Alternative Learning System – Education and Skills Training (ALS-EST) Coordination Meeting with Implementing Partners

[29-30 January 2019]

[The B Hotel Quezon City]
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ACTIVITY DESIGN

Background
The Alternative Learning System (ALS), a flagship program of the Department of Education (DepEd), is offering non-formal education to out-of-school Filipino youth and adults who have failed to complete basic education (i.e. school drop-outs). Being one of the Secretary’s priority projects, ALS is included in the Ten-Point agenda to intensify DepEd’s efforts for extensive positive outcomes on ALS by better targeting of beneficiaries, broader coverage, prioritization of these program by implementing units, partnerships, and modalities that would fit the circumstances of target learners.

As mandated by DO 46, S. 2017, Framework for the Pilot Implementation of the Alternative Learning System-Education and Skills Training, the Department of Education (DepEd), through the Office of the Secretary (OSec), is piloting a complementary initiative to the regular ALS.

The program, known as ALS-Education and Skills Training (ALS-EST), integrates a skills training component with the existing Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E) interventions. It aims to produce completers who are not only able to catch up with basic academic education but have also acquired technical competencies suitable for immediate employment.

Last June 22, 2018, the DepEd - Office of the Secretary and BEST program conducted a workshop to establish a Project Management Team (PMT) that will oversee the program development, implementation as well as the monitoring and evaluation component. During this workshop, the PMT’s functions and terms of reference were identified. Budget, downloading of funds, and project implementation parameters for ALS-EST implementing schools were also discussed.

In November 2018, a series of coordination meetings in three clusters — Luzon, Visayas and Mindanao — was organized to have a common appreciation, understanding and alignment in implementing an ALS-EST program. The said meetings brought together ALS-EST implementers from Regional Offices, Division Offices and Pilot Schools, and provided them with the opportunity to share their learnings and best practices, clarify the implementing guidelines, and provide inputs for further enhancement for ALS-EST program and the ALS-EST Handbook.
To implement ALS-EST, based on Resolution No. 1, s. 2017, the DepEd secured the consultancy services/technical assistance of the Development Academy of the Philippines (DAP) through an agency to agency procurement, with transfer funds component under COA Circular No. 94-103 and COA Circular No. 201-001, Sec. 3. Under the Memorandum of Agreement between DepEd and DAP, DAP shall manage the transferred funds for the implementation of ALS-EST projects. Under the Agreement, a DepEd-DAP joint Project Implementation and Monitoring Committee (PIMC) was created to review, affirm, or amend the criteria for approval of proposals for ALS-EST Projects, among others. The ALS-EST Project shall be implemented through either: a] procurement modality or b] the partnership modality not involving procurement between partners as allowed by law.

To gather more inputs particularly from non-DepEd organizations currently implementing ALS-EST program, a meeting with implementing partners was organized. The meeting involved around 30 representatives of ALS-EST implementers from non-government organizations, public or private academic institutions, non-stock non-profit corporations, and local government units (LGU).

**Purpose**

The main purpose of this meeting is to have a common appreciation, understanding and alignment in implementing an ALS-EST program, not only within DepEd, but also with non-government implementing institutions.

**Objectives**

The coordination meeting is organized to provide the partners with the opportunity to share their learnings and provide inputs for further enhancement of the ALS-EST program and the ALS-EST Handbook. Specifically, the activity aimed:

1. For Development Academy of the Philippines (DAP) to provide updates on budget utilization,
2. For selected partners to share updates, learnings, and best practices on their respective program implementation,
3. To discuss existing practices and emerging concerns on ALS-EST implementation; and
4. To gather inputs for the development of the ALS-EST Handbook.
Outcomes
- Appreciation of the different elements/success factors in implementing an ALS-EST program
- Alignment of understanding about ALS-EST

Outputs
- Experiences and stories shared
- Inputs and insights to help further shape the ALS-EST handbook
HIGHLIGHTS

The Alternative Learning System – Education and Skills Training (ALS-EST) Coordination Meeting with Implementing Partners was participated in by a total of 45 individuals (29 female, 16 male), representing a total of 21 organizations and private schools. The event was spearheaded by the Department of Education (DepEd) and was held at The B Hotel Quezon City last 29-30 January 2019.

The main purpose of this coordination meeting was for the implementing partners to have a common appreciation, understanding and alignment in implementing an ALS-EST program, not only within DepEd, but also with non-government implementing institutions. Particularly, the objectives included, [i] for the Development Academy of the Philippines (DAP) to provide updates on budget utilization; [ii] for selected partners to share updates, learnings, and best practices on their respective program implementation; [iii] to discuss existing practices and emerging concerns on ALS-EST implementation; and [iv] to gather inputs for the development of the ALS-EST Handbook.

To begin with the coordination meeting, DepEd Usec. Atty Nepomuceno Malaluan gave an update on the overall framework and context of the ALS-EST Program titled “From Access to Quality: Directions for Basic Education Two Years into the Administration” by the Secretary Briones.

This was followed by the Development Academy of the Philippines (DAP), which provided them with updates on the Budget Implementation and Procurement Modes, as shared by Mr. Trygve Bolante. (DAP was a partner of DepEd for the implementation of ALS-EST Program).

Likewise, there were three selected partners who shared updates, learnings, and best practices from their respective program implementation. They were: Dr. Maxwell Felicilda from Arnold Janssen Catholic Mission Foundation, Inc. who shared about the Partnership and Delivery Modes; Dr. Mary Ann Temprosa, Associate Dean of the Siliman University, who intensively discussed the Curriculum Integration; and, Mr. Mario Limocon, ALS Focal and Mr. Rudy Calibugan, Community Organizer both from LGU-Ubay, Bohol, who shared their experiences about Industry Linkages.

The Learning Information System (LIS) office of DepEd was also invited to provide updates on the system, including log-in technicalities and encoding of data regarding intended learners of the ALS-EST.

Lastly, there were three workshop groups, tasked to initially assess and validate the common appreciation, understanding and alignment in the implementation of ALS-EST program. These groups discussed the following
Major highlights of the workshop group reports:

1. **Learning and Curriculum Integration.** There are a lot of existing tools/instruments used by the field implementers in the identification and profiling of learners, matching learners with skills, and curriculum integration (integration of values formation, work skills and soft skills). Meanwhile, the only difficulty in profiling of learners is that the new generation is not attracted to meticulous work.

2. **Learning Delivery.** The existing delivery model is Project-Based Learning (PBL) that is integrated into the training. The learning groups/schedule ranges from 24 to 30 per class per week, depending on the level. The most common duration of the trainings is 10 months. However, the partners implementors sought the help of DepEd in the integration and contextualization of Basic Education and Skills Training curriculum, as well as, language indigenization of learning materials.

3. **Assessment, Exits for Learners and Post-Program Support and Tracking of Learners.** Various tools are used for the assessment. Also, to help improve the ALS-EST Handbook, the main points articulated: effective use of portfolio, issuance of certificate, updating of ILA, participation of community, alignment of language used, process of administering A&E test, and securing the integrity of A&E test.

The meeting arrived at the following agreements: [i] ALS-EST Program – Project-based Learning and Learners Assessment is encouraged to be one of major approaches in ALS-EST; [ii] DAP’s Budget Implementation and Procurement Modes - the issues of SSS and PhilHealth of teachers do not need to be covered under ALS-EST Project and this project is subject to Post-Audit by the Commission on Audit (COA); [iii] Partnership and Delivery Modes – the partner implementors must have market analysis in dealing with future partners in the industries; and, [iv] Learning Information System (LIS) – Mr. Diche will recommend to the ICTs to look for possible data-based integration of A&E in the LIS.

On the further enhancement of ALS-EST Handbook, the partner implementors identified their needs, namely: [i] training portfolio assessment for teachers; [ii] indigenization of ALS curriculum with skills, train the ALS implementors, partners and teacher for ALS-EST; [iii] development of modules on ALS-EST; [iv] integration on life skills; [v] database tracking assessment training; [vi] assessment rubrics, integrated assessment and portfolio & performance assessment; [vii] integration of the curriculum (e.g. how ALS
teacher can adapt ST materials for instruction, for example LGU-Ubay-PCC case); [viii] curriculum integration (ALS-Skills Training) and designing a project-based curriculum); [ix] training on career guidance for implementers; [x] basic education curriculum; [xi] designing of assessment; [xii] curriculum integration (integration of English to ST, integration of life skills); [xiii] the need to monitor curriculum alignment with ALS.
Preliminaries

The facilitator started the program with an opening prayer and conduct of the singing of the national anthem. This was followed by the presentation of purpose, objectives and expected outcomes.

Agenda for Days 1 and 2 was also presented. Afterwards, the participants were instructed to form themselves into groups and appoint a group speaker to introduce the members in their respective tables. After the group introductions, the facilitator also encouraged the participants to share the top three (3) things that excite their respective groups today.

Workshop norms were also discussed. Participants where encouraged to do the following: [i] mobile phones on silent mode; [ii] participate actively; [iii] observe the ONE MEETING rule; [iv] attend to personal matters during the breaks; and [v] wear name tags all the time.

Lastly, the facilitator encouraged the participants to observe and practice One Main Norm for Systems Thinking conversations: PERSONAL MASTERY includes: [i] OPEN MIND – Suspend all assumptions and behave collegially; [ii] OPEN HEART – be humble and be a learner; and [iii] OPEN WILL – let go and let come.
To start the coordination meeting, Atty. Nepomuceno A. Malaluan, Undersecretary and Chief of Staff of the Department of Education provided them with updates on ALS-EST Program. He presented slides entitled “From Access to Quality: Directions for Basic Education Two Years into the Administration” to give the participants overall context of where the public education is right now. He also pointed out the how different ALS-EST is from the mainstream ALS.

*From Access to Quality: Directions for Basic Education Two Years into the Administration.* Atty. Malaluan narrated that when Secretary Briones came into the office on June 30, 2016, her first official act was to send a Memo to the President stating that it is her position that K to 12 must continue. That was the time Senior High School (Grade 11) started. To recall, the Cabinet of the present administration is quite diverse in ideological persuasions, subjecting K to 12 to strong opposition. The Memorandum of the Secretary to the President was really to rest any further debate on the matter of the administration perspective. The current administration is really committed to the full implementation of K to 12.

*2-year++journey.* The full implementation means continuing with roll-out of the Senior High School. There is a need to deliver education inputs, given the implication of the full implementation of the K to 12, which involves, among others, the creation of teacher items, school building, facilities and provision of learning
resources. But when the current administration came in, what they saw was a major obstacle that they were facing. This was the huge spending backlogs and budget underutilization.

*Through reforms in fiscal and operational management, further decline in budget utilization in 2016 was arrested, with a turnaround in 2017.* The speaker emphasized that there was a major increase in the budget of education at the start of the K to 12. The entire budget of education rose from just over 2% or 2.7% of GDP to about 4.5% of GDP. And that it has been sustained for around that level. This means a big jump in the level of budget for the education sector for the Department of Education.

Having the budget and using it are different. This is being able to really utilize the budget. The government is operating a 2-year validity of appropriation. In other words, the government agency has two years within which to obligate each project, excluding the actual disbursement. What the current administration saw last mid-year of 2017 was that the budget for 2015 was still not yet obligated. It would have to be returned to the treasury for the 2015 funds. He emphasized that it was not just asking for bigger budget. It is about being able to use the budget.

This is the historical obligation. When the current administration came in, this was actually going down further about 84%. This was the immediate reforms prioritized by the Secretary to address the unspent backlogs. It was somehow to reverse the 10 and bringing up a bit to 90% and by 2017 it will be able to bring it up to 97% obligation basis.

The speaker maintained that a better budget utilization should translate to education inputs.

*Strategic Challenges and Directions, Strategic Issue 1: Access*

Atty. Malaluan said that when Secretary Briones came in, her goal was quality, accessible, relevant and liberating education for all. But ultimately the goal is two-fold: one is access to education and the other one is quality.

From the access strategic issue, he mentioned that access to education has actually consistently improved over time and out-of-school children and adults are diminishing already. Even the World Bank has noted of this in a recent publication. DepEd is sustaining the improvements in access to basic education. And that also be shown in 2017 Annual Poverty Indicator Survey (APIS) shows the reduction in Out-of-School Children and Youth.’
Educational Attainment, by Population Share. This is only up to 2010 but this can be extended further, but over the decade from 1960 the educational attainment of those in the workforce improved. From 1950 there was a big chunk of of those with “No Absolute Education”. More than 50% of the population in the labor force do not even have elementary education. And this is in the primary/elementary level only. More reached High School and much more finished College Education. And over time the profile has changed. The number of those without education continuously decreased, while the number who have reached and finished Secondary and even Tertiary education has continued to increase.

Number of Schools by Classification SY 2018-2019 by Sector. Currently, DepEd has a total of 61,916 schools nationwide, of which 47,025 are in Public Schools, 14,542 are Private and around 309 State Universities and Colleges and Local Universities and Colleges that are offering. Meanwhile, the Philippine School Overseas (PSO) has a total of 20. This is a Private Sector.

Before we had a very limited schools nationwide. Over time the schools are almost saturated in the country. This means that there was no problem of accessibility right now.

Hi Participation Rates. The gross enrollment rate is almost in the 90%. In 2018-2019 it really improved to 91% already.

This is the difference of Gross Enrollment Rate to Net Enrollment Rate.

Gross Enrollment counts all those school-age children whether you are elementary or high school reliever, but in the Net Enrollment counted only are those in the right age of school.

The promise of SHS invigorated interest of JHS completion and Balik-Aral learners to pursue SHS.

1. Transition Rate. DepEd noticed that there was a very high transition rate. Those who graduated Junior High School continued to Senior High School. The latest data is consistent with the numbers gathered.

2. Balik-Aral Learners. The data revealed that there was a phenomenon of Balik-Aral. It shows that those who dropped out are going back to school when Senior High School started. Many of those are men. They went back to school because of the benefits offered by TechVoc track. The practical value of going into the TechVoc Track in the public school system sustained up to now. Even in this school year the Balik-Aral continues to grow before Senior High School was introduced.

Percent Distribution, Reasons for Not Attending School, 2017 APIS. There are big issues why the school-age children did not go to school. One is family marriage and family matters at the age of 16-24. And the
aggregated data show those who dropped out are women. The drop-out rates show that they go to college, but not in the basic education age.

Another reason is the “Lack of Personal Interest”, age 12 to 15, most of whom are men. But when Senior High School was introduced they went back to school probably because of Technical Vocational.

**Targeting of OSCY Reduction Program.** The economic differentiation is still the main reason why they dropped out of school, particularly those in the lower income classes. This is the reason why they were not attending classes.

**Strategic Issue 2: Quality**

On the strategic issue and quality of education for now, Atty. Malaluan said that the DepEd Secretary had seen that the Department is now in the position to wage a major campaign to decisively transform the entire basic education in terms of quality.

There is access gap but the integration should be nuanced. The campaign should shift towards improving the quality of our basic education, the speaker maintained.

One major assignment is to make sure that basic learning tools are really in the early grade. There’s a need to check that there are learning competencies: responsiveness to Philippine realities, critical thinking, life schools and socio-emotional skills.

**Initiatives to upgrade education quality.** DepEd has the initiatives in promoting teachers’ quality. Although, this is the longer gestation period in interventions.

**Public Feedback on DepEd’s Performance, Public Approval of DepEd.** The public feedback on DepEd’s performance is the high approval. Thanks to collective efforts. Over the years, these are being recognized by the people. The three public approval of DepEd includes: [i] Our collective efforts to improve the delivery of basic education is recognized by the people; [ii] DepEd has the numerically highest approval rating among the Executive departments rated in the March 2016 *Ulat ng Bayan* survey; and [iii] DepEd’s March year-on-year approval rating has reached the historically highest levels during the Briones administration.
Over the past two quarters DepEd has the highest numerical approval rating among the Executive Department rated in March 2018 *Ulat ng Bayan* survey. This was improved further in the September 2018 Pulse Asia Survey.

**ALS: How is it different?**

How ALS is different from the formal standard of basic education in K to 12?

Starting point is the **K to 12 Enhanced Basic Education Curriculum in Formal Education Standards.** Curriculum Standards is the main difference. They have separate curriculum expressed in Content, Content Standards, Performance Standards and Learning Competencies. Continuous and sequential organization and structure and Classroom setting

By legal definition it is also different: ALS classified as as non-formal, while K to 12 classified as formal education. Table below shows how is it different.

<table>
<thead>
<tr>
<th>ALS</th>
<th>K to 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Formal Education</td>
<td>Formal Education</td>
</tr>
<tr>
<td>UNESCO – Defining characteristic of non-formal education is it is in addition, alternative and/or a complement to formal education in process of lifelong learning. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure.</td>
<td>RA 9155 (Governance of Basic Education Act of 2001). The legal definition of formal education: ‘It is 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.’</td>
</tr>
<tr>
<td>RA 9155 (Governance of Basic Education Act of 2001)</td>
<td></td>
</tr>
</tbody>
</table>

| Alignment of ALS K to 12 with Formal K to 12 (By level of difficulty) |
|-----------------------------|-----------------------------|
| ALS - K to 12 Levels | K to 12 Basic Education Curriculum Grade Levels |
| **Elementary Level** | |
| Basic Literacy | Kindergarten to Grade 1 |
| Lower Elementary | Grades 2 to 3 |
| Advanced Elementary | Grades 4 to 6 |
| **Secondary Level** | |
| Junior High School (JHS) | Grades 7 to 10 |
| Senior High School (SHS) | Grades 11 to 12 |

* For the A & E program, the competencies are grouped by learning strands and tagged by level of difficulty.
Non-Formal Education – is 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.

Alignment:
ALS – K to 12 Levels

Elementary Level
Basic Literacy
Lower Elementary
Advanced Elementary

Secondary Level
Junior High School (JHS)
Senior High School (SHS)

Alignment:
K to 12 Basic Education Curriculum Grade Levels

Kindergarten to Grade 1
Grades 2 and 3
Grades 4 to 6
Grades 7 to 10
Grades 11 to 12

Flexible Learning Options (FLOs)
DepEd offers a Flexible Learning Options (FLOs) in two category modes: one is Alternative Delivery Modes (ADMs) and second, Alternative Learning System (ALS). The ADMs are also different from ALS. See the table below.

<table>
<thead>
<tr>
<th>Flexible Learning Options (FLOs)</th>
<th>Alternative Delivery Modes (ADMs)</th>
<th>Alternative Learning System (ALS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Follows the formal K to 12 curriculum</td>
<td>Non-formal</td>
</tr>
<tr>
<td></td>
<td>Instructional or learning modalities do not strictly follow the regular classroom instruction</td>
<td>UNESCO: Defining characteristic of non-formal education is it is an addition, alternative and/or a complement to formal education in process of lifelong learning. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure. Can cover programs contributing to adult and youth literacy and education for out-of-school children, and programs on life skills, work skills, and social or cultural development.</td>
</tr>
<tr>
<td></td>
<td>* Includes distance/blended learning</td>
<td>* Curriculum is modified but aligned to K to 12</td>
</tr>
<tr>
<td></td>
<td>* Flexibility in terms of time and duration of instruction, place of instruction, and method of instruction (face-to-face, distance, blended, self-directed)</td>
<td>* Flexible instructional and learning modalities</td>
</tr>
<tr>
<td></td>
<td>* Examples: Open High School; MISOSA; Night High School</td>
<td></td>
</tr>
</tbody>
</table>

What is the difference between ALS and ALS-EST? ALS Curriculum is modified but aligned to K to 12. Flexible instructional and learning modalities. ALS-EST combines the ALS K to 12 Curriculum and the JHS TLE and SHS TVL track. While the ALS Senior High School level curriculum is under development, ALS-EST
will use the formal SHS curriculum for the non-TVL competencies. The key will be the integration of the Learning Strands and TLE/TVL competencies in teaching content, approaches and methods.

This time DepEd has a plan to pilot a Senior High School using the Senior High School Curriculum but delivered in the non-formal way and combined with TechVoc aspect of it. They will administer the non-A&E, but with the Exit Exam for Senior High School and set a passing rate. If they got the passing rate, it means that they are better than the regular Senior High School graduates who scored better than the passing rate.

This is not the requirement for graduation. It is just an assessment for large scale assessment if they meet the competencies standard of the curriculum.

The three important areas for teaching ALS-EST includes: [i] curriculum integration, [ii] assessment framework, rubrics and tools; and [iii] delivery approaches and models.

Cluster Coordination Workshop Outputs. During these workshops, four major issues and concerns of ALS-EST were discussed, namely: [i] integration of basic education competencies and skills training; [ii] curriculum contextualization; [iii] lessons learned; and [iv] anticipated issues and concerns during implementation.

Delivery Modes. The learners’ interests and needs and availability of local materials and resources shall be the key considerations in the contextualization of delivery modes. There are anticipated challenges in these modes, with proposed solutions.

Assessment. DepEd ALS will use three kinds of tools in the assessment, namely: [i] portfolio assessment; [ii] performance-based assessment; and [iii] paper and pencil test. In the contextualization of assessment, they will consider the learners’ interest, readiness and competency level, tools for instruction and availability of local resources.

Atty. Malaluan also mentioned the outline of the ALS-EST Handbook, which has 15 chapters. The ALS-EST Handbook for implementers is intended to be released in March of this year.

Having online feedback for Mr. Malaluan’s presentation was done next. Two questions have been posted by the facilitator online using mentimeter.com and the response of the participants are presented below.

- What do you like about Malaluan’s presentation? Summary of responses:
I liked the sharing and the results of the cluster.

I am excited about the Handbook. Is it free?

I appreciated the DepEd context.

- What questions do you have?

1. What is the timeline for the ALS-EST Project?

Answer: The ALS-EST Handbook in the public school is on going and we want to sustain it at the proper time. We wish to mainstream this to the overall ALS Program. Meanwhile, the ALS-EST Project in partnership with DAP, they have respective timetable per project depending on the approved specific projects partners, design and timetable.

2. Is it possible to have Malaluan’s presentation?

Answer: Yes

3. Will ALS-EST be a permanent program or is it meant as a stop-gap?

Answer: No. ALS-EST is a developmental program right now. We’ll look at all approaches and put it into a policy.

4. It came to our mind if there is a possibility like the Saniel Integrated Agricultural Farm. After they have finished high school as ALS-EST and then when they passed the NC2. Would it be possible for them to go into Two-Year Diploma Course? Which would be on Agripreneurial. Thank you so much.

Answer: If it is for education, it is important to have them the Assessent and Equivalency for Post-Secondary to have graduated. Currently, DepEd administers the Accreditation and Equivalency for Junior High School. Results of this A&E will be used if they want to proceed further to Senior High School.

5. I just want to ask about the categorization of different schools. Is that categorization? Because there was no Farm School. Because there is a Republic Act 10618 but as of now, there’s no one to monitor really to make or focus on that kind of school.

Answer: You are right about the Republic Act. Farm School is meant to be available modality for basic education. In fact, every province should have one Farm School. DepEd’s existing agricultural school would be the first one. You are correct that it is not programmatically implemented. I supposed when you call a
school a Farm School, it has a curriculum that is consistent with K to 12. But it needs an enhancement that it is distinctively a Farm School.

We can work on that, in fact, in a manner because we are offering an ALS-EST in your school. It does not mean that the school is strictly Formal. It can also offer a Non-Formal Equivalent.

The law is not programmatically implemented, for one reason or the other. But it is important to look into this because it is in the TechVoc track. While TechVoc track is closely 40%, the biggest percentage is clearly the academic track, with very small percentage on the sports, arts and design track.

In the TechVoc track, there are very few who choose agriculture and fisheries. This might be the challenge that need to be developed in the ALS-EST. This is the reason why DepEd encouraged the Ubay Philippine Carabao Center not only focus on getting the skills but also on primary production.

Similarly, there are no more children that are interested to study primary production. This is the problem for the future if there are no Filipino youths going into agriculture and fisheries. This is a very big problem for that.

AGREEMENT

- **Project-based Learning and Learners Assessment** is encouraged to be one of the major approaches in ALS-EST.

ALS-EST is developmental in nature. New approaches are tried out for teaching ALS and the learners.

Having a concrete project and mechanism for curriculum Integration helps facilitate across the ALS Curriculum and across the ALS-EST dimension.

There is a need for substantive, applied project in organizing the ALS-EST team with curriculum implementation. To have a very good learning strategy to apply the experiential learning. The learning delivery is also very helpful.

The test question is also part of the Portfolio. It also forms part of the assessment and certification.

This concept of having a learning project which grows competencies across the ALS-EST. This is something that the Guidebook is encouraging and attractive to implementors. It is a new approach.
It is important to get the feedback of the participants on this gathering. Particularly, the actual sharing that could be done in the simplest way possible.

ALS-EST is encouraging the Project-based Assessment having cut across all the three dimensions of [i] Learners and Curriculum, [ii] Learning Delivery, and [iii] Assessment, Exit for Learners and Post-Program Support and Tracking of Learners.

**Budget Implementation and Procurement Modes**

**Mr. Trygve Bolante**  
Development Academy of the Philippines

Mr. Trygve Bolante is from the Development Academy of the Philippines (DAP) and a member of the Project Implementation and Monitoring Team (PIMC) of the ALS-EST.

For this activity, he mentioned that DAP deals with partners, those intending to be partners, and those waiting to become formalized partners.

The main focus of his talk was on how the partners will present this project to whoever they are talking to.

He mentioned that the use of funds is moving very quickly, that they need to strictly use the funds for the intended purpose because they are very careful to be associated with Nepoles. This project is really different.

There are two modalities used under the ALS-EST Project.
**A. Partnership Modality.** One is partnership modality. They choose partnership first to implement in recognition of the fact that there is a lot of ALS going on with the existing NGOs.

They thought at the beginning that Partnership Modality is much easier to implement. But the procurement in government so requires, and it is more difficult to release. Under this, DepEd and DAP will enter into a partnership. With one or more private or public institutions.

Second, they will go to a process of accreditation. Then will require to submit proposal. This is important to differentiate ALS from Napoles. They make sure that potential partners have certain qualifications. They are not fly-by-night organizations. They are legitimate. They have experience. They are different.

Because this is a partnership, they have to share something. The partnership intention is noble that they are partners in the objectives of ALS. They need to identify partner’s contributions. But it is also important to say that DepEd, DAP or the National Government is providing your assistance not in terms of money. But in terms of materials, learning resources.

**Fund Guidelines - accredited partner.** There’s no outright grant to the accredited partner institution. A lot of expenses are made by reimbursement. All accredited partners are required to submit a Work and Financial Plan. This is the basis of providing the assistance. This is also the basis of the project. It is also important to say that the amounts are indicative costs. Because sometimes it changes. Estimates in the beginning may be different from what will actually be used or spent.
The actual payment is subject to government accounting, auditing rules and procurement laws. This is DAP task. The partners will see later that actually, technically DAP hires a teacher for their partners. The reason why the partners have letter of invitation (LOI), that is actually a contract and provided payment for those teachers. DAP does not give you the money, but gives you the teacher.

This partnership is covered by accounting and auditing rules. Some of the purchases are covered by the procurement laws. They will go through the processes.

For example, if the partner bought any property and equipment, this will remain the ownership of DepEd. This property will not be owned by the partner, unless the contract covers it. This is supposed to be for the use of the project. The partners also can borrow equipment. But the ownership still belongs to the DepEd.

**Fund Guidelines.** As mentioned already, DAP hires the Community Educator or Resource Person and then DAP pays them directly. And then learning materials, supplies and printing, learner’s food and transportation allowances are among the items covered.

Capital expenditure and non-consumable training materials, rental of training facilities and other items are directly to the third party suppliers.

DAP has a little bit flexibility on what are possible. Maybe they will agree upon specific negotiations. Ms. Tesalona and Ms. Manzo will go to their places and talk about these things.

In addition, the major changes in the agreement need to be approved again. It will require approval. To avoid this additional time
or delay, whatever is agreed upon in the Work and Financial Plan must not be changed.

B. Procurement Modality. In this Procurement Modality, DAP follows the RA 9184 or the Procurement Law.

The DAP will publish an invitation to bidders. They will finalize the bidding document. This is different. DAP uses the Partnership. Maybe DAP enters into Partnerships with NGOs and Foundations mostly in the Visayas and Mindanao. It might focus on the North first for this mode.

For the moment, DAP closed the application for partnership and limit only for the existing partners, because they want to look for the experiences. DAP will evaluate first before they will continue to open to new partners. Maybe certain policies may change as the result of the evaluation.

ISSUES AND CONCERNS

1. What is DAP’s timeline for ALS-EST implementation?

Answer: DAP partners have different timelines. It is based on their agreement. It depends on what partners intend to achieve over a period of time.

2. Will the equipment/tools that were procured during the partnership contract be returned to DepEd when the partnership contract ends?

Answer: Yes, if the contract ends.

3. Has the partnership modality been reviewed by COA and given green light to ensure any grey areas are adequately addressed?

Answer: Unfortunately, it is not Pre-Approved. It is a transaction audit that will make way to due diligence as well as including due diligence to our respective auditors. This will be subject to the Post-Audit COA.
4. Payment for the SSS and PhilHealth of teachers may be included?

Answer: You can discuss it with DAP. Mr. Bolante of DAP mentioned in his presentation a while ago that the partnership contributions schedule is in the activity. Because ultimately the purchases will be different. The authorized budget for the contract and the actual purchase of cost will be determined along the way. It will be covered and presumed by the Fund Guidelines.

AGREEMENT

- **SSS and Phil Health Contributions of ALS-EST Teachers are not covered under ALS-EST Project**

DAP does not hire Teachers as their employees. Hired as a Resource Person or Provider. They will give honoraria rather than salary.

The issues of SSS and PhilHealth do not need to be covered under ALS-EST Project.

- **ALS-EST is subject to Post-Audit by COA**

DepEd procurement will be possible practically in three ways:

[I] Converted into Partnership Agreement, where they identify the contributions, or

[II] Procure it through bidding, or

[III] Introduce it as a Voucher System which they have not yet tried for ALS. But that is another partnership modality.

At the end of presentation, the facilitator requested the participants to give their feedback this time using the metacard on the presentation by DAP and/or answers the following questions:

- What has been good this morning?
- What we could do differently?
The presentations were really informative.

- Good: The amount of information being given to potential partners and an open forum to address the concerns.

- What went well: Partners were given a time to voice questions/feedbacks.

- Recommendations:
  - That the purchasing of materials should be consistent, not the price is cheapest.

Online open forum

This morning’s session with Upo 
and Mr. Pollock were very good and enlightening.

Clarified on the nature of ALS-EST

- The presentations were very enlightening and comprehensive. It made me think that we have been thinking in our minds.

- Good
It is clear that honesty is adhered to.

Questions were properly catered to the online platform for it.

The use of "menti.com" is new to me and it is good.

Presentation of The Nature of ALS-EST.
Dr. Maxwell Felicilda

Mr. Felicilda from Arnold Janssen Catholic Mission Foundation, Inc. or AJCMFI first introduced the vision and mission of their organization. AJCMFI is a faith-based organization with the vision to be a premier faith-based organization in the delivery of Alternative Learning System doing front-line mission in the education of all towards a total human development. Their mission is: “We commit to ensure that all youths and adults, especially the indigenous and those at the margins of society, have success to quality non-formal education, skills training and enhanced opportunities for employment and livelihood towards their development as dignified, productive and responsible members of society.”

I. Brief history of AJCMFI

Arnold Janssen is the founder of three religious congregations: The SVD's, Divine Word University Colleges, Divine Word University Global, Divine Word Legaspi. The trademark of SVDs is the Holy Spirit Sisters or SHSS and the Pink sisters. These three national congregations actually have their respective assignments. But they pray that the SVD would be guided by the Holy Spirit and that they grow in their mission.

The premier faith-based organization is the Alternative Learning System doing frontline mission. This is the identity of AJCMFI that is not easy but exciting. They were committed to ensure that all youths and adults, especially the indigenous, have access to quality non-formal education. He also shared that last week he visited the Marawi and Butig where the Maute group come from. They proceeded there for the launching of the latest ALS of Arnold Janssen. During that time they experienced an encounter but that is part of their mission.

AJCMFI conducts skills training to enhance the opportunities for employment livelihood towards the development, unified and productive responsible members of society. This is a response to their assessment that one gap in ALS is lack of skills training and employment.
History of AJCMFI’s ALS Program. The first engagement in ALS Program started in 2002 in Dasmarinas, Cavite with only one center established. After several years (17 years), the number grew to 42 Centers. These are located in Palawan and Balabac (it is closer to Malaysia) with 38 and 4 centers, respectively. The learners in Balabac are all indigenous people, with more than 1,000 enrolled in the program.

History of AJCMFI’s ALS-EST Program. The ALS-EST Program of AJCMFI was started in March 2015. They started the plan to change the vision and mission of the Foundation. This was in order to fit the latest thrust of the Foundation. Technical skills training, livelihood and employment were integrated. Basically, they conceptualized a 5-Year Plan that included the integration of technical/vocational skills, college degree courses, employment opportunities and entrepreneurial skills. Afterwards, there was a series of major activities, namely: [i] ALS-OSEC Integrating Education and Skills Training Workshop on May 11-12, 2017; [ii] Seminar Workshop on ALS-EST: Sharing Insights and Best Practices in ALS and ALS-EST Ace Hotel February 27, 2018; [iii] workshop seminar requiring heads from all areas to attend the “ALS OVERHAUL” inviting speakers from TESDA and DepEd (in March 2018); [iv] Opening of Maarawi for ALS-EST as AJ’s Contribution to its Recovery Program last June 5-6, 2018; [v] opening of 1st CLC, September 18; [vi] opening of 2nd CLC, January 23-24; and, [vii] opening of 4 CLCs including 4 CLC’s in Butig, the Maute-ISIS stronghold.

They also attended the education summit in December 2017 and at Ace Hotel in 2018.

AJCMFI also took a drastic and a far better response to the needs of the OSY’s and Non-Literate Adults: Intensive TVET program vis-à-vis ALS Progam, as well as community consultations for Skills Training and Livelihood Program since 2018.

Family consultations were conducted in Balabac in 2018. People there said that AJCMFI cannot just impose the kind of training that they have. Because in Balabac place there is no more infrastructure existing. It must be resource-based. It should be fit well with their context.

II. Modifications in Program Delivery and Structural Changes

Creation of New Positions. AJCMFI made some modifications in program delivery and structural changes and came up with logistical reorganizations. One of these was the creation of new positions for ALS Program Coordinator and TVET/Employment/Partnership Coordinator. Ms. Olive was hired as Program Coordinator to monitor the ALS. TVET employment was handled by Mr. Felicilda.
ALS-Overhaul, a 3-day Seminar Workshop in the light of ALS-EST Program. The workshop refined the trajectory of AJ’s Modes of Delivery. These were done to: [i] define entry and exit points; [ii] determine the kind of instruction in the light of the enrolee’s chosen exit point; [iii] require Head IMs to function as Linkages Coordinator for employment and training; and [iv] conceptualize an Incentive Program for IMs to include number of TVET training and employment for learners.

A Board Meeting was conducted to ensure support of the ALS-EST Program to include funding.

III. Community Consultations and Partnerships: Determination of Skills Trainings Livelihood Programs


IV. Piloting of Areas for Initial Skills Training and Livelihood Programs

Various activities were conducted by the AJCMFI, including: [i] Urban Farming Certificate Course with Villar Sipag Foundation in Bacoor, Cavite on August 1, 2018; [ii] Pharmacy Assistant for NCR learners with ICHAST; [iii] Hair Treatment, Hair Color Skills Training in Bacoor, Cavite last August 25, 2018; [iv] Fabric conditioner and dishwashing liquid in Bacoor, Cavite on 26 September 2018; [v] Skills Training in Autocad
(NC II) with Imus City Polytechnic Institute last November 8, 2018; [vi] Autocad Graduation of ALS Bacoor Learners with Imus City Polytechnic Institute as partner dated December 14, 2018; [vii] TESDA Skills Training Orientation, Dasmarinas, Cavite last September 25, 2018; [viii] TESDA Skills Training Massage Hilot Wellness in Dasmarinas, Cavite last November 7, 2018; and [ix] Mushroom Culture for Livelihood Program for NCR Learners with Bureau of Plant Industry last November 6, 2018.

V. The Marawi

Mr. Felicilda shared also their interventions in Marawi. They started with the consultation with the Bishop, with DepEd. They also visited the church of Marawi. They saw the devastation brought by the siege. The entirety of the Marawi was very much destroyed. The people inhabiting in Marawi City where transferred back to villages. They have rich experiences not only psychologically, but also physically.

They started with De Lasalle Philippines with Bro. Tito Villareal. Then they met Duyog Marawi, Brother Rey and Brother Nilo, the Bishop of Marawi.


VI. Challenges in AJ’s Implementation of ALS-EST

AJ has encountered the following challenges in the implementation of ALS-EST:
[i] Limited funding: Dividing existing resources for both ALS and ST/Livelihood;

[ii] Limited availability of trainors for both ST and LP (Skills Training and Livelihood Programs): TESDA Voucher system is politicized, TESDA’s ST is Centralized, TESDA ST is not aligned with employment; and

[iii] Lack of manpower. AJ needs more people on the ground especially with the DAP-DepEd procured projects.

VII. Analysis, Suggestions and Proposals

AJCMFI listed down three things:

1. For DepEd

[i] Scrap the mandatory 74 learners for 1 MT scheme. Requirements for the MT Item should be on the number of learners trained and employed; [ii] Design an ALS Curriculum that is tailored in accordance with the skills preferred by a learner: [a] For instance, a learner that prefers to be a driver should have to take competencies that prepare him/her for driving; [b] Likewise with the other skills such as masonry, scaffolding, welding; and/or [c] In short, learners do not need to finish the 10-Month ALS Program for TVET learners.

2. For DepEd/Partner Implementors

Since ALS-EST Program is ‘gargantuan’, hiring of Mobile Teachers/IMs SHOULD include: [i] NC II in a skill that is appropriate to the community assigned; [ii] Soft Skills for Livelihood (soap, dishwashing liquid making or meat processing); and [iii] Between a LET passer and a TM1 holder, prioritize the latter.

3. For DepEd/Partner Implementors

Strengthen the Training for Employment Scheme: More linkages with the industry for employment.

ISSUES AND CONCERNS

1. Is it part of the training, doing plastic chairs out of recycleable materials? This is a good opportunity.
Answer: Mr. Felicilda said that they don’t have that kind of skills training. They have partnership with Villar Sipag of Cynthia Villar. They burned all garbage materials and formed these into chairs. They provide employment also for their learners.

2. What are the strategies during the quality across the wide range of the implementation sites over 100 CLC’s? What is your strategy? What is your quality structural supervision, and so on?

Answer: They have the collections of materials for review and they have very much committed teachers for the program. They have regular recollection trying to strengthen the result to continue this mission. It is not just a profession. ALS Program is a mission. It is not easy to be a teacher. They have to climb mountains, rivers, and it is very difficult teaching in the program school. This is the reason why he salutes the ALS teachers.

What is their secret? They just tell to their teachers that they need to change the heart and soul of one man. This is enough ticket to go to heaven. Actually, it’s true if you change a life that is already a success beyond measure.

3. Please elaborate on the kind of instruction that depends on the exit and give an example.

Answer: Entry means it is the enrollment period of the learners. They ask the learners what they want to become in ALS or what they expect from the ALS Program. Or, they ask the learners if they are planning to proceed to Senior High School.

After passing the review, the learners will express their preferences. If their choice is skills training then they have to prepare the students to that skills training in terms of equipping him or her the basic literal competencies that can prepare to that skills training.

For example, carpentry is needed by the learners. They look for ALS Modules that are suited for the needs of the learners to prepare for the skills training.

Exit of the learners is to become carpenter, mason or waiter something like that.

4. What is your training that follows the training regulations of TESDA? Because the learners need basic competencies before the skills training.

Answer: All trainings that they allow are under the training regulations of TESDA. For example, 1 week and 1 month for the Hilot Massage of TESDA, for 1 batch only.
They have partners accredited by TESDA. In social line with the IMUS City Polytechnic.

After the training they have to assist in the TESDA for the certification of NC II.

They also have HAGOD Massage Therapy. This is not TESDA accredited. This is accredited by the Department of Health.

5. What is the science behind in every mathematics in your skills training?

Answer: For now, they depend on the trainor. So far, they don’t have curriculum for specific skills, for example carpentry. This is the reason why they are exploring DepEd assistance here.

6. What are your strategies in clinching a deal with industries for your trainings?

Answer: They must trust you and consider your program as important. Plus you have the track record for doing this for a year or 5 years. The advantage of Arnold Janssen is that it is always identified as a faith-based organization. Their partners are parishes, Catholic School and Universities and also NGOs. The same track as in Duyog Marawi. They have Caritas Manila and Caritas Australia. The name Arnold Janssen is a great advantage.

7. How do you employ those learners for example in agriculture or electronics that are not aligned in the industry?

Answer: They’ve used the website, facebook, chat group and so on to look for the demand in the industry.

8. How do you link between training and immediate employment replacement? This is a good lesson for the ALS EST Implementors, the importance of that market analysis in a partnership of future prospective employers.

Answer: The TESDA requirement is just a stepping stone for employment. What they did are planning to do it with their partners. The lay site of the Arnold Janssen said that they cannot depend on TESDA. They need to go to the company to hire their trainees. They have a linkage with DMCI. For example, DMCI will train them in carpentry with the assurance that they will employ them after the training. DMCI also provided the training materials such as: martilyo, pakol, paet o katam, at iba pa. After the training they have OJT (on the job training) at DMCI also.
Those who survived the OJT Program will be absorbed by the company. Then, they will provide certificates of the OJT. They have to finalize the mechanics of the training but, they also insisted that no training shall be scheduled without the assurance of possible employment to their learners.

Because that is the objective of the ALS-EST about training. Something about training literacy. It is about empowerment. Empowerment of the total person in terms of the person able to stand financially, economically or socially and intellectually.

They have an understanding of ALS as simply limited to literacy. The skills component is missing. They are able to help the poor and the margins or learners as parts of society. They must be empowered. They must have skills. They must have the employment, otherwise, we have problems with the criminality.

**AGREEMENT**

- Market analysis by the ALS-EST implementors is important in dealing with future partners.

This is important in partnership, especially in looking for future prospective employers. AJCMFI shared this good lesson in their ALS-EST experience.

**Curriculum Integration – Siliman University**

**Dr. Mary Ann Temprosa**

Associate Dean

Siliman University
The topic “ALS-EST: The Silliman University Way, Curriculum Map Senior High School Equivalency (Parateaching)” was discussed by Dr. Mary Ann Temprosa, Associate Dean of the Silliman University.

Quoting Dr. Apatan, Dr. Temprosa defined curriculum as a serious Oplan Instruction that is coordinated, articulated, and integrated in a manner designed or results in the achievement of students specific knowledge and skills and the application of this knowledge.

This is all about the content and knowledge. The skills plus the application of this knowledge. This is to ensure that a particular ALS learner when he or she graduates is already ready for all those entry points for college, employment, middle-class employment or maybe for entrepreneurship.

Integration and integration vs. articulation. This is how basic literacy is related to elementary equivalency. Equivalency to Junior High equivalency and Junior equivalency to Senior High equivalency. About integration, how they will be able to integrate formal K to 12 competencies, ALS competencies, then the skills to integrate. Moreover, how they are able to integrate the vision and mission of the Silliman University Way in the project.


**ALS and Regular K-12 Competency Integration.**

As part of the curriculum, Silliman gives emphasis on assessment, the teaching learning activities, and new resources that are K to 12 aligned. This would entail development or appositioning of knowledge on the part of the learner. Development of skills. Formulating understandings and all integrated and related to the values that they hope to develop. The teaching, the content, and understanding the importance of all this in real life. And they give emphasis to values education or values integration.

**ALS-EST: The Silliman University Way.**
The first feature is that it is K-12-program aligned. The features of the K 12 curriculum are considered, namely:

1. Results or Performance based. They ensure that in every lesson or every unit, this will be able to demonstrate their learning and understanding through performance or the product. They always expect them to produce mini performances or products in even very simple lessons.

2. Performance-based or outcomes-based education is just a philosophy. Meaning they discuss, they understand what it is but will also consider flexibility or creativity in the presentation of the different lessons.

3. It's not time-based. All their modules are good for 10 months but they considered flexibility. Meaning they made adjustments depending on the phasing and the responses of the students. It is still not time-based although the entire module is to be covered within the 10-month period.

4. Beyond mastery of learning. They allow all students to read and answer the paper and pen test. They like more performances and products introduced by the students. They make more study of rubrics.

5. Focus on students what can do and what they know. They let the learners do performances and maybe ask to answer paper pencil test but most of the time bigger weight or higher weight is given to performances or products.

**Four Principles**

There is clarity of focus. Even before they start writing the plans to be followed in lesson presentation, they think first of what our students can do at the end.

First, they think of the goal for every program.

Second, they design downward to deliver up and design backward. They follow the backward design framework. They think first of the learners before they plan their instructions. It is a planning about the goal followed by how they would like that goal to be assessed and then they plan the activities in the implementation of the lessons.

Third, high expectations. They know that they are ALS students that may not be as good as those in the formal schooling, but we still believe that still, they have the skills and still have the capability to learn as
they have always give them an opportunity to give the best that they can. They will also try to have the multiple intelligences differentiated in instructions approach that could be seen in the different activities that they have.

Fourth, expanded opportunities not much on paper and pen but they give them real-life situations, opportunities for them to practice. Silliman already graduated the first cohort graduates of Senior High School Program last March. They liked the ALS Program of Silliman that will be aligned to it. It is already the K12 ALS Program.

**Goals of the K to 12 in the formal**

Silliman would like to produce ALS graduates who will demonstrate the following attributes:

- Communicative and competent
- Intelligent for a creative critical thinker of a life situations
- Make informed and values-based decisions
- Performed their civic duty and resources sustainably, and
- Participate actively in artistic and cultural activities in the promotion of wellness of life-long learning based.

They like them to prepare any of the course strands after finishing Senior High School. Higher education because they have also the tertiary level at Silliman. This is the way of getting more students for tertiary level. Middle-level skills development because they have cited schools of agro-industrial technology education.

They prepare them to be entrepreneurs in the future if that is the choice of the learners and prepare them for employment later.

They make sure that the curriculums are attuned to the need of the times. They would like also to develop the four C's among their graduates: critical thinkers, good communicator, collaborator and creator. They want them to observe the performance or the product produced at the end of the unit or lesson.
The characteristics or maybe the expectations for them to become a critical thinker, collaborator, creativity communicator or what. What they are doing in ALS are also the things that are expected in formal education, as emphasized by Dr. Temprosa.

4C’s in the 21st Century

Must be ICT influences. There are 4C's in the 21st century. But another author or proponent says that there are seven. In this model, it is being specified that must be ICT influenced that's why they have decided to be in the seven modules in the ICT and entrepreneurship. Because they are computing the ICT fluency. There is learning self-reliance that is supposed to be integrated into the original 4C's. Fluency is also part of communication.

Performance-based with explicit values integration. Another feature of the ALS Silliman Way. A project is performance-based with explicit values integration. What does this mean? It emphasizes that they are all aware of the device blues taxonomy that the highest now is creating. This is why Silliman allows them to do performances or products more than the paper and pen test.

This is how some of the expectations and some of the objectives or things that they are expected to do. Or, able to do different thinking at different levels.

Three Types of Assessment

Silliman University uses 3 types of assessment to make sure that they have this scaffolding or that we are able to do scaffolding before they will be asked to produce or perform something to demonstrate what they know and what they can do and what they did not know.

1. DepEd's format or guidelines for performance is followed. Towards the end of the course, they will be allowed to go back to the goal of the unit. Then do some performances by identifying or different roles. And audience could be stimulated. Or, we could bring them in the community, to the real places where these things are happening. They also indicate the situation for the performance and the standard.
Example for Para-teaching. To apply what has been learned in lesson planning, teaching and assessing through a final teaching demonstration. Then their role of course, because this is para-teaching the role of student teacher. Then the audience, the other students, the students teaching mentor, student supervisor, teacher adviser, and the principals. Then the situation in the semester or the 10-month period is about to end.

Then they will do the final demo, the final requirement of the student teachers. In their case in the regular, it is the endpoint practices. Sometimes it is ALS. They cannot anymore have the level of or what subject. And the performance and the actual product of teaching and lesson plan with appropriate activities and assessment tools.

2. Standards for rating is also used. They make use of the rubrics that are supposed to do performances and products. Rubric is composed of a certain set of criteria. Plus the descriptor of this criteria that will tell how many points to give to particular performers.

There are two types of rubric. Holistic and analytic.

3. Third feature is the Silliman Alternative Learning System-Education Skills Training (ALS-EST) also uses portfolio assessment.

Portfolio Assessment
What is the difference between portfolio and compilation?
Portfolio always has a reflection part. It does not allow the students to just compile all their outputs, but they must reflect on every unit. Or, it must provide opportunities for reflection maybe self-rating at any points of the compilation to make a portfolio.

Emphasizing this is important to meet one of the pedagogical requirements of the K to 12 curricula. Which is reflective because journal writing or allowing students to produce portfolio is being reflective.

In the different activities, they also have to provide opportunities for students to work in a small group for
them to develop collaboration. So making their lesson collaborative.

Then they will integrate values and skills and formal competencies needed. This is integrative and the approach would also like to make inquiry-based. They allow students to activate their prior knowledge before learning something new. They allow students to have a question. They allow students to explain and expect students to continue asking questions may be getting more confused as they learned more.

Constructivism is like learning by finding out first what they already know. So that they can assess later that they are learning something more. And that they obtained prior knowledge when another new learning comes in.

The instruction. They have to make sure that in the implementation all learning activities and resources also follow the different approaches. And that they make sure that the learning activities and resources will be or are aligned in the assessment. And the assessment will bring to the realization of the goals.

Establishing alignment is indeed very important. Dr. Temprosa pointed out that they make sure that all of these are put into one and that is the alignment of all these that they are doing will still follow, again what are they usually do in the formal education.

**Curricular Mapping**

The Silliman Way does the curricular mapping. They use it as a curriculum guide. This time plus the guide, the test guide, plus the skills competencies in the skills training. And then they try to unpack, then they try to see how these are related. Provide those that are lacking and maybe omit those that are not any more necessary thing that we have. And then, they try to innovate and assess and producing their own K12 aligned modules in the programs that are enumerated earlier.

What is curriculum mapping? They do it backwards. They think first of the end and then think on how to do it, little by little from simplest to the most complex.

The resource person summarized what they do in curriculum mapping:
- Review or revisit the formal K12 content, performance, standards competencies and ALS learning strands.
- Provide the needed competencies for skills training.
- Identify time allocation and the actual time needed.
- Break down the coverage or processes involved, in order to achieve the standard competencies and develop the skills.
- Drive the learning goals, acquisition of knowledge. Meaning making transfer.
- Establish the content and the learning progression within the program and across the program.
- Integrate the mission, vision, goals or core values of Silliman and DepEd.

**Senior High School Equivalency**

*Para-teaching*

<table>
<thead>
<tr>
<th>ALS Learning Strands</th>
<th>ALS-EST SUSHS Equivalency Graduate Outcomes</th>
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<tbody>
<tr>
<td>LS1 - Communication (English &amp; Filipino)</td>
<td>GO1 - Demonstrate the ability to communicate effectively in written, oral, and digital media</td>
</tr>
<tr>
<td>LS2 - Scientific Literacy &amp; Critical Thinkers</td>
<td>GO2 - Create and design innovative products using available local resources and digital tools</td>
</tr>
<tr>
<td>LS3 - Math &amp; Problem-Solving Skills</td>
<td>GO3 - Exhibit mathematical skill in presenting entrepreneurial data thru digital apps and tools</td>
</tr>
<tr>
<td>LS4 - Life &amp; Learner Skills</td>
<td>GO4 - Manifest working knowledge, competent skills, and positive attitude as a productive individual engaged in parateaching to uplift one’s quality of life and economic status</td>
</tr>
<tr>
<td>LS5 – Understanding the Self and Society</td>
<td>GO5 - Develop self-worth and confidence as tools to improve one’s self, family, country, and the world necessary for the sustainability and improvement of society sustainability and improvement of society.</td>
</tr>
<tr>
<td>LS6 - Digital Literacy</td>
<td>GO6 - Exemplify the effective use of digital tools to maximize productivity</td>
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As an example of the curriculum map, Dr. Temprosa told how they did it in basic literacy:

This is for basic literacy. Here is for literacy enhancement. Numeracy and literacy. They have there the mission and vision. They have to start by the vision, mission. They have the core, visible outcomes and operational indicators of the good Silliman graduate. Then they have the program description.

For literacy, enhancement is one of the programs of ALS EST. The learners who have no formal schooling, or out of school youth and adults.

To teach and to develop the basic literacy of reading, writing and literacy and so on and so forth.

Then they identified the basic literacy and the ALS competencies are integrated.

Then they also have different competencies for ALS Silliman based on the content or the lessons. Or, the content standards or the performance standards.

They also identified if this is aligned to the institutional goals and the literacy, or ALS literacy enhancement strands.

There are seventeen lessons for basic literacy, such as personal information, taking care of body parts, physical appearance, and so on and so forth.

She presented another example for ALS-EST para-teaching. The process involves identification of competencies for para-teaching, review of the vision and mission and then the core competence of the graduate outcomes, and the course description.

Then they have the mapping of the different competencies. They are able to come up with the para-teaching equivalency graduate outcomes.

- Demonstrate the ability to communicate effectively and written oral or digital media.
- Create and design innovative products using available local resources and digital forms.
- Exhibit mathematical for mathematics
- Manifest knowledge competence skills, and
- Positive attitude as a productive individual engaged in para-teaching to uplift once the quality of life and economic status
- Develop self-worth, and
- Exemplify the effective use of digital tools to maximize the activity.

**ISSUES AND CONCERNS**

1. What is your recognition of prior learning experience (RPL)? The challenge is how do you translate the blueprint and contextualize the different conditions of the community? Six-months is enough. How did you factor in the flexibility of facing different learning styles, learning competencies to the program? At the same time what is your vision structure of the curriculum implementation in a certain week? What is the assumed number of hours of instruction that you will be canceling off to be achieved systematically the curriculum map?

Answer: Needs analysis is important in the contextualization. They also start with needs analysis and not implement it as is but they consider the competencies that are expected for every level that they started with a needs assessment.

2. What is the language?

Answer: It will be Cebuano, multi-lingual. We tried to use multi-lingual although it is prepared in English. It could be English, Cebuano, maybe Filipino or Tagalog. Multi-lingual language is aligned with k12 curriculum.

3. Have you ever thought to ask DepEd to give you that permission that as a private institution you assess without having to bypass the government not only in the senior high you also doing it any in the junior high I see high school in the assessment?

Answer: All of our graduates including elementary graduates also take the exam. They take the same exam given in the public school as a test assessment to our public school learners. This is to measure to cater to the needs also of these learners.
4. The institution itself has its own institutional assessment before taking the NAT after the senior year?

Answer: Yes, Sir! The assessment is also part of it. We try to apply the accreditation for all three strands for senior high. Maybe we can already apply for accreditation, for being a school so that we give certification for different skills training.

5. What in ALS current framework allows such assessment in Silliman, not by DepEd? Because right now the regulations are that only DepEd specializes in components of the education system, alternative learning system probably this is the question for everybody not just for Silliman but also in DepEd. Is there an impact or need you think is not related to the question for you. I like just to follow what general may be the question is not whether Silliman University, if you will be ready to assess their own ALS learner, is able to say there make pass their senior high school or junior high school. Of course, it is an advanced institution like that to that assessment because if there is, then the probably the next level of intervention may be a tool as such frame whose right to be initiated probably that's possible between the two.

Answer: May I clarify that the assessment in every lesson is not just for a lesson. Meaning the assessment of equivalency of exam of DepEd that in every lesson we have an assessment just to monitor to check whether the students are learning, and the objective and the assessment is talking around. About discussing, about the different lesson assessments in different lessons, not the assessments that are already the equivalency.

6. What para-teaching jobs are available in the industry that will be accepting ALS graduates from the strand?

Answer: They are receiving at least 6,000 a month and we have also a private school that needs assistants in primary and elementary. They hire para-teachers to have a regular job.
7. What would be the possible employment of para-teaching? Way back in 2006, we had a University of Cebu which was into para-teaching. One of the jobs of the para-teachers is just to assist the teachers in terms of visual aids, in terms of referring the students and etc. So we had already in 2006 before.

Answer: The first question is how many ALS learners per year. We are engaged with DepEd for 3 years and we will be doing the implementation for two batches, so we have two batches. 20 months of implementation so at the end of 20 months implementation with 24 teachers, we were expected to produce 1,500 ALS graduates.

Second, the presentation and curriculum mapping. One of the steps we tried packing the regular K-12 curriculum that we integrated the ALS curriculum and the integrated one is already for the implementation.

How do we unpack? We re-examine, we review the different competencies listed and we try to look at those doables that are related to those skills that we would like to develop of our learners and we try and look for how the regular competencies are realized by also delivering lesson gives towards. So we try to develop the K12 competencies, the ALS competencies, and the skills competencies. We try to list down which the competencies are and then we try to a lot of time as to how, when to develop the different lessons in ALS in integrating skills.

**Industry Linkages – Local Government Unit (LGU) – Ubay, Bohol**

**Mr. Mario Limocon**

ALS Focal

LGU-Ubay, Bohol

There were two presentors from LGU-Ubay, Bohol.
First, Mr. Mario Limocon, ALS Focal from Local Government Unit of Ubay, Bohol, who discussed about the ALS-EST Industry Linkages in their locality. Second, Mr. Gaudipso Calibugan from Philippine Carabao Center in Ubay, Bohol. He is the community organizer for the entire Central Visayas.

This project is more than a passion, Mr. Limocon said.

LGU-Ubay, Bohol, intentionally inserted the basic education on ALS-EST. In fact, they don’t have experience in implementing ALS. This could be the first time. They have divergence in their initiatives.

Ubay is the first-class municipality that impacts the City of Bohol. It is now declared as Farm Tourism City after their Congressman launched a bill in congress. It is one of the largest municipalities in Bohol comprising 44 barangays and 29,000 land area in hectares. It has a total population of 75,760 in 2017 which is projected to increase to 80,000 this year 2019.

The large part of their land area is classified as agricultural. The municipality is fortunate because of the presence of some government offices there like the National Authority of the Department of Agriculture, and Philippine Coal Center and Stock Farm. They have NGO partner like Ikaw at Ako Foundation. This is a Japanese NGO with direct partner in terms of solid waste management. Various agricultural companies are also located in Ubay such as Marcela Feeds, Marcela Farm, and Altura’s group of companies. They are producing feeds for the animal. They have good soils also.

The journey of ALS-EST Program. They started in 2017 and partner with Action for Economic Reforms for industry linkages study. In the first semester of 2017, they worked together to have a course study. Second semester of 2017, they held a project development workshop to be able to present the scoping of their study and identified industries with the assistance of the AER team. As a result, they were able to identify potential industries because the project of AER that time was the industry link for ALS. Ubay is just an expansion of AER. Because the original target municipalities were Salcedo, Eastern Samar, and Tolosa, Leyte.

Other activities they conducted or participated in include: [i] follow-up workshop on July 13; [ii] consultation meeting with DepEd District Office on July 31; [iii] submission of their application and accreditation to DAP in January 2017 (but they were accredited last February 21, 2018); [iv] participation in the Education Summit in Manila on December 5-6, 2017; [v] formulation of proposal for ALS-EST, which was submitted during the second quarter of 2017 (but it was approved on November 17, 2018 when they received notice from DAP); [vi] DAP consultation meeting on linking education and economic
development (May 2-3, 2018); [vii] partnership meeting with DAP on the revised plan and budget on July 16, 2018, in Bohol; [viii] regional training workshop, attended by the people from DepEd and PCC last December 2018 in Cebu; and, lastly [ix] coordination meeting for the ALS-EST implementing partners last January 29-30 in Manila.

The milestone of LGU-Ubay for ALS-EST Program was already presented during their workshops, which include implementing partners, profiling of learners, and industry development linkages.

Mr. Calibugan from Philippine Carabao Center continued the presentation who shared about their milestones.

Why the dairy industry? The income from dairy is daily because of carabao milk. This is a good source of employment here in Ubay. One pure breed buffalo is equal to a sustainable job. Because one carabao can produce six meters average of milk per day. That is pure breed. One farmer is able to earn around 72,000 pesos in a year for only one carabao. This excludes income from calf.

This is an indirect job. One village milk collector for every 100 liters of milk is equal to 1 job. So they have milk collector. This is possible source of employment because many farmers can earn income through carabao milk. This is good for ALS-EST Program.

Below is the Carabao’s Milk Production in 2016-2018 (in Liters). The gross income for three years is around 11,785,731.50 million pesos.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Farmers</th>
<th>Milk Production</th>
<th>Price per Liter</th>
<th>Gross Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>130</td>
<td>77,082.70</td>
<td>P45.00</td>
<td>Php3,468,721.50</td>
</tr>
<tr>
<td>2017</td>
<td>150</td>
<td>83,109.97</td>
<td>P50.00</td>
<td>Php4,155,498.50</td>
</tr>
<tr>
<td>2018</td>
<td>167</td>
<td>83,236.33</td>
<td>P50.00</td>
<td>Php4,161,311.50</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>243,422.90</td>
<td></td>
<td>Php11,785,731.50</td>
</tr>
</tbody>
</table>

Through this ALS-EST they really hope for the best. This is a big industry because Philippines is the second largest agricultural importer of milk.
The Carabao Dairy Enterprise Value Chain was created in 2015. The diagram below demonstrates how this industry can be a source of possible employment in Ubay. The initiative of ALS-EST Program for them is a good timing and blessings in 2017.

The Module or Curriculum about the Carabao Dairy Enterprise and Value Chain is important for them. From the breeding management, health management, meat, and milk production, enterprise management, and of course, the recording system. They are able to get the dashboard of income and losses statement of their partners.

How can the Farmer Livestock School succeed?

1. **LGU support**—recognition of the importance of CDP & need for FLS and allocates budget and manpower (a facilitator) to coordinate the school.

2. **Good facilitator**—credible, industrious just like them, committed, approachable, never imposing but rather full of encouragement, and goes down to the level of the audience, trying hard to understand their realities all the time.

3. **Demand-driven**—farmers must express the need for it; otherwise, if it is imposed it will hardly be sustained.

4. **Farmer-responsive curriculum**—must answer the needs of farmers; scheduled to coincide with the
prevailing season in the region.

5. **Freedom of farmers to choose, experiment, and revise**--- gives farmers a sense of responsibility and ownership of the project

6. **Laboratory**--- access to a diagnostic laboratory for analysis of worm load and other health problems

7. **Resource sharing**---time, stocks, and cash in building the enterprise.

8. **Field trip**---opens up perspectives; easily encourages farmers to try.

Mr. Calibugan emphasized that they really need partners. The reason why they are blessed is because the LGU chooses them to become partner in the industry link for ALS.

**ISSUES AND CONCERNS**

1. How many hectares of land are devoted to one pair of carabao production? So will you do that by-product?

Answer: One carabao can be fed in 1,000 sq. meter. This is one tent one carabao. No, you have to plant in 1000 hectares.

The support of the government is needed in this project. They needed to invite the DTI and DOLE to make this part of the ALS-EST Program. This is very good opportunity for the young professionals.

2. AJCMFI asked if they want to form partnership with them, what is the requirement?

Answer: Philippine Carabao Center will refer them to their nearest regional centers where the interested partners are located.

3. How long is the program with ALS?

Answer: 6 months.
4. Who are your prospective learners?

Answer: Those who complete high school and junior high school are the targeted learners here. But not younger than 15 years old.

5. Do you also have opportunities to industry linkages learner to prefer different skills training?

Answer: Yes, they prefer to provide other skills training because many hotels and resorts here demand other products. In fact, DepEd has already implementing schools that conduct visible production. Half of the PCC proposals went to Sta Cruz National High School. They launched festivals that are connected to the demand of the hotels and resorts. He mentioned that the first class is only 25 learners, then expanded to 75 learners in 1 cycle of ALS-EST Project.

Other by-products made from bamboo like cutting tools is one area that they can also produce.

**Learning Information System (LIS)**

**Mr. Jonathan Diche**

Technical Assistant

Department of Education

Mr. Jonathan Diche, Technical Assistant of the Department of Education gave an update about the Learning Information System.

The main purpose of his presentation was to explain to them the role of LIS to the ALS-EST as partners of DepEd.
Part 1 of the report. The LIS is a web-based system for registering, enrolling, and maintaining data on learners in formal and non-formal systems of Basic Education. It aims to: [i] establish a standardized system for registering learners and record management; [ii] track learner’s movement, progress and performance; and, [iii] provide learner information for better program planning and supervision of schools and learning centers.

LIS contains the information, including: learner basic personal data, enrollment history (formal & NF), classes, class advisers, learning facilitators (ALS& Abot-Alam), grades, 4Ps-CCT recipient, health & nutritional status, mother tongue & if member of IP community, distribution of learners (by program, age, gender, location, etc), performance vs. nutritional status, migration pattern, retrieval of learners, and other analytics.

LIS is used to increase the quality and veracity of enrollment data as well as the ability to track learner movement within the basic education system.


The resource person next discussed the Learner Reference Number.

DepEd Order 52, s. 2016 cited that “All public and private elementary and secondary schools, learning centers, state universities and colleges (SUCs), local universities and colleges (LUCs) and higher education institutions (HEIs) offering elementary and secondary schools are directed to register and update their learners’ profile in the LIS...mobile teachers, district ALS coordinators, instructional managers, and facilitators are directed updating their learners’ profiles in the system to start for 2016.”

The objectives of having LRN include: [i] establish unique identity (birth certificate and barangay certificate/affidavit (temporary); [ii] tracking of transfer/migration and educational progress (interconnecting 61,536 schools (Public/Private) and 9,000 plus ALS Facilitators; and [iii] reference for Storage and Retrieval of Record of more than 40 million unique records with 2 million new records annually.
LIS Guiding Principles as follows:

[i] actual data/supported by valid document or references;

[ii] implement existing DepEd Policies such as but not limited to: a. accountability of teacher and school head (DepEd Order 4, s.2014), b. assessment (DepEd Order 8, s.2015), c. school calendar (DepEd Order 23, s.2016), d. omnibus policy on kinder (DepEd Order 47, s. 2016), e. performance indicators (DepEd Order 52, s.2016), and, f. ALS updating of status (completer/not completer) (DepEd Order 44, s.2017);

[iii] Compliance with the provisions of Republic Act No. 10173, known as the “Data Privacy Act of 2012.”


ISSUES AND CONCERNS

1. How do the results of the assessment get into the system? How do data related to the assessment get into the system? This is for the verification of beginning learner having assessment data linked to then.

Answer: This is not yet covered under the system requirement as of now.

2. What is the impression of the non-DepEd implementors?

Answer: Since 2016 our non-DepEd partner provided important information in the system and the ALS supervisor in the Division that has direct management of accounts. They are really encouraged to coordinate with ALS and provide the correct information.

3. If I want to access to the LIS system, I write a letter and coordinate with the EPSA. Do we need to bring any documents, or we need to write a letter?

Answer: The basic requirement is the Contract and it is the agreement between you and the Division Office. And that contract that provides the vital information will require you to register to the system. The one who registers you to the system is EPSA.
4. What will happen if we don't make it to the February 8 deadline?

Answer: February 8 is an extension of the original deadline of December 15.

5. How come that we are treated as non-DepEd? Is it because we are partners of LGU?

Answer: The account of the LGU must be encoded in the system, not the individual account of Public School Teacher.

6. Can necessary corrections be made in the system?

Answer: This is called adjustment. They need to write a letter addressed to the Technical Support team stating that you need to make necessary adjustment with the data encoded in the system.

7. In our case at Silliman University we have already an ID number. How is it Sir, so we just go and meet the EPSA for our ALS?

Answer: No need. You just have to update the profile. We have enrollment in our ALS EST as they are attending EST classes and the system is automatically will tag your school as EST delivering tools.

**AGREEMENT**

- Mr. Diche will recommend to the ICTs to look for possible data-based integration of A&E.

This is a good reminder for them because this technology is very evolving format.
DAY [2]/ [30 JANUARY 2019]

Workshop
Group Presentations & Forum

The 2\textsuperscript{nd} day of the ALS-EST Coordinating Meeting was started with a group exercise, followed by the roll call of the participants.

\textbf{Participants Outputs:}

\textbf{Topic: Learners and Curriculum Integration (Group 1)}
Ms. Zarina reported the output of Group 1. The organizations composing the group are Consuelo Madrigal Foundation, Magna Anima, Tuloy Don Bosco, and Arnold Janssen.

\textbf{Identification and Profiling of Learners}

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

- Mapping
- Partnerships
- Referrals

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?

- In terms of enrollment, they have forms that need to be filled out.
- Interviews

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

- Referrals – if the learners are underaged or over qualified they are referred to other course or to lower level if they are not qualified to the skills training that they offer.
Matching Learners with Skills Training

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

- The first part is profiling and enrollment and matching them.
- There are a lot of interviews done to the students or potential applicants.
- After the interviews, they are introduced to their teachers or trainers who can give them FLT or assessment. Then we determined their level or what we can offer.
- The Paper and Pencil Test.
- Then basic competencies and the interview.

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

- Basic demand is primarily based on the area. The area is located based on the research done.
- Barangay and community also provided data for what the skills are in demand.
- Examples of skills in demand are bread and pastry, food industry in the restaurant, call center, automotive, carpentry, welding, and driving.

Curriculum Integration

How do you integrate basic education competencies and skills training to come up with one seamless ALS-EST curriculum?

- Contextualize the lessons. For example, automotive. You contextualize the lesson in English and Math to be used for teaching automotive.
- Integration of values formation, work skills and soft skills. Because the employers are looking for the intellectuals who know how to work with other people and work themselves. It is important also to teach them and help them understand how they should act when they face potential employers.
- Soft skills and work skills are very important.

What are possible issues/concerns/challenges do you anticipate at point of implementation and how might these be addressed?
- Attendance. One thing is if you are demanding more time for the learners. Therefore, the challenge is the learners become irregular in their attendance. Also, they have problem in terms of implementation.
- They have industry partner who teaches the skills and also has the teachers for basic education. In order for that to be seamless, there seems to have coordination between the two.
- A certain level of coordination that might be needed in the basic ed teachers and the trainers.
- One of the challenges is to be able to find teachers and instructors who are really willing to take the extra mile and walk with this with learners to achieve what they want to be able to succeed.

**ISSUES AND CONCERNS**

1. What are the mechanisms for coordination?

For example, is it group planning of the program design or program designing. Is the skills trainer sitting down with the mobile teachers to help design the program design?

And, are there checkpoints in the orientation? Is it a monthly meeting or quarterly meeting to discuss the curriculum alignment?

Is there a discussion on the assessment or the project to be done under the skills training? Can we work with a springboard to make a project?

These need to be fleshed for discussion. Including joint experiences. This is a joint program on ALS-EST? It is a hyphen, not a plus mark. When it is a hyphen means it is one, not two programs. With two separate design, two separate implementations. So, it is an integrated program.

How do you strengthen the hyphen between the two? It is the question at the point of curriculum design particularly your materials discussion with your teachers about what we do.

In every phase of implementation what are the mechanisms?

**Answer:**

- They plan together. There is a set of syllabi in certain skills. This is downloadable from TESDA.
- They meet together. The English teacher used topics that are related to skills. Their reading comprehension is usually based on the books that they are using. Draw up questions from that
and, then identify who can comprehend manuals. All the spellings that they have taken from the book. Those are how they contextualize.

Other comments: Don Bosco has emphasis more on the skills that have been made. They developed 5 things at the start like: what communication competencies; what soft skills competencies; what – competencies; and what are the 6 learning strands. And, that is what you start in the point of integration. What we tried here is to craft a set of competencies starting from the standard and beginning to set the competencies is what we are thinking here. I think this is what we would encourage to share. At least you showed the basic example of Don Bosco and Silliman yesterday that we would begin as a guidebook to practice. That what's we are making.

2. Would you like to say on the difficulty of profiling of learners?

Answer: Tuloy sa Don Bosco observed that for the generation now, they would not like to take courses like dressmaking or any meticulous work. Because they are more interested now on Call Centers, IT, and Automotive.
LEARNERS and CURRICULUM INTEGRATION

I. Identifying and Profiling Learner
   - Mapping
   - Partnerships (Local Govt./NGO/Parish)
   - Referrals, Neighboring Industries, Schools

II. Matching Learners w/ Skills Training
   1. Take FLT
      - Placement Test (Basic Ed)
      - Paper & Pencil Test
   - Interview

III. Curriculum Integration:
   1. In the past year (2020), which skill training had the most demand? Why?
   - Baking and Pastry
   - Food Industry
   - Call Center
   - Automotive
   - Carpentry
   - Welding
   - Driving
   - Contextualizing
   - Values Formation
   - Work skills + Soft Skills

2. Attendance of Learners
   - Coordination w/ Basic Ed Teachers and Trainers

3. How to Motivate & Do Extra Mile (for the Teacher)
Topic: Learning Delivery (Group 2)

Ms. Kay presented the output of Group 2. The members of their group are: Purple Center Foundation, Saniel Foundation, Consuelo Madrigal Foundation, Arnold Janssen Catholic Center Mission Foundation, Pasali, LGU-Ubay, Action for Economic Reforms, DepEd, and BEST.

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

How many ALS-EST learners does your program have?

- Started from 25 per class or group, then multiplied into 2. Then became 50 for skills training.

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)?

- 25 per class
- 30 in a group and multiply it by 2. Equals to 60
- Differing numbers, depending on level
- No fix number of learners in the program. It depends on the level.
- Different programs with different number of learners (i.e. 1000, 50 or 60 learners). This is the reported range of ALS-EST learners in the program.

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)?

- Common schedule is 10 months

Example A: Saniel Integrated School
3 months – for basic ed
3 months – for skills training
4 months – for basic ed again

Example B:
10 months – combined basic ed and skills training. It is individualized. It really depends on individuals progress.

Example C:
Twice a week per sessions
16 hours a week

- 10 months per level - Siliman basic ed and skills integrated.

- Purple Center
  High School – Monday to Thursday
  Elementary – Monday to Thursday (afternoon schedule)
  Friday – Clubs and other activities

- 11 months for High School and one additional month for other skills

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 the 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?

- The entire center is a Project-Based Learning (e.g. Arnold Janssen and LGU-Ubay).
- The project actually are linked to the livelihood.

How is Project-Based Learning (PBL) integrated in the program?

- PBL – integrated in training

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?
- CLC’s makeshift classroom for every barangay
- Schools and university farm far from the actual place of the organization
- They used vernacular as a medium of instruction
- Training Modules is written in English but then they translated into local language (e.g. Pasali – the learners are Manobo or indigenous peoples. They have goals in modules to be translated in Manobo language).

What is the program configuration between ALS and EST and which one works best?

- Basic Ed and Skills Training (BS & ST) teachers are the same
- BE & ST teachers meet/coordinate
- Needs more integration
- Pasali – they have instructional teachers from the educators who teach the education part. They have Senior Trainers who helped in developing the module. They have also consultant from Mindanao State University for the skills part.
- The materials in the curriculum; everything is integrated.
- Text/material-based BE & ST
- BE introduces ST concepts
- Needs more effort/help

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

- Project delays (affect recruited learners/full out/affect learner support)
- Resources (learner support stretched, learners bring family along)
- Learners attendance/motivation
- DepEd schedule (registration of A&E)
- Integration/contextualization of BE & ST curriculum

QUESTIONS AND ANSWERS

1. How do you contextualize and what and why do you contextualize?
Answer: For the skills training, we use at least the TESDA system. For the education part, we use the modular of DepEd.

2. What particular ALS-EST modules should be learned? For example, AJCMFI will implement only 2-3 months depending on the skills needed. Is that within the parameters of ALS-EST?

Answer: Let us not confuse ALS as a 10-Month. In fact, every ALS-EST Program even in the workshop we have in our school, they need to provide what need to be delivered for a certain period.

The 10-Month period is a period of completion, not necessarily a uniform cycle. The 10-month period is more on an administrative term or period. That was done to make certain budgeting items uniform.

But the Non-formal education, by itself, precisely because it is a Non-formal, has differences in the learning objective, the duration and so on and so forth of the program.

It is still ALS-EST, but you have to be mindful on the basic education curriculum that is integrated with ALS. In other words, our TechVoc Teachers are doing curriculum integration but even not consciously, work for the enhancement or they see the deficiencies of the learners.

3. Is it possible for those who already passed the NCII to enroll in ALS-EST?

Answer: No. Because they were already finished the basic ed.

Other comment/s: What is very important and critical is that you document at the point of your design. What are the competencies, so consciously you look at the curriculum? Prerequisites are needed to be developed. The consciousness of the documentation. The design, program and the assessment of the program.

Group 1 will be the soft skills. These will be there, whatever the skills. In Learning Strand 4 the life and career skills should be there. Also, the work ethics should be there. Everything, the issues of honesty, literacy, teamwork and working themes these are fundamentals. Whether welding, baking etc. that’s all the basic education side. So is that ALS-EST, not just skills. The prerequisite to doing the skills plus the soft skills under the career.
AGREEMENT

- First, there is a need to include in the discussion the monitoring function on the curriculum alignment with ALS. It is not really an oversight but actually monitoring tool.
  
  o DepEd needs to monitor the curriculum alignment with ALS. But right now, the PMC of ALS-EST is concentrated on DepEd schools. Need to include some capacity building component.
  
  o Non-DepEd partners to help in the curriculum, whether in the ALS or ALS-EST. PIMC (Project Implementation and Monitoring Committee) is concerned more on the partners standard, rather than the full content of the standard.
  
  o Need to mobilize the PMP for them to expand the partners just for some monitoring.

- Second, for those who are already partners in DAP (those signed or about to sign the contract), they are requested to do the recording and reporting of outputs to make very, very careful of assurance that the integrity of the learners is doable.
**Topic: Assessment, Exits for Learners and Post-Program Support and Tracking of Learners (Group 3)**

The presentor is from DepEd Quezon City. The members of the group are Arnold Janssen Foundation, Pasali Philippines, Magna Anima Teachers College, Saniel Integrated for Business School, DAP, PCC, LGU-Ubay Bohol, DepEd Quezon Province, and DepEd Quezon City.

I. **Assessment**

What pre-training assessment do you use to diagnose learners’ level of basic education and skills?

- Interview
- Functional Literacy Test (FLT) when the learners enrolled. They administer this test.
- If the learners failed, they will be given another Assessment for Basic Literacy (ABL) for the non-reader.
- Profiling
- Recognition of Prior Learning (RPL) is another prerequisite. Because we have an assumption that we also have learned from the people. We deal with experiences from our work in the places we attended to. But the rule on that is very critical because the teachers must really need to use the results of that assessment. In terms recognizing of the competencies that they have the needs or the gaps.
- Self-assessment
- Pre-test and Post-test
- Self-developed assessment. The Saniel also has a self-developed assessment.

What assessment do you use during the teaching learning process?

- Portfolio Assessment.
  
  In ALS, it is important to apply the portfolio assessment. The portfolio assessment actually quantifies what they have learned in the common learning environment.
- Self-reflection.
  
  Also, important the self-reflection. One of the most is also important for the teachers whether the learners learned the competencies or not in the day-to-day basis.
- Peer Assessment
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?

- **Project-based Assessment or Performance-based Assessment**
  
  They are used as assessment tools to show that learners have acquired the basic education that is relevant to their chosen education/skills. Number one is a *project-based assessment* or *performance-based assessment*. In a year we required the learner a certain job or task. He or she is required to demonstrate certain skills in one particular subject. For example, are we going to present a civic engagement project? The communication skills, planning, interpersonal skills are already integrated in one project.

- **Progress Chart Achievement Chart. In TESDA they used to track the learning.**
- **Achievement Chart**
- **Observation Monitoring Checklist**
- **Presentation Portfolio**

Apart from the A&E and the NCs, what are the different micro and full certifications being used?

- **Certification from partners**

**II. 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?

- Subjected to assessment using the same questionnaire

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.)?

- Establishing cooperatives
- Referrals
- Assistance on application
- Career guidance & orientations
- Mentorship
- Linking with agencies for support
- Peer learning after the program
- Longterm mentorship

**III. Tracking of Completers and M&E**

How are completers tracked?

- Database
- Social Media

How is the assessment used to improve learning instruction?

- Analyzed data to make instructions

**IV. Challenges and Lessons Learned**

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

- Tracking
- Transfer process

What lessons have been learned from these prior experiences that can inform development of the ALS-EST Handbook?

- Effective use of portfolio
- Issuance of certificate
- Updating of ILA
- Participation of community
- Alignment of language used
- Process of administering A&E Test
- Securing the integrity of A&E Test
GROUP 3

1. Assessment
   1. What pre-assessment do you use to diagnose learners' baselines level of basic education and skills?
   2. What assessment do you use during the teaching-learning process?
   3. What testing-assessment practices and tools do you use to monitor learners' learning and the basic education and skills relevant to their chosen trade?
   a. Apart from the ABL and the RPLs, what are the different forms and full certifications being used?

   - Interview
   - ABL Profiling
   - Self-Assessment
   - Pre-test x Post Test
   - RPL to identify competencies
   - Self-developed assessment
   - Self-assessment
   - Presentation Portfolio

2. Certification from Partners

3. Project-based Assessment
   - Progress Chart
   - Achievement Chart
   - Observation monitoring checklist

4. Subjected to Assessment using the same questionnaire

II. Exits for Learners and Post-Program Support
   1. How are target cells (e.g., enrepreneurship, employment, higher education, and stackable skills like TEGIDA, etc.) for learners identified?
   2. What kinds of post-program support have been provided (counseling, assistance in job participation, employment opportunities, referred to another government program, etc.)?
**I.2**
- Establishing Cooperatives
- Referrals
- Assistance on Applications
- Career Guidance & Orientations
- Mentorship
- Linking with agencies for support
- Peer learning after the program
- Long-term mentorship

**II.2**
- Analyzed data to make interventions

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

**III. Tracking of Completers and M&E**
1. How are completers tracked?
2. How is the assessment used to improve learning instruction?

**Database**
- Social media
ISSUES AND CONCERNS

1. How can ABL learners be included in the ALS-EST training? Are we going to include them or there is a prerequisite? Like for the cow milking. Does it require basic literacy skills? Or, there are prerequisites for?

Answer: It depends on the skills. There are certain skills that are less on the requirement, but others have high requirement. In the non-formal, we have individualized learning. Except TESDA has certain training regulations.

2. Before the Day 2 session was ended, BEST requested the participants to write in the meta cards all their requests re ALS-EST Program, particularly:

- List down in the meta cards all issues and concerns that are related to the topic discussed in this meeting. Because BEST is trying to pilot the training program by February.

*See the attached three meta cards below.*
Database tracking
Assessment training
ASSSESSMENT RUBRICS
Integrated Assessment
Portfolio & Performance Assessment

Integration of the curriculum
How ALS teacher can adopt ST materials for instruction.
E.g. Ubum-pec case

1. CURRICULUM INTEGRATION
2. SKILLS TRAINING
3. DESIGNING A PROJECT-BASED CURRICULUM

Training on Career
 Guidance
 for Implementers

1. Basic Education Curriculum
   Training for All Levels

2. Designing (curricula) to ALS-ST
   Integration

3. Designing of ASSESSMENTS

CURRICULUM INTEGRATION
   Integration of English & ST
   Integration of Life Skills