / Remarks
Mary Ann	<ul style="list-style-type: none"> • On project based learning, for instance, learning should be conducted in the actual community <p>Ex. Text on segregation, project in community with rubric for assessment</p> <ul style="list-style-type: none"> • When assigning teachers, we consider the teacher’s skills specialization • Classes are conducted in CLCs, in partnership with LGUs • Teachers get credits in extension, and honorarium is given (P20,000 per teacher) 	<ul style="list-style-type: none"> • •
Ms. Saniel	<ul style="list-style-type: none"> • On project based approach, they are grouped into 3-5 groups. Each group is assigned to a set of crops/tasks in the farm (which serves as their “project”) 	<ul style="list-style-type: none"> •
Mario	<ul style="list-style-type: none"> • Learners should have their own carabaos so that after the training they can proceed will milking on their own 	<ul style="list-style-type: none"> • Joy: Ome thing they can try is to keep a journal of expenses and other activities (management, not just production).
Mon	<ul style="list-style-type: none"> • Projects: involvement in community, involvement in clubs, they can sell products in the school area 	<ul style="list-style-type: none"> •
Lowella	<ul style="list-style-type: none"> • Different teacher for Education and Skills Training 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • No integration yet • We have projects for skills, projects for Education (portfolio) • 	
Ken	<ul style="list-style-type: none"> • Education and Skills Training taught by same person • We have specialized consultants to assist • Project portfolio is required to move to next level Ex. Agriculture, they are required to show the application of the lesson on their own land/community before they can proceed to the next learning block. • Each lesson considers the knowledge, skills, and attitudes necessary to do the work. • We write modules with consultants. For translation to mother tongue later on. • We have 2 learning centers, but barangay centers will also serve as learning centers. We are also designing makeshift classrooms. • Medium of instruction is vernacular. Modules/materials are still in English, but they will be translated later on. 	<ul style="list-style-type: none"> •
Olive	<ul style="list-style-type: none"> • Trainers for ST and E are different. • We have learning centers. • Learners themselves manage the bakery, so this is where they practice what they learn from the training. The bakery also gives them allowances. They rotate in tasking so they can maximize learning. • Education is delivered in English/as required in curriculum, but mother tongue is used for skills training 	<ul style="list-style-type: none"> •

III. What are possible issues/concerns/challenges do you anticipate at point of implementation and how might these be addressed?

Speaker	Notes	Resolution / Remarks
Mario	<ul style="list-style-type: none"> • We worry about the late release of funds; we need this for the learners' transportation and other expenses. We don't have revolving fund on LGU's end. 	<ul style="list-style-type: none"> • Mon: Will LGU commitment be affected by change of leadership (given the nearing midterms elections)?

		Mario: Plan B is to transfer to PCC.
Ken	<ul style="list-style-type: none"> • Some learners have to bring their entire families to class. • Upside, this leads to peer coaching. Downside, they need resources 	•
Mon	<ul style="list-style-type: none"> • Schedule of the A&E differs 	•
-	<ul style="list-style-type: none"> • Attendance and motivation 	•

ANNEX C

Annex C – Workshop Guide Questions

1. Learners and Curriculum Integration

- a. Identification and Profiling of Learners
 - How do you identify possible ALS-EST learners (community orientations, home visits, coordination with ‘regular’ ALS programs, etc.)?
 - After the orientation/home visit/etc., how do the learners sign up or enroll for the ALS-EST program? When do they fill up the Learner’s Portfolio?
 - What happens to learners who would like to sign up but are not eligible for the program?
- b. Matching Learners with Skills Trainings
 - How are recognition of prior learning (RPL), learner interest and counseling results (as well as other factors, please identify them) used to match the learners with the skill offerings?
 - In the past year (2018), which skill training/s have had the most demand? Why do think this is case?
- c. Curriculum Integration
 - How do you integrate basic education competencies and skills training to come up with one seamless ALS-EST curriculum?
 - What are possible issues/concerns/challenges do you anticipate at point of implementation and how might these be addressed?

2. Learning Delivery

- a. Organization of Learner Groups and Scheduling of Education and Skills Training Sessions
 - How many ALS-EST learners does your program have?
 - How are these learners organized/grouped (i.e. 75 learners for the education component are then subdivided into 3 groups of 25 each for the skills training)?
 - What is a sample schedule for one group of learners for a week? How long is the entire ALS-EST program (can be a range)?
- b. What existing delivery models (i.e. Project-based learning, Face-to-face, online, etc.) promote curriculum integration? What lessons have been learned from these prior experiences that can inform development of the ALS-EST Handbook?
 - How are the education and skills training/s integrated? Are the teachers for these two components different and do they practice collaborative teaching?
 - How is Project-Based Learning (PBL) integrated in the program?
 - Which materials are used (for both E and ST) and how are they contextualized? Where does learning (education and skills training) happen? How are the learning spaces designed so that they are conducive to learning?
- c. What are possible issues/concerns/challenges do you anticipate at point of implementation and how might these be addressed?

3. Assessment, Exits for Learners and Post-Program Support and Tracking of Learners

- a. Assessment
 - What pre-training assessment do you use to diagnose learners' level of basic education and skills?
 - What assessment do you use during the teaching learning process?
 - What existing assessment practices and tools do you use to show that learners have acquired the basic education and skills relevant to their chosen track?
 - Apart from the A&E and the NCs, what are the different micro and full certifications being used?

- b. Exits for Learners and Post-Program Support
 - How are target exits (i.e. entrepreneurship, employment, higher education, and middle-level skills e.g. TESDA, etc.) for learners identified?
 - What kind/s of post-program support has/have been provided (counseling, assistance in job fair participation, employment opportunities, referral to another government program, etc.)?

- c. Tracking of Completers and M&E
 - How are completers tracked?

- d. Challenges and Lessons Learned
 - What are possible issues/concerns/challenges do you anticipate at point of implementation and how might these be addressed?
 - What lessons have been learned from these prior experiences that can inform development of the ALS-EST Handbook?

ANNEX D

Annex D – Summary of Activity as Run

Day/Time	Duration (in minutes)	Activities	Person-in-Charge/Presenter
Day 1. 29 January 2019			
8:30-9:00	30	Registration	
9:00-9:10	10	Opening Program	Vivien Reyes Facilitator
		Introduction of Participants	
		Ice Breaker	
		Norms and Agenda of the Workshop	
9:47-11:20		Presentation of ALS-EST Program	Atty. Nepomuceno A. Malaluan Undersecretary/Chief-of-Staff Department of Education
		Forum	
		Ice Breaker	
11:30-12:18		DAP Presentation on Budget Implementation and Procurement Modes	Mr. Trygve Bolante Development Academy of the Philippines
12:18-1:00		Lunch Break	
1:20-2:40		Presentation (with forum) on program implementation status/experiences of the following ALS-EST Implementing Partners: <ol style="list-style-type: none"> 1. Partnership and Delivery Modes – Arnold Janssen Catholic Mission Foundation, Inc. 2. Curriculum Integration – Siliman University 3. Industry Linkages – Local Government Unit (LGU) – Ubay, Bohol 	Dr. Maxwell Felicilda Program Director Arnold Janssen Catholic Mission Foundation, Inc.
2:40-3:42			Dr. Mary Ann Temprosa Associate Dean Siliman University
3:42-4:12			Mr. Gaudioso Limocon Agriculturist II Philippine Carabao Center
			Mr. Mario Limocon ALS Focal

Day/Time	Duration (in minutes)	Activities	Person-in-Charge/Presenter
			LGU-Ubay, Bohol
		Ice Breaker/Snacks	
4:38-5:28		LIS Presentation with Q&A	Jonathan Diche Technical Assistant Department of Education
5:30-6:00		Orientation on the Workshop	Vivien Reyes Facilitator
		Dinner	
Day 2. 30 January 2019			
8:30-10:30		Workshops on the following: <ol style="list-style-type: none"> 1. Learners and Curriculum Integration 2. Learning Delivery 3. Assessment, Exits for Learners and Post-Program Support and Tracking of Learners 	Vivien Reyes Facilitator
10:30-2:00		Ice Breaker/Snacks	
		Group Presentation & Forum	
		Plenary (Including M&E discussions)	
		Lunch	

ANNEX E

Annex E – Presentations