



Department of Education
Alternative Learning System
Version 2.0

Strategic Roadmap



Republic of the Philippines Department of Education

My warmest congratulations to the Alternative Learning System (ALS) Task Force on its development of the Department of Education's (DepEd) ALS Version 2.0 Strategic Roadmap!

Anchored on the Department's Strategic Directions 2017-2022, the Roadmap resonates our 10-Point Agenda's strategic objective of Expanding Coverage of Inclusion Programs. It likewise responds to President Rodrigo Roa Duterte's strong call and support to strengthen and expand the implementation of ALS.

The development of Roadmap came at a most opportune time as the Department pivots from access to quality of basic education. With it as a guide for our ALS teachers, implementers, and partners in crafting better programs and learning opportunities for our out-of-school youth and adults (OSYA), we now have a clearer picture of how the ALS Program should fare in the 21st century.

As a truly inclusive basic education program, ALS 2.0 envisions lifelong learners who are equipped and enabled to respond to the challenges and opportunities despite their personal circumstances. The ALS Roadmap, which prioritizes the Plugging of Resource Gaps, Laying Foundations for the Future, and Institutionalizing Reforms, concretizes the steps toward achieving inclusivity and innovation for OSYA learners.

Again, I congratulate each and every one of you for your commitment and service, and for the opportunities that you have given our learners. May this Roadmap empower you to open more doors so that learners who were not able to attend regular schools will have the chance to live fruitful lives. Thank you for your contributions to the legacy education program of this administration.

Mabuhay!


LEONOR MAGTOLIS BRIONES
Secretary

Tanggapan ng Kalihim
Office of the Secretary



ghambat
G.H. S. AMBAT
Assistant Secretary



Republic of the Philippines Department of Education

Three years have passed since the Department of Education (DepEd) received a tall order from the President of the Philippines: strengthen and intensify the implementation of the Alternative Learning System (ALS) in the country.

It is an immense challenge given the magnitude of out-of-school youth and adult (OSYA) learners and the dissolution of the Bureau of Alternative Learning System following the Rationalization Plan in early 2016.

But its realization is not entirely impossible. With the steady increase in ALS enrollment, the creation of the ALS Task Force, the roll-out of the ALS Version 2.0, the completion of the enhanced ALS K to 12 Basic Education Curriculum (BEC), and the development of a comprehensive five-year strategic ALS Roadmap, it is safe to say that we have come a long way in a span of three years.

Reforms and accomplishments notwithstanding, much work remains to be done. In the era of Industry 4.0 when it is no longer enough that our OSYA learners know how to read, write, and count, we deem it incumbent to ensure that DepEd's ALS Program is responsive to the changing needs of its learners.

This Roadmap intends to keep the focus of the Department, its ALS implementers, and its partners on the vision of molding ALS learners into nation-loving and competent lifelong learners. Transcending the years of the current administration, the Roadmap aims to help address these challenges: expand and improve the implementation of ALS; develop ALS into a program that is valued and supported inside and outside DepEd; and determine the measure of the program's success.

As we move past the setbacks and pivot from access to quality of basic education, the Roadmap provides us with a fresh perspective on how and where ALS should be in the future. It likewise guides us through the improvements in program execution that is expected to result in a reformed view of ALS and its learners: a second-chance program that is not second- class.

With less than three years to work on further improvements, I cannot overemphasize my gratitude for all mobile teachers, instructional manager, literacy volunteers, district ALS coordinators, ALS regional and division focal persons, partners and stakeholders for making ALS 2.0 possible. I would also like to give a special mention to our partner, the World Bank, for providing us with valuable research and technical assistance in the last three years.

Your hard work and dedication despite the challenges pave the way toward the realization of the ALS learners' dreams and aspirations. In turn, may this Roadmap pave the way toward the recognition of your handiwork and meaningful contribution to the development of future leaders and nation-builders.

Thank you!

Framework

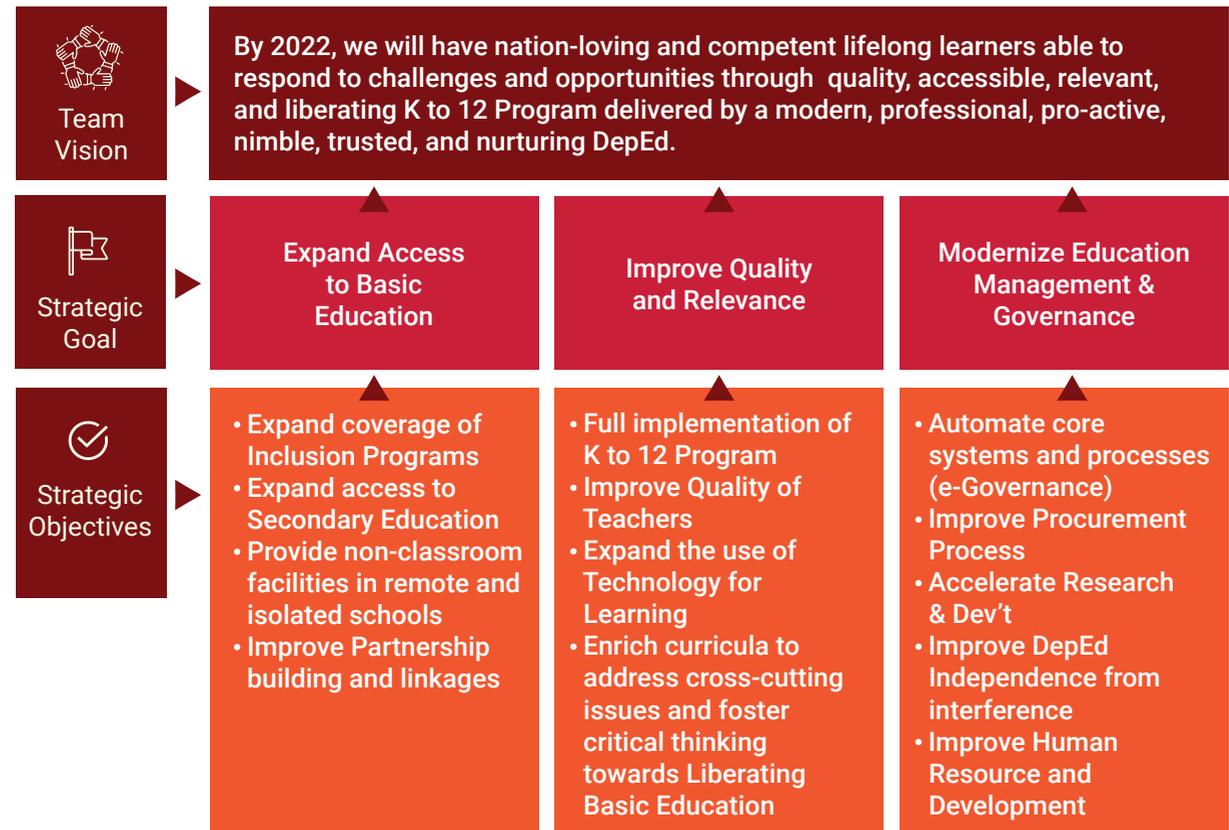
The Department of Education has defined its Strategic Directions for the period 2017-2022. At the Department level, the Strategic Objectives seem to correspond to the various programs and projects the Department is implementing. In this perspective, the entire ALS program is categorized under the Strategic Objective of “Expanding Coverage of Inclusion Programs”.

However, the same Strategic Goals and Objectives can be applied to the ALS program itself, to further unpack the details of its implementation. This provides a framework for the Roadmap that also ensures alignment with the overall institutional framework.

To ensure that this Roadmap is indeed “strategic”, a complementary dimension is added to the original framework discussed above. “Strategy” should not be confused with “objective”, which is the marker of success at an organizational level; nor should it be confused with “action”, which happens at the individual level. Rather, it is the positioning of one organization against others; more specifically, it is placement on the strategic factors relevant to each stakeholder group.¹

This Roadmap aims to provide a comprehensive picture of where the ALS program should be by the end of 2024. It is of the same length as the Department Strategic Directions, but it spans more than one political administration. It is important that the thinking behind the contents of the Roadmap are properly understood, and that the elements of the Roadmap are not rendered obsolete before the planning horizon ends.

DepEd Strategic Directions 2017-2022



Context

For the environment scan, the PEST and SWOT Frameworks are utilized. PEST refers to Political, Economic, Social and Technological factors, while SWOT refers to the usual Strengths, Weaknesses, Opportunities and Threats to ALS implementation.

Political

A major part for the planned reform of ALS is the strong support of the President of the Philippines. He has taken a pro-poor approach, especially in social services. Examples of these are laws on universal tertiary education and universal health care, both deemed unsustainable and impossible in the past. Likewise, DepEd Secretary Leonor Magtolis Briones has long been a supporter of ALS, and has even included the program in her 10-point agenda as soon as she took office. From that point, a dedicated Assistant Secretary has been assigned to oversee the reforms in ALS, and a Task Force has been constituted to implement these reforms. An additional ALS program (ALS-EST) is being piloted under an Undersecretary, and is providing a glimpse of the future of ALS.

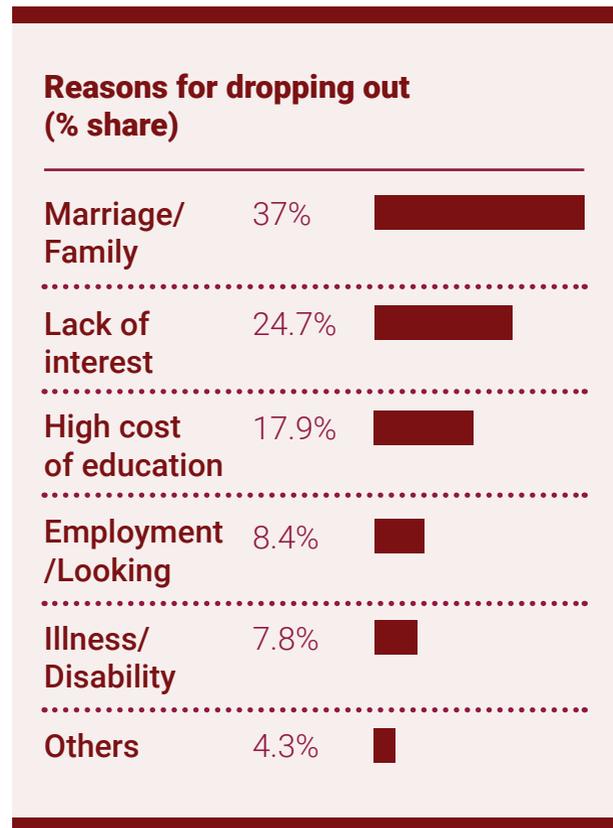
Economic

The planned reform comes at a time when poverty incidence among the population has decreased, from 23.3% in 2015 to 16.6% in 2018.² While this signals improvement at the national level, it still translates to 17.6 million Filipinos being poor.³ Also important to note is that the poverty threshold of PhP10,727 a month for a family of five in 2018 is widely contested by many interest groups. This casts doubt about the translation of better national figures into better quality of life at the individual level.



Social

The 2017 Annual Poverty Indicators Survey (APIS) found that 9% of Filipinos aged 6-24 are Not in Education, Employment or Training (NEET). Of these 3.6 million Out of School Children and Youth, 83.1% were 16-24 years old and 11.2% were 12-15. The following graph shows the reasons why they are not in school: ⁴



Technological

As a global backdrop, the reform in ALS is more imperative because of the Fourth Industrial Revolution (FIRe or Industry 4.0). There is widespread concern about automation and how this will negatively impact jobs. Indeed, jobs that are routine and manual have the most risk of being adversely affected by automation. Combined with decreasing prices of robots and their components, automation's impact on the job market is expected to be felt by the mid-2020s (which coincides with the end of the Roadmap period). Massive upskilling is needed as at least half of the global workforce are in manual and routine jobs.⁵



Context

Strengths

The main strength of ALS is its design. It provides education to individuals who otherwise would not have access to it. The flexible nature of ALS allows it to serve a diverse set of learners: some just want to know basic literacy, others want to gain a high school certificate, while the rest want to learn skills they can use to make a living.

The ALS program also benefits from being part of the largest bureaucracy in the country. While mobile teachers usually teach alone in various locations, they have the support of organizational structures from the district, division, region and up to the national levels. In many places, public schools are highly supportive of ALS and open their doors to the mobile teachers and learners.

Weaknesses

Unfortunately, after the major ADB project on Non-Formal Education in the 1990s, the program has seen significant underinvestment. ALS has about 0.8 million learners in 2018, which represents 3 percent of the total students in the K-12 education system, but the allocated budget remained very low at 0.1 percent of the total DepEd budget.⁶ This translates to shortage of mobile teachers, low number and quality of Community Learning Centers, and unavailability of learning modules and other resources nationwide.

Another weakness of the program is that regardless of the academic achievement of mobile teachers, very few individuals have the capability to teach a diverse set of learners across three major educational stages and six learning strands. This leads to some kind of “regression to an educational mean”, that imparts some knowledge to all, but may prove to be insufficient for the personal and professional objectives of many learners.

Opportunities

Despite these weaknesses, there are still some factors the program can maximize. First, the demand for alternative education will be present for the foreseeable future. Just among Filipinos aged 16-30 in 2018, there are already 6.6 million who can benefit from ALS. Even if the formal school system performs perfectly and no additional dropouts are generated in the future, at least one decade is needed if DepEd is to reach all of these disadvantaged individuals, given the current resources provided to ALS.⁷ The task becomes even harder if the millions of out of school adults aged 31 onwards are added to the target population.

Second, DepEd is not and should not be doing second chance education alone. There are plenty of stakeholders who have been or plan to implement some form of ALS. These include church-based organizations, local and international NGOs, local governments, and even big aid agencies and development partners.

These organizations have been working independently of each other so far, but harnessing a combined effort is definitely doable.

Lastly, Republic Act 10931, or the Universal Access to Quality Tertiary Education Act, has made Higher Education as well as Technical and Vocational Education and Training virtually free in all public institutions. This landmark legislation is expected to increase the aspiration and actual demand for education, and the main vehicle for OSYAs to access this is through ALS.

Threats

The biggest threat to any improvement to ALS is the deeply rooted negative perception of the program. While learners welcome ALS as a viable second chance to improve their lives, many stakeholders who can provide tangible value to the program remain skeptical: higher education institutions, employers, and even some individuals within DepEd. This low opinion of ALS is not unwarranted, and reforming this perspective requires significantly better program execution.



Roadmap

Vision

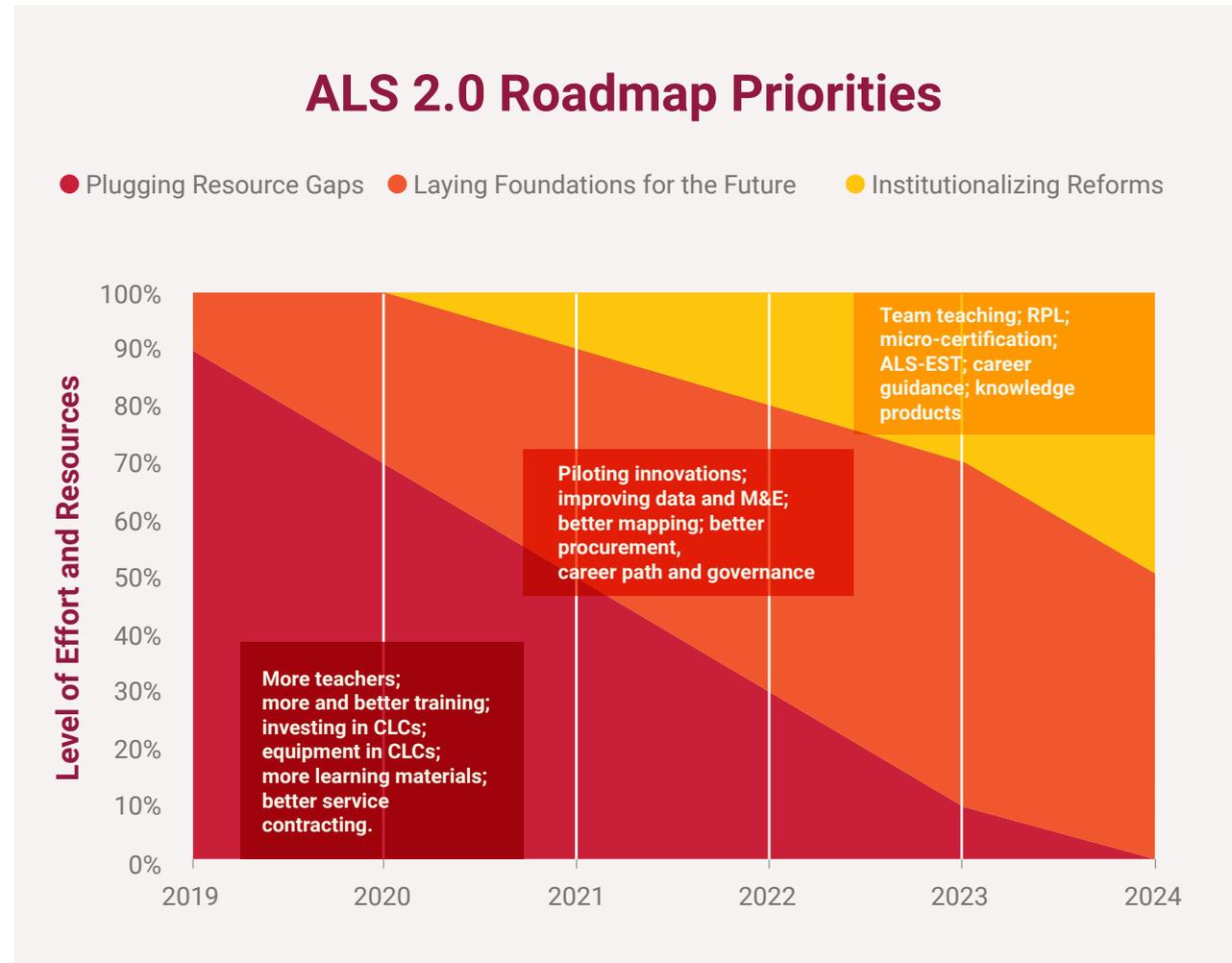
By 2022, we will have nation-loving and competent lifelong learners able to respond to challenges and opportunities through quality, accessible, relevant and liberating K to 12 Program delivered by a modern, professional, pro-active, nimble, trusted and nurturing DepEd.

Mission

To develop exemplary programs and open learning opportunities for OSYAs to achieve multiple competencies and skills for Industry 4.0.

The ALS program has anchored its vision to DepEd's overall vision for its programs and its organization. While the Roadmap period goes past the DepEd vision period by two years, that vision is expected to remain unchanged for ALS up to 2024.

On the other hand, the ALS mission was crafted to succinctly articulate the mandate of the program. While it is currently viewed as a second chance educational program, it should not be second-class and it can play a bigger role especially in light of Industry 4.0.



The main challenges for ALS are now three-fold: first, fix the current issues, then lay the foundations for the future of the program, and make sure that these reforms are institutionalized. This Roadmap recognizes the first as an ongoing priority but highlights the second and third: to be truly strategic, the Roadmap needs to know where ALS is in relation to all its stakeholders so that it can chart a meaningful way forward.

The following are the Strategic Goals of the ALS program, which parallel the Strategic Goals of DepEd as a whole:

- 1** Expand Access to Basic Education
- 2** Improve Quality and Relevance
- 3** Modernize Education Management and Governance

Under these goals are Strategic Objectives, which also correspond to the overall DepEd framework. There are also sets of activities, assumptions and targets that operationalize the Strategic Objectives. These are outlined in Annex 1. The discussion below will focus on the context of these details and how these programs and projects lead to the attainment of ALS 2.0.



Strategic Goal 1 Expand Access to Basic Education

The following table summarizes the Strategic Objectives and their corresponding Programs, Projects and Activities:

Strategic Objectives	Programs, Projects, and Activities		
Expand coverage of Inclusion Programs	1 Improve ALS Literacy Mapping	2 Intensify Inclusion Dimensions of ALS	
Expand Access to Secondary Education	1 Increase number of ALS teachers	2 Improve Accreditation and Equivalency	3 Explore online delivery of ALS
Provide non-classroom facilities in remote and isolated schools	1 Develop Community Learning Center policies and guidelines		
Improve partnership-building and linkages	1 Engage non-DepEd ALS providers	2 Intensify capacity building for ALS stakeholders	

The PPAs under Strategic Goal 1 consider the position of the ALS program in relation to its stakeholders: owners (DepEd management), employees (ALS implementers), suppliers (NGOs and other partners), and customers (learners). To ensure attainment of Strategic Goal 1, it requires that management becomes more supportive of the program; mobile teachers be more efficient; external partners become more cooperative; and learners become more open to alternative education opportunities.

Improve ALS Literacy Mapping:

Success of the Literacy Mapping depends on the level of effort of the mobile teachers and the willingness of out-of-school individuals to participate in the program. Utilizing information from the Listahanan, this mapping exercise will now be redesigned to focus on barangays with high concentration of potential learners first. This will make efficient use of the efforts of the mobile teachers, and will make tracking the progress of the reach of the program easier.

Intensify Inclusion Dimensions of ALS:

ALS is DepEd's main inclusion program. However, it relies on the capability of mobile teachers to cater to the learning needs of each and every kind of learner they encounter. This constraint will be transformed into a strength under ALS 2.0: teachers will be trained intensively on the various dimensions of inclusion, as well as on multi-level and differentiated teaching methods. However, they will not be expected to do everything on their own: support structures in DepEd shall be developed and linkages with relevant

agencies and stakeholders will be intensified so that learners with various dimensions of disadvantage can be served properly.

Increase number of ALS teachers: ALS teachers are passionate about their jobs, but they only have one body and seven days in a week. Assuming each ALS teacher serves 75 learners, the maximum number of ALS learners that 10,000 teachers can reach is only 750,000 per year. If there are 6.6 million potential beneficiaries (as discussed earlier), it will take the same number of teachers 9 years to reach all of them. It is clear that the Philippines cannot afford another decade wherein millions of its youth do not even have high school education. In response to this, DepEd will systematically increase the number of ALS teachers in the system, up to an optimal size proportional to the remaining target beneficiaries. To add flexibility to this supply versus demand problem, an improved ALS service contracting scheme will also be reintroduced.

Improve Accreditation and Equivalency: The A&E test has recently been modified to include portfolio assessment in order to be able to measure a broader range of competencies beyond that possible in the traditional multiple choice test, enhance recognition of prior learning, as well as reduce the high stakes nature of the exam which can be a barrier to some OSCYA. In addition to this, learners prefer to be able to get their certificates as soon as possible. This has been partially addressed by the individualized nature of ALS: once the learner demonstrates mastery of all the required competencies, he or she is deemed a completer of the program. However, that same learner needs to wait for the next unpredictable schedule of A&E test to be able to acquire a certificate. Considering that post-ALS oppor-

tunities do not have fixed schedules (colleges start either June or August, and some accept students in the middle of the Academic Year; Technical-Vocational Institutes begin training programs at various dates in the year; employers usually hire employees urgently), there should be no real barrier to making the A&E test more frequent and more accessible to more individuals in the future. Of course, this will also be balanced against higher administrative costs, better test quality and stronger safeguards against dishonest practices.

Explore online delivery of ALS: Success of distance / open / blended learning programs in the country largely depend on program design, access to technology, and the willingness to pursue the program. ALS learners face these constraints more significantly. Nonetheless, the potential of technology in improving access to quality education is undeniable. To address this, DepEd shall deliberately roll out an online ALS program with the aim to reach more learners, but it shall begin by perfecting the platform for use in teacher training. The amount of time during piloting with teachers will increase the chances that overall ICT infrastructure has improved nationwide and that the teachers become more comfortable with the platform, so that the learning experience will be better for the learners once it is implemented.





Develop CLC policies and guidelines: Until recently, DepEd has not paid a single centavo to build a Community Learning Center. However, the ALS-EST program has shown that CLCs are worth investing in.⁸ A World Bank study⁹ also found that the most well-equipped facilities (Type 5) were associated with a 19 percentage-point increase in the likelihood that participants would complete the program. DepEd will carefully roll out a plan to identify conditions well-suited for targeted investments in CLCs and begin the process of upgrading the learning environment of learners.

Engage non-DepEd ALS providers: Individual ALS providers aim to fulfill their organizational mandates, but at the same time, they would prefer to have close coordination with DepEd to ensure that their efforts have a wider significance. In the past, this coordination has been superficial, and as a result, the efforts of other partners are not maximized. DepEd recognizes the vital role they play, especially when the millions of potential learners are viewed in contrast with the limited manpower of ALS. DepEd shall therefore develop a comprehensive strategy for engaging external ALS implementers.

Intensify capacity building for ALS stakeholders: As part of engaging non-DepEd ALS providers, it should be ensured that they implement the program according to the standards set by DepEd. Therefore, external providers will slowly be included in training programs, subject to allowable financial arrangements. Unfortunately, even the wider DepEd organization requires reorientation and some level of training on ALS. Key individuals in DepEd will also be tapped to improve understanding of the program and to ensure institutional support for its activities.

The activities discussed not just aim to redesign ALS, but also to improve access to the program. These (1) increase the reach of ALS, (2) improve the learning environment and teaching strategies, (3) maximize ALS efforts outside DepEd, and (4) ensure support from within the wider DepEd organization.

Strategic Goal 2 Improve Quality and Relevance

The following table summarizes the Strategic Objectives and their corresponding Programs, Projects and Activities:

Strategic Objectives	Programs, Projects, and Activities
Full implementation of K to 12 program	1 Promote team teaching, especially in Secondary level
Improve quality of teachers	1 Implement a continuous and comprehensive ALS 2.0 training program
Expand the use of technology for learning	1 Make LRMDs more useful for teachers 2 Provide Science, Math, Tec-Voc and other ICT equipment to qualified CLCs
Enrich curricula to address cross-cutting issues and foster critical thinking towards Liberating Basic Education	1 Improve learners' academic performance 2 Provide training on Technical, Vocational, Entrepreneurial and Life Skills, where appropriate 3 Introduce an ALS-specific Post Program Support System

The PPAs under Strategic Goal 2 also consider the position of the ALS program in relation to its stakeholders. To ensure attainment of Strategic Goal 2, it requires that management provides more resources to the program; mobile teachers embrace new teaching strategies; and learners become more diligent in their studies.

Promote team teaching, especially in Secondary level: A major weakness of the program identified earlier is that mobile teachers are tasked to seemingly do everything themselves. This is too much to ask from any teacher, let alone the ones who are teaching formal school dropouts who might already have challenges in learning. ALS 2.0 promotes a higher quality of teaching, wherein team teaching is the norm, and the necessary support to implement this is available. While this is less imperative in the Basic Literacy Program and the Elementary Level, a team consisting of formal school teachers, mobile teachers, Tec-Voc experts and other resource persons should be the ones implementing the Secondary level program in CLCs. This will help ensure that aside from increasing their chances of passing the A&E test, learners genuinely master the key competencies in the curriculum to make them more competitive in life after ALS.

Implement a continuous and comprehensive ALS 2.0 training program: ALS teachers receive less professional development opportunities compared with their counterparts in the formal school system. In addition, even if they get to join training programs, these are not always what they require in the field. DepEd commits to a comprehensive training program that begins with genuine training needs analysis, effective training strategies, and holistic performance evaluation. These shall be supplemented by continuous coaching / mentoring / technical assistance and ALS -Learning Action Cells (LACs). The best of the best shall also be developed into a pool of national trainers that will not just be resource persons during training, but also be coaches and mentors on-call all year round.

Make LRMDs more useful for teachers: DepEd has invested heavily in developing and rolling out the Learning Resource Management and Delivery System for all public school teachers. However, like any ICT-based solution, it is hampered by poor access to technology and poor program design to maximize its potential. In addition, after a few years of usage, the materials start to become outdated and less useful to the teachers. Updating and maintaining such a system requires a lot of effort, and

the ALS Task Force will support the Bureau of Learning Resources in this task.

Provide Science, Math, Tec-Voc and other ICT equipment to qualified CLCs: Providing any form of equipment to ALS has not been done since the end of the non-formal education project by ADB. ALS 2.0 is challenging the status quo because of the initial success of ALS-EST. Along with investments in the physical CLC, corresponding investments will now be made to equip qualified CLCs with the relevant equipment to improve learning. Due to the heterogeneous state of CLCs nationwide, DepEd will study the appropriate equipment for each type of CLC and roll these out carefully.

Improve learners' academic performance: Most learners who enrol in the Secondary program aim to continue to formal schooling (50%) and to look for work (17%)¹⁰. This will only be possible if they pass the A&E test. However, the current learning environment and strategies make this difficult, as evidenced by uneven passing rates in various regions nationwide. A comprehensive set of activities ranging from curriculum review, improved recognition of prior learning, better individualized teaching strategies,

more learning resources, improved portfolio assessment and introduction of micro-certifications, shall be undertaken by DepEd to deliberately improve the teaching-learning environment of ALS.





Provide training on Technical, Vocational, Entrepreneurial and Life Skills, where appropriate: In addition to obtaining Elementary and / or High School diplomas, ALS learners require other skills that they can acquire while undergoing the regular ALS program, to help them earn while pursuing further education. This fact has been recognized worldwide¹¹ as a means to improve the attractiveness of second chance education programs and to mitigate the opportunity cost of enrolling in such. ALS 2.0 heeds this advice by dedicating a significant portion of the ALS “academic year” to life skills training and by intensifying its skills training component. In addition, the team teaching requirement discussed earlier will make Tec-Voc experts, entrepreneurs and other resource persons accessible to ALS learners.

Introduce an ALS-specific Post Program Support System: Learners expect some degree of success and improvement in their lives after undergoing the ALS program. DepEd is in a unique position to jumpstart this process. ALS shall deliberately introduce learner guidance and career support services to existing and former ALS learners. These will help address academic, psychological and social issues affecting learning, and will prepare learners for their options after undergoing ALS, specifically their transition to employment, self-employment / entrepreneurship and/or continuing education / post-secondary training.

The activities discussed not just aim to redesign ALS, but also to improve its quality and relevance for potential learners. These (1) redefine the standards of good teaching, (2) equip teachers with the knowledge and tools to teach better, and (3) provide learners with practical knowledge to improve their lives even while undergoing the program.

Strategic Goal 3

Modernize Education Management and Governance

The following table summarizes the Strategic Objectives and their corresponding Programs, Projects and Activities:

Strategic Objectives	Programs, Projects, and Activities		
Automate core systems and processes	1 Strengthen databases related to ALS	2 Improve Monitoring and Evaluation processes	
Improve procurement process	1 Exercise better internal planning to improve procurement timelines		
Accelerate Research and Development	1 Develop an ALS 2.0 Research Agenda	2 Conduct Feasibility Studies on forward-looking program dimensions	3 Conduct Tracer Studies on ALS learners
Improve DepEd independence from interference	1 Develop the ALS 2.0 governance structure	2 Develop an External Coordination Framework / Stakeholder Alliance	
Improve Human Resource and Development	1 Implement a comprehensive and fair Performance Management System	2 Lobby for specialized degrees on ALS teaching	

The PPAs under Strategic Goal 3 also consider the position of the ALS program in relation to its stakeholders. To ensure attainment of Strategic Goal 3, it requires that management becomes more open to shared governance and more supportive of ALS teachers; mobile teachers embrace new technologies and systems to improve program implementation; and the ALS Task Force be more introspective and adopt a culture of continuous improvement.

Strengthen databases related to ALS: DepEd has also invested a lot in developing the Electronic Basic Education Information System (eBEIS) and the Learner Information System (LIS). Additional effort was exerted to make sure that ALS data was included in these databases. However, there are some indications that ALS data in these databases are not fully accurate. Therefore, the ALS Task Force will endeavor to improve the reliability of the ALS information submitted to these databases. In addition, the Task Force will develop an internal ALS database that contains micro-level data useful for program implementation, but are not necessary at the level of the eBEIS and the LIS.

Improve Monitoring and Evaluation processes:

Regular supervision of learning facilitators is essential to ensure program quality.¹² ALS teachers are open to monitoring, but they would prefer if the visits are more constructive and productive than these currently are. There are many lessons from the formal school system that can be contextualized for instructional supervision in the ALS setting. However, academic supervision is not enough to improve the program. A harmonized monitoring and evaluation system shall also be developed for ALS to continuously provide DepEd management and other stakeholders with accurate and actionable information.

Exercise better internal planning to improve procurement timelines:

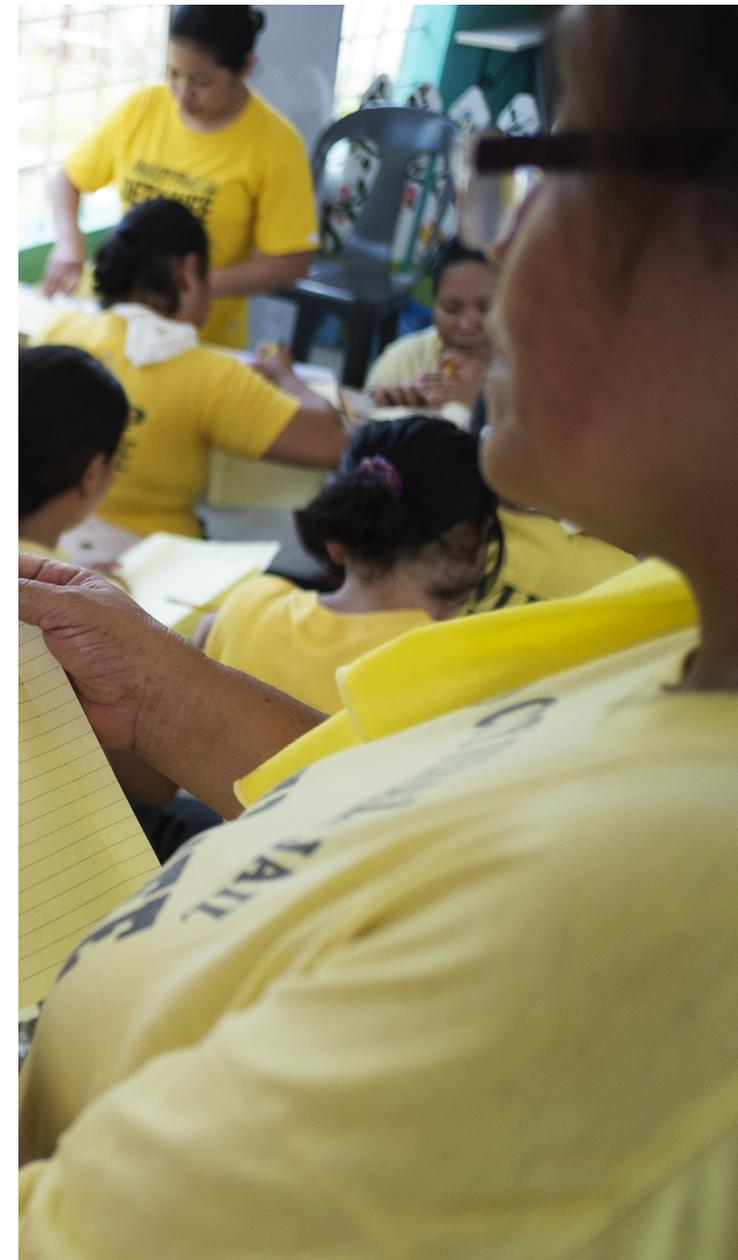
Procurement performance is a government-wide problem. In DepEd, millions of pesos worth of procurement of learning modules are usually delayed. Issues with procurement also make the date of the A&E exam unpredictable, leading to sub-optimal numbers of test takers. Training programs also suffer from substantial delays because of procurement matters. While the ALS Task Force cannot directly improve procurement processes, it can support DepEd's Procurement Service by improving internal planning and providing complete information early in the procurement cycle.

Develop an ALS 2.0 Research Agenda:

The undermanned ALS Task Force barely has time to stop and examine ALS from a wider perspective. To become more effective, the organization cannot just rely on M&E data for program improvement. There are some areas that require dedicated study, and these should be articulated in an ALS Research Agenda. This can then be conducted by the team or supported by various stakeholders.

Conduct Feasibility Studies on forward-looking program dimensions:

DepEd management expects the ALS Task Force to lead the way in developing new aspects of the ALS program. In addition to desk research, there are some proposals that need to be piloted in order to gather useful insight. Initially, these include (1) alternative delivery options for the Kto12 curriculum, (2) expanding the concept of School-based Management to help manage ALS, (3) introducing micro-certification processes in ALS and its implications on the Philippine Qualifications Framework, and (4) facilitating international assessments to boost the competitiveness of learners, among others.



Conduct Tracer Studies on ALS learners: All ALS stakeholders are interested to know whether the program is delivering on its promise of a second chance for its learners or not. Positive information on this will also help improve the overall image of ALS. M&E data might be insufficient for this purpose; something of this importance requires focused attention. DepEd will therefore invest in regular Tracer Studies that provide definitive evidence about the performance of the program.

Develop the ALS 2.0 governance structure: The ALS Task Force is operating on an ad hoc basis and thus still suffers from very significant operational constraints. DepEd management is expecting the office to propose a more comprehensive and permanent governance structure for the program. This proposal shall be informed by all the insight of the past decades of implementation, but shall also be forward-looking to effectively address the coming challenges of Industry 4.0.

Develop an External Coordination Framework / Stakeholder Alliance Mechanism: Stakeholders can be so much more than just suppliers of the ALS program, as evidenced by the success of the Mindanao Youth Development Project of the USAID (MYDev)¹³. Earlier, a comprehensive strategy for engaging external ALS implementers was discussed in relation to improving access to the program. To complement this, ALS stakeholders can also be engaged to help manage the program. This concept of shared governance has been effective in formal schools and it is time that ALS does the same.

Implement a comprehensive and fair Performance Management System: DepEd is standardizing teacher performance through the Results-based Performance Management System (RPMS) and the Philippine Professional Standards for Teachers (PPST). Unfortunately, there is near unanimous feedback from ALS teachers that certain details of these initiatives put them at a disadvantage compared to formal school teachers. While ALS teachers represent a minority of the teaching force, a consideration of their grievances shall be conducted and a workable solution shall be proposed.

Lobby for specialized degrees on ALS teaching: Even among ALS teachers who have been implementing the program for more than 20 years, there are very few that can be considered as genuine “ALS experts”. This is because they only learned of the nuances of the program when they were already on the job. A standardized and formalized instruction on everything about ALS will help prepare teachers for the unique context of the program. As the biggest employer of teachers in the country, DepEd can use its influence on Teacher Education Institutions (TEIs), possibly through the Teacher Education Council (TEC), to produce graduates that are more prepared to implement ALS.

The activities discussed not just aim to redesign ALS, but also to modernize its governance. These (1) improve access to management information, (2) improve procurement processes, (3) introduce a culture of continuous development, (4) introduce the concept of shared governance, and (5) improve the welfare of its employees.

Conclusion

There is a growing consensus that simply improving what ALS is doing now will not be enough to meet the demands of basic education, let alone Industry 4.0. Plugging resource gaps and improving effectiveness and efficiency in current program implementation are important tasks, but DepEd cannot lose sight of the requirements of the future.

This Roadmap begins the look to the future by questioning long-held assumptions and practices about ALS and postulating that these are NO LONGER SENSIBLE moving forward:

- 1 Improving ALS has a negative tradeoff with formal education
- 2 ALS is a standalone education system
- 3 The A&E test should only be held once a year
- 4 DepEd cannot invest in CLCs
- 5 DepEd cannot provide equipment for ALS
- 6 ALS teachers can produce high school graduates by themselves

By the end of the Roadmap period, it is envisioned that ALS 2.0 has evolved into a program that properly complements K to 12 education in formal schools in the Philippines. Among other characteristics, ALS 2.0 should be:

- 1 Able to properly recognize prior learning and provide genuine modular courses leading to micro-level certifications that are useful for the labor market;
- 2 Of an optimal size and offering high quality academic education to individuals facing difficulty in completing basic education;
- 3 Providing skills and livelihood training through partnerships with local industries and experts;
- 4 A fair career path that allows professional growth for its teachers within the context of Department-wide human resource development;;
- 5 A program respected within the Department of Education and provided with adequate resources and support to be able to meet its targets properly.

ALS 2.0 is redefining a program that has been misunderstood for the last two decades. It recognizes its shortcomings and it reinvents its strengths. ALS 2.0 is a complementary program under K to 12, but it can also provide innovations that improve access to quality education nationwide.

Notes

- 1 <https://hbr.org/2018/04/your-strategic-plans-probably-arent-strategic-or-even-plan>
- 2 <https://psa.gov.ph/content/proportion-poor-filipinos-was-estimated-166-percent-2018>
- 3 https://psa.gov.ph/sites/default/files/2018%20Full%20Year%20Poverty%20Statistics_ppt.pdf
- 4 <https://psa.gov.ph/content/nine-percent-filipinos-aged-6-24-years-are-out-school-results-2017-annual-poverty-indicators>
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Alternative Learning System

Version 2.0

Annex 1

Vision

By 2022, we will have nation-loving and competent lifelong learners able to respond to challenges and opportunities through quality, accessible, relevant and liberating K to 12 Program delivered by a modern, professional, pro-active, nimble, trusted and nurturing DepEd

Mission

To develop exemplary programs and open learning opportunities for OSYAs to achieve multiple competencies and skills for Industry 4.0.

Roadmap:

LEGEND **B** Baseline gathering **P** Pilot phase **D** Policy decision **HI** Headline Indicator **NA** Not applicable

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
Expand Access to Basic Education	Expand coverage of Inclusion Programs	ALS Literacy Mapping	% of identified OSYAs ¹ reached by ALS implementers	B	10%	10%	10%	10%	10%
			% of OSYAs reached that are converted into ALS learners	NA	90%	90%	90%	90%	90%
			^{HI} PARTICIPATION RATE ²	B	10%	11%	12%	13%	14%
			Gross Enrolment Rate ³	B	3.26%	3.37%	3.49%	3.61%	3.75%
		Assumptions:	Activities:						
		Literacy Mapping will be redesigned as an advocacy and validation activity. Target locations and learners will be provided by Listahanan Targets are based on fixed 2019 number of ALS implementers and the 75-learner quota	Determining baseline of OSYAs	●				●	
	Finalizing enhanced mapping procedures		●						
	Training on Literacy Mapping 2.0			●					
	Monitoring of Literacy Mapping 2.0				●	●	●	●	

¹ Age range: 16-30
² Age range: 16-30
³ Age range: 16 onwards

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
Expand Access to Basic Education	Expand coverage of Inclusion Programs	Intensify Inclusion Dimensions of ALS ⁴	% of ALS implementers trained on the inclusion dimensions of ALS	B	P	99%	NA	99%	NA
		Assumptions:	Activities:						
		ALIVE, SPED, IP, peace education and others are NOT standalone programs and will be treated only as additional components that need to be integrated in the ALS program	Maximize the use of existing modules, when appropriate	●					
			Develop new inclusion-related learning materials based on ALS 2.0 curriculum		●				
			Train ALS teachers on inclusive education			●		●	
			Collect accurate information on implementation of inclusion			●	●	●	●
Expand Access to Basic Education	Expand Access to Secondary Education	Increase number of ALS teachers	Ratio of ALS teachers to remaining OSYA ⁵	1160	1000	830	685	560	450
Expand Access to Basic Education	Expand Access to Secondary Education	Improve Accreditation and Equivalency	% of A&E learners taking the A&E Certification	B	50%	55%	60%	65%	70%
		Assumptions:	Activities:						
		A&E test will be conducted once a year until such time that an online A&E test and a walk-in test can be made available	Improving administration of A&E test ⁶	●	●	●	●	●	●
			Improving utilization of / feedback on A&E test scores and other information	●	●	●	●	●	●
		Options for A&E test modalities: national, regional, online, Braille, audio, others	Piloting of online (and/or other forms of) A&E test			●			
			Institutionalizing the online (and/or other forms of) A&E test				●	●	●
			Expanding A&E Certification to include portfolio assessment			●	●	●	●

⁴ More accurately, inclusion DIMENSIONS of the ALS program

⁶ Include policy on Walk-ins

⁵ Age range: 16-30

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
Expand Access to Basic Education	Expand coverage of Inclusion Programs	Explore online delivery of ALS	% of learners taking ALS online		D	P	B	5%	5%
		Assumptions:	Activities:						
			Development of policies, materials and online platform		●				
			Piloting and modeling			●			
			Full implementation				●	●	●
Expand Access to Basic Education	Provide non-classroom facilities in remote and isolated schools	Community Learning Center policies and guidelines ⁷	% of Type 3 CLCs among all mapped CLCs	B	B	35%	40%	45%	50%
			% of Type 1 CLCs among all mapped CLCs	B	B	30%	27%	24%	20%
		Assumptions:	Activities:						
		DepEd will begin providing Capital Outlay funds for the construction of appropriate CLCs based on certain criteria	Inventory of all existing CLCs and other learning environments used by DepEd ALS implementers	●	●				
		DepEd will accredit and monitor external ALS implementers	Inventory of all CLCs and other learning environments used by non-DepEd ALS implementers		●	●			
			Issuance of CLC policies ⁸		●				
			Upgrading Type 1 CLCs into Type 2 CLCs			●	●	●	●
			Upgrading Type 2 CLCs into Type 3 CLCs			●	●	●	●
			Monitoring of CLC types of accredited non-DepEd ALS implementers			●	●	●	●

⁷ Including construction, rental and overall operations

⁸ Contents include but not limited to: ownership, criteria for upgrading, CLC improvement plans, etc.

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
			Enabling ALS implementers to access alternative learning environments for specialized competencies		●	●	●	●	●
Expand Access to Basic Education	Improve partnership-building and linkages	Engage non-DepEd ALS providers ⁹	% share of DepEd-contracted ALS providers among total DepEd-financed ¹⁰ implementers ¹¹	N	P	3%	7%	10%	13% ¹²
			% of private ALS providers accredited and monitored	P	B	25%	50%	75%	99%
		Assumptions:	Activities:						
		DepEd will still hire additional mobile teachers. DepEd is still open to an improved ALS contracting scheme	Developing policy on accreditation of non-DepEd ALS implementers		●				
			Developing policy on contracting non-DepEd ALS implementers ¹³		●				
			Orientation / training on Accreditation and Contracting policies for non-DepEd ALS implementers		●				
			Monitoring performance of non-DepEd ALS implementers			●	●	●	●
Expand Access to Basic Education	Improve partnership-building and linkages	Intensify capacity building for ALS stakeholders ¹⁴	% of internal DepEd stakeholders oriented on ALS ¹⁵	B	99%			99%	
			% of external stakeholders oriented on ALS ¹⁶	B	10%	20%	30%	40%	50%

⁹ Increasing ALS plantilla items too much is not acceptable to many in DepEd; non-DepEd ALS providers allow more flexibility, especially when there is less demand for ALS; however, the body should decide how to treat this dilemma, as the period for the decline in demand for ALS is at least 10 years away

¹⁰ DepEd Delivered plus DepEd Procured implementers

¹¹ This should be a moving target, based on performance of DepEd implementers and remaining OSYAs; but general trend is that this will increase first before it is reduced

¹² Target should go down after this year

¹³ Should include guidelines on assignment / deployment of contracted implementers

¹⁴ Timing of advocacy: if non-election year, focus on internal; if election year, focus on external

¹⁵ Targets are cumulative for the ALS 2.0 Roadmap period, but needs periodic massive reorientation within a decade

¹⁶ Define / limit external stakeholders to be targeted

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
		Assumptions:	Activities:						
			Orientation / training on ALS for internal and external stakeholders ¹⁷		●	●	●	●	●
			Immersion program for internal DepEd stakeholders ¹⁸	●		●		●	
			Participating in conferences of associations of various DepEd employees ¹⁹		●	●	●	●	●
			Participating in conferences of associations of LGU officials ²⁰ and other stakeholders		●	●	●	●	●
			Coordinating all ALS initiatives nationwide ²¹		●	●	●	●	●
			Developing a feedback mechanism for accredited ALS implementers		●	●	●	●	●
Improve Quality and Relevance	Full implementation of K to 12 program	Promote team teaching, especially in Secondary level ²²	% of ALS implementers conducting appropriate²³ team teaching strategies with formal school teachers	P	5%	10%	15%	20%	25%
			Activities:						
			Developing guidelines for team teaching	●					
			Piloting team teaching in ALS		●				
			Refining, scaling and monitoring team teaching in ALS			●	●	●	●

¹⁷ If standalone: this can take many forms: national conference, regional workshops, division orientations, etc.

¹⁸ Suggestion: target division superintendents and regional directors, along with their chiefs, and school principals

¹⁹ PESPA, NAPSSHI, PSDS, PASS, others

²⁰ League of Provinces, Municipalities and Barangays; other stakeholders include conferences of State Universities and Colleges, TVET institutions, Guidance Counsellors, etc.

²¹ Planning, monitoring, reporting, of all implementers, including development partners

²² ALS teachers and specialists from formal schools

²³ Only appropriate in Secondary Level and Skills Training; need to define guidelines, esp. on frequency, content and other details

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
Improve Quality and Relevance	Improve quality of teachers	Training Needs Assessment ²⁴	Conduct of Training Needs Assessment for ALS implementers²⁵	P	99%			99%	
		Maintenance of Teacher Portfolios	% of ALS implementers maintaining individual teaching portfolios	P	99%	99%	99%	99%	99%
		Training of ALS implementers ²⁶	% of ALS implementers trained²⁷	99%	50%	99%	NA	50%	99%
		National ALS Trainers	Pool of National ALS Trainers organized and operational	P	●	●	●	●	●
		Assumptions:	Activities:						
		ATF will coordinate with NEAP and HRDS for any plans they have for ALS implementers	ALS 2.0 Mass Training of Teachers	●					
			Continuous capability building ²⁸		●	●	●	●	●
		ATF will talk to development partners as well regarding the inclusion of these activities in upcoming projects	ALS 2.0 Induction Program for new ALS teachers ²⁹		●	●	●	●	●
			Developing pool of National ALS Trainers	●	●	●	●	●	●
			Piloting and scaling of LAC sessions for ALS		●	●	●	●	●
			Strengthening Instructional Supervision, Coaching and Mentoring		●	●	●	●	●
	Improve quality of teachers	Competency Test for Teachers ³⁰	% of DepEd ALS implementers who took the competency test for teachers	NA	P			99%	

²⁴ Should include reporting on progress from original (baseline) TNA and how these needs have been addressed

²⁵ No need for this every year

²⁶ Need to define modalities of training (e.g. cascading, distance, LAC, others)

²⁷ 2019 is an MTOT year; for subsequent years, alternating batches of teachers can be used

²⁸ As comprehensive as MTOT, but with topical updates and with addition / removal of topics, if necessary

²⁹ Suggestion: target plantilla teachers in 1st year of ALS teaching; will serve as MTOT for new teachers

³⁰ Including Process Skills Test in English, Science and Math

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
			% of DepEd ALS implementers who have minimum required proficiency ³¹ from the competency test for teachers	NA	B			70%	
Improve Quality and Relevance	Expand the use of technology for learning	Make LRMS more accessible and useful for teachers	% of ALS teachers with active ³² LRMS accounts	80%	85%	90%	95%	99%	99%
		Assumptions:	Activities:						
		ALS can develop and procure new learning resources / materials	Tagging and mapping of competencies between new curriculum and existing LRs		●				
			Monitoring the utilization of LRMS accounts ³³	●	●	●	●	●	●
			Coordinating with BLR on improvement of library of resources available in the LRMS	●	●	●	●	●	●
Improve Quality and Relevance	Expand the use of technology for learning	Provide Science, Math, Tec-Voc and other ICT equipment to qualified CLCs ³⁴	% of CLCs with appropriate equipment ³⁵	B	20%	25%	30%	35%	40%
		ICT for Education ³⁶	% of CLCs with appropriate ICT equipment ³⁷	B	20%	40%	60%	80%	99%
		Assumptions:	Activities:						
		DepEd will provide Capital Outlay for equipment in selected CLCs	Develop and issue a policy on providing the appropriate equipment to different types of CLCs		●				

³¹ Have the appropriate competencies to teach at their assigned level(s)

³² "Active" is defined as "used when necessary"

³³ One of the main targets for monitoring: ensure that all implementers have the non-negotiables (curriculum and modules); BLR should provide analytics

³⁴ Ensure other dimensions as well: investment plan, strategy how to maximize (educational management and instruction)

³⁵ Correlated with progress on Type 3 CLCs; decide if other types of CLC can have basic equipment

³⁶ Ensure other dimensions as well: investment plan, strategy how to maximize (educational management and instruction)

³⁷ Differentiate ICT provision for various types of CLCs

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
Improve Quality and Relevance	Enrich curricula to address cross-cutting issues and foster critical thinking towards Liberating Basic Education	Improve learners' performance	^{HI} COMPLETION RATE ³⁸	B	60%	65%	70%	75%	80%
			^{HI} A&E PASSING RATE ³⁹	B	60%	65%	70%	75%	80%
		Assumptions:	Activities:						
			Reviewing and finalizing ALS 2.0 curriculum	●	●				
			Issuing policy on curriculum implementation ⁴⁰ and contextualization		●				
			ALS implementers utilizing full-cycle assessment tools (e.g. RPL, FLT, ILA, Portfolio, Projects, micro-certification, others)	●	●	●	●	●	●
			ALS implementers utilizing appropriate teaching strategies in various ALS programs (e.g. 4As, PBL, WLL, others)	●	●	●	●	●	●
			Evaluating and enhancing existing ALS programs / delivery modes ⁴¹		●	●			
			Developing new modalities to deliver ALS			●	●		
			Providing adequate learning modules for all learners	●	●	●	●	●	●
			Procuring and developing supplementary learning materials		●	●	●	●	●

³⁸ Broken down per program

³⁹ Includes test, project and portfolio

⁴⁰ Including Language of Instruction and others

⁴¹ Examples include: RBI, e-Skwela, others

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
Improve Quality and Relevance	Enrich curricula to address cross-cutting issues and foster critical thinking towards Liberating Basic Education	Life Skills	% of ALS learners trained on socio-emotional and life skills	P	50%	55%	60%	65%	70%
		Assumptions:	Activities:						
		MYDev Life Skills modules will require enhancements at some point	Implementation of Life Skills modules	●	●	●	●	●	●
			Training of remaining ALS implementers not yet trained		●	●	●	●	●
			Revisiting the Life Skills modules and evaluating implementation ⁴²				●		
			Enhancement Training of ALS implementers on improved Life Skills modules					●	●
			Development and utilization of modules that impart socio-emotional skills		●	●	●	●	●
Improve Quality and Relevance	Enrich curricula to address cross-cutting issues and foster critical thinking towards Liberating Basic Education	ALS+ST (livelihood and skills)	% of CLC effectively implementing ALS+ST programs	NA	NA	P	20%	40%	60%
		Assumptions:	Activities:						
		DepEd will scale up livelihood skills development as a component of A&E programs	Redesigning the ALS+ST program		●				
			Piloting the ALS+ST program			●			
			Institutionalizing the ALS+ST program				●	●	●

⁴² Task for new admin

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
		Introduce an ALS-specific Post Program Support System ⁴³	% of CLCs with multiple post-program pathways for ALS completers in place	NA	P	50%	75%	99%	99%
		Assumptions:	Activities:						
		ATF will work with BLSS to ensure ALS is included in its guidance program	Setting up a learner guidance and counseling program		●	●	●	●	●
			Setting up a career development program for learners		●	●	●	●	●
Modernize Education Management and Governance	Automate core systems and processes	Strengthen databases related to ALS	Accuracy of ALS data in LIS and BEIS	NA	P	B	80%	85%	90%
		Assumptions:	Activities:						
		ATF will coordinate with EMISD on plans to validate ALS data and improve current databases	Including ALS-specific data elements in LIS and eBEIS ⁴⁴		●				
			Validating ALS data in LIS and eBEIS ⁴⁵		●	●	●	●	●
		Work on interface of existing systems with planned ALS MIS / database	Developing new ALS indicators ⁴⁶		●	●			
			Develop ALS-specific MIS / database to supplement LIS and eBEIS		●	●			
Modernize Education Management and Governance	Automate core systems and processes	Improve Monitoring and Evaluation processes	% of Regions monitored by Central Office staff⁴⁷	NA	P	99%	99%	99%	99%
			% of Divisions monitored by Regional Office staff	NA	P	99%	99%	99%	99%

⁴³ Including career counselling, employment referral/OJT/immersion, seed capital for self-employment, scholarships for further study, etc.

⁴⁴ Including information like profile of teachers, etc.

⁴⁵ Needs to be linked to PBB or IPCR, among other things

⁴⁶ Include Socioemotional skills, cognitive skills, ST (not census)

⁴⁷ Define quality dimensions of M&E

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
			% of CLCs monitored by Division Office staff	NA	P	80%	85%	90%	95%
		Assumptions:	Activities:						
		ALS M&E System based on DepEd BEMEF	Designing a comprehensive M&E system for ALS ⁴⁸		●				
			Piloting ALS 2.0 M&E system			●			
			Institutionalizing ALS 2.0 M&E system				●	●	●
			External Impact Evaluation of ALS 2.0 conducted at end of Roadmap Period						●
Modernize Education Management and Governance	Improve procurement process	Exercise better internal planning to improve procurement timelines	Providing procurement requirements as early as possible to facilitate the work of Procurement Service		●	●	●	●	●
Modernize Education Management and Governance	Accelerate Research and Development ⁴⁹	Tracer Studies	Number of tracer studies conducted⁵⁰	NA	NA	1	1	1	1
		Feasibility Study on alternative delivery of SHS curriculum	Final decision (and design) of ALS SHS curriculum	NA	P	D			
		Feasibility Study on ALS SBM	Final decision (and design) of ALS SBM policy (esp. MOOE)	NA	P	D			
		Feasibility Study on ALS Micro Certification	Final decision (and design) of ALS Micro Certification policy	NA	P	D			
		Feasibility Study on ALS Voucher Program	Final decision (and design) of an ALS Voucher Program	NA	NA	P	D		
		Feasibility Study on International Adult / Workforce Skills Assessment	Participation in international adult / workforce skills assessments⁵¹	NA	NA	P	D		
		Develop the ALS 2.0 Research Agenda	Conduct of other studies included in Research Agenda	NA	D	1	1	1	1

⁴⁸ Should be based on roles and functions of the office (different at different levels of governance)

⁴⁹ ALS needs a strong and dedicated unit on this, based on various programs to be piloted and studies to be conducted

⁵⁰ Start with first batch of ALS 2.0 completers

⁵¹ Examples: EDC, SFI, others

Strategic Goals	Objectives	Programs, Projects and Activities (with Critical Assumptions)	Objectively Verifiable Indicators (with Component Activities)	Targets and Timelines					
				2019	2020	2021	2022	2023	2024
		Assumptions:	Activities:						
			Develop the ALS 2.0 Research Agenda		●				
			Conduct of studies included in Research Agenda			●	●	●	●
Modernize Education Management and Governance	Improve DepEd independence from interference	Develop the ALS 2.0 governance structure ⁵²	Submission of proposal for new ALS structure	NA	1				
		Develop an External Coordination Framework / Stakeholder Alliance Mechanism	Submission of External Coordination Framework / Alliance Mechanism for all levels of ALS operations	D	P	40%	50%	60%	70%
Modernize Education Management and Governance	Improve Human Resource and Development	Implement a comprehensive and fair Performance Management System	Creation / definition of career path / professional progression for ALS implementers⁵³	NA	P	D			
		Lobby for specialized degrees on ALS teaching	Creation / definition of specialized ALS courses	NA	D	P	Dip	BS	MA

⁵² Including appropriate resource requirements (e.g. per capita cost, teacher allowances, etc.)

⁵³ Includes standardized OPCR / IPCR (including MOVs) and Performance Bonus Indicators

Alternative Learning System Version 2.0 Roadmap Costing

Annex 2

Summary

	2020	2021	2022	2023	2024	Total
Access	1,074,026,500	2,837,448,000	2,946,495,500	3,232,783,000	3,613,870,500	13,704,623,500
Quality	3,639,666,000	2,508,900,000	2,954,040,000	4,095,266,000	5,088,900,000	18,286,772,000
Governance	46,280,000	38,680,000	15,680,000	15,680,000	25,680,000	142,000,000
Totals	4,759,972,500	5,385,028,000	5,916,215,500	7,343,729,000	8,728,450,500	32,133,395,500

Expense Category

MOOE	1,190,372,500	1,673,278,000	2,204,465,500	3,631,979,000	5,016,700,500	13,716,795,500
PS	158,000,000	158,000,000	158,000,000	158,000,000	158,000,000	790,000,000
CO	3,411,600,000	3,553,750,000	3,553,750,000	3,553,750,000	3,553,750,000	17,626,600,000
Totals	4,759,972,500	5,385,028,000	5,916,215,500	7,343,729,000	8,728,450,500	32,133,395,500

Nature of Investment

Gaps	4,116,823,500	4,385,945,000	4,522,192,500	4,658,780,000	4,795,367,500	22,479,108,500
Foundation	418,403,000	851,883,000	1,310,683,000	2,460,383,000	3,704,883,000	8,746,235,000
Institution- alization	224,746,000	147,200,000	83,340,000	224,566,000	228,200,000	908,052,000
Totals	4,759,972,500	5,385,028,000	5,916,215,500	7,343,729,000	8,728,450,500	32,133,395,500

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
1	Expand Access to Basic Education	Expand coverage of Inclusion Programs	Improve ALS Literacy Mapping		37,200,000	340,000	340,000	340,000	340,000	38,560,000
2			Determining baseline of OSYAs	Series of meetings						
3			Finalizing enhanced mapping procedures	2-day consultation workshop in Manila; policy on mapping						
4			Training on Literacy Mapping 2.0	LuzViMin clusters	37,200,000					
5			Monitoring of Literacy Mapping 2.0	1 monitor per region			340,000	340,000	340,000	340,000
6	Expand Access to Basic Education	Expand coverage of Inclusion Programs	Intensify Inclusion Dimensions of ALS		4,380,000	37,540,000	340,000	37,540,000	340,000	80,140,000
7			Maximize the use of existing modules, when appropriate	Develop and disseminate Teaching Guides on Inclusion						
8			Develop new inclusion- related learning materials based on ALS 2.0 curriculum	Writesshops	4,040,000					
9			Train ALS teachers on inclusive education	LuzViMin clusters			37,200,000		37,200,000	
10			Collect accurate information on implementation of inclusion	1 monitor per region		340,000	340,000	340,000	340,000	340,000

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
11	Expand Access to Basic Education	Expand Access to Secondary Education	Increase number of ALS teachers		294,587,500	431,175,000	567,762,500	704,350,000	840,937,500	2,838,812,500
12			Regular positions	New items per year	158,000,000	158,000,000	158,000,000	158,000,000	158,000,000	
13			Contracting scheme	3 teachers per 75 students	136,587,500	273,175,000	409,762,500	546,350,000	682,937,500	
14	Expand Access to Basic Education	Expand coverage of Inclusion Programs	Improve Accreditation and Equivalency		50,223,000	105,223,000	105,223,000	207,723,000	210,223,000	678,615,000
15			Improving administration of A&E test	Twice a year starting 2023	50,000,000	50,000,000	50,000,000	100,000,000	100,000,000	
16			Improving utilization of / feedback on A&E test scores and other information	Information dissemination	223,000	223,000	223,000	223,000	223,000	
17			Piloting of online (and/or other forms of) A&E test			5,000,000				
18			Institutionalizing the online (and/or other forms of) A&E				5,000,000	7,500,000	10,000,000	
19			Expanding A&E Certification to include portfolio assessment	Operating expense for portfolio assessment		50,000,000	50,000,000	100,000,000	100,000,000	

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
20	Expand Access to Basic Education	Expand Access to Secondary Education	Explore online delivery of ALS		2,000,000	10,000,000	20,000,000	30,000,000	40,000,000	102,000,000
21			Development of policies, materials and online platform	Series of meetings	2,000,000					
22			Piloting and modeling			10,000,000				
23			Full implementation					20,000,000	30,000,000	40,000,000
24	Expand Access to Basic Education	Provide non-classroom facilities in remote and isolated schools	Develop Community Learning Center policies and guidelines		401,820,000	2,248,630,000	2,248,290,000	2,248,290,000	2,248,290,000	9,395,320,000
25			Inventory of all existing CLCs and other learning environments used by DepEd ALS implementers	Report submission by divisions, then validation by 2 monitors per region	680,000					
26			Inventory of all CLCs and other learning environments used by non-DepEd ALS implementers	Report submission by divisions, then validation by 1 monitor per region	340,000	340,000				

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
27			Issuance of CLC policies	Series of meetings	800,000					
28			Upgrading Type 1 CLCs into Type 2 CLCs	Modest structure, just to secure property		938,190,000	938,190,000	938,190,000	938,190,000	
29			Upgrading Type 2 CLCs into Type 3 CLCs	Property improvements only		909,760,000	909,760,000	909,760,000	909,760,000	
30			Monitoring of CLC types of accredited non-DepEd ALS implementers	1 monitor per region		340,000	340,000	340,000	340,000	
31			Enabling ALS implementers to access alternative learning environments for specialized competencies	Renting appropriate labs and workshops	400,000,000	400,000,000	400,000,000	400,000,000	400,000,000	
32	Expand Access to Basic Education	Improve partnership-building and linkages	Engage non-DepEd ALS providers		7,216,000	340,000	340,000	340,000	340,000	8,576,000
33			Developing policy on accreditation of non-DepEd ALS implementers	Series of meetings	3,200,000					
34			Developing policy on contracting non-DepEd ALS implementer	Series of meetings	3,200,000					

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
35			Orientation/ training on Accreditation and Contracting policies for non-DepEd ALS implementers	Regional orientations, but with cost sharing from interested NGOs (registration fees, etc)	816,000					
36			Monitoring performance of non-DepEd ALS implementers	1 monitor per region		340,000	340,000	340,000	340,000	
37	Expand Access to Basic Education	Improve partnership-building and linkages	Intensify capacity building for ALS stakeholders		276,600,000	4,200,000	4,200,000	4,200,000	273,400,000	562,600,000
38			Orientation / training on ALS for internal and external stakeholders	5 from region, 5 from division, 47000 school heads and 3000 slots for other key officials	250,000,000				250,000,000	
39			Immersion program for internal DepEd stakeholders		19,200,000				19,200,000	
40			Participating in conferences of associations of various DepEd employees	Key ALS TF members serving as resource persons	1,400,000	1,400,000	1,400,000	1,400,000	1,400,000	
41			Participating in conferences of associations of LGU officials and other stakeholders	Key ALS TF members serving as resource persons	1,400,000	1,400,000	1,400,000	1,400,000	1,400,000	

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
42			Coordinating all ALS initiatives nationwide	Series of meetings	1,400,000	1,400,000	1,400,000	1,400,000	1,400,000	
43			Developing a feedback mechanism for accredited ALS implementers	Series of meetings	3,200,000					
44	Improve Quality and Relevance	Full implementation of K to 12 program	Promote team teaching, especially in Secondary level		5,000,000	56,860,000	56,860,000	56,860,000	56,860,000	232,440,000
45			Developing guidelines for team teaching	Series of meetings						
46			Piloting team teaching in ALS	Honorarium for teaching (secondary specialists)	5,000,000					
47			Refining, scaling and 47 monitoring team teaching in ALS	Honorarium for teaching (secondary specialists)		56,860,000	56,860,000	56,860,000	56,860,000	
48	Improve Quality and Relevance	Improve quality of teachers	Implement a continuous and comprehensive ALS 2.0 capability building program		116,700,000	79,270,000	22,410,000	79,950,000	79,270,000	377,600,000
49			Training Needs Assessment	2 assessors per region	780,000			680,000		
50			Training of ALS implementers	two batches trained in succeeding years	56,860,000	56,860,000		56,860,000	56,860,000	

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
51			ALS 2.0 Induction Program for new ALS teachers		50,000,000	10,000,000	10,000,000	10,000,000	10,000,000	
52			Developing pool of National ALS Trainers		3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	
53			Piloting and scaling of LAC sessions for ALS	Series of meetings in 2020; LAC sessions 2021 onwards	1,600,000	4,950,000	4,950,000	4,950,000	4,950,000	
54			Strengthening Instructional Supervision, Coaching and Mentoring		4,460,000	4,460,000	4,460,000	4,460,000	4,460,000	
55	Improve Quality and Relevance	Improve quality of teachers	Competency Test for Teachers		5,686,000	-	-	5,686,000	-	11,372,000
56			Administration of Competency Test for Teachers		5,686,000			5,686,000		
57	Improve Quality and Relevance	Expand the use of technology for learning	Make LRMDS more accessible and useful for teachers		1,850,000	50,000	50,000	50,000	50,000	2,050,000
58			Tagging and mapping of competencies between new curriculum and existing LRs	Hiring of consultant and RAs	1,800,000					
59			Coordination with BLR and monitoring of LRMDS	Series of meetings	50,000	50,000	50,000	50,000	50,000	

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
60	Improve Quality and Relevance	Expand the use of technology for learning	Provide Science, Math, Tec-Voc and other ICT equipment to qualified CLCs		3,413,200,000	1,705,800,000	1,705,800,000	1,705,800,000	1,705,800,000	10,236,400,000
61			Develop and issue a policy on providing the appropriate equipment to different types of CLCs	Series of meetings	1,600,000					
62			Provision of Science, Math and Tec-Voc equipment		2,274,400,000	568,600,000	568,600,000	568,600,000	568,600,000	
63			ICT for Education		1,137,200,000	1,137,200,000	1,137,200,000	1,137,200,000	1,137,200,000	
64	Improve Quality and Relevance	Enrich curricula to address cross-cutting issues and foster critical thinking towards Liberating Basic Education	Improve learners' academic performance and assessment		83,230,000	53,200,000	53,200,000	53,200,000	53,200,000	296,030,000
65			Reviewing and finalizing ALS 2.0 curriculum	Hiring of consultant and RAs						
66			Issuing policy on curriculum implementation and contextualization	Series of meetings	1,600,000					

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
67			Monitoring ALS implementers utilizing full-cycle assessment tools and appropriate teaching strategies in various ALS programs	Hiring of consultant and RAs						
68			Evaluating and enhancing existing ALS programs / delivery modes	Series of meetings	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000	
69			Developing new modalities to deliver ALS	Series of meetings	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000	
70			Providing adequate learning modules for all learners	Reproduction and distribution of existing modules with teaching guides	28,430,000					
71			Procuring and developing supplementary learning materials	One lot initial estimate	50,000,000	50,000,000	50,000,000	50,000,000	50,000,000	
72	Improve Quality and Relevance	Enrich curricula to address cross-cutting issues and foster critical thinking towards Liberating Basic Education	Life Skills		2,000,000	-	2,000,000	80,000,000	80,000,000	164,000,000

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
73			Revisiting the Life Skills modules and evaluating implementation	Series of meetings			2,000,000			
74			Enhancement Training of ALS implementers on improved Life Skills modules					80,000,000	80,000,000	
75			Development and utilization of modules that impart socio-emotional skills	Series of meetings	2,000,000					
76	Improve Quality and Relevance	Enrich curricula to address cross-cutting issues and foster critical thinking towards Liberating Basic Education	ALS+ST		4,000,000	500,000,000	1,000,000,000	2,000,000,000	3,000,000,000	6,504,000,000
77			Redesigning the ALS+ST program	Series of meetings	4,000,000					
78			Piloting the ALS+ST program	Additional mooe (some level of CO are already allocated above)		500,000,000				
79			Institutionalizing the ALS+ST program	Additional mooe (some level of CO are already allocated above)			1,000,000,000	2,000,000,000	3,000,000,000	

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total			
80	Improve Quality and Relevance	Enrich curricula to address cross-cutting issues and foster critical thinking towards Liberating Basic Education	Introduce an ALS-specific Post Program Support System		8,000,000	113,720,000	113,720,000	113,720,000	113,720,000	462,880,000			
81				Setting up a learner guidance and counseling program	4,000,000	56,860,000	56,860,000	56,860,000	56,860,000				
82				Setting up a career development program for learners	4,000,000	56,860,000	56,860,000	56,860,000	56,860,000				
83				Modernize Education Management and Governance	Automate core systems and processes	Strengthen databases related to ALS	11,280,000	9,680,000	680,000	680,000	680,000	23,000,000	
84							Including ALS-specific data elements in LIS and eBEIS	Series of meetings	1,600,000				
85							Validating ALS data in LIS and eBEIS	Field work	680,000	680,000	680,000	680,000	680,000
86	Developing new ALS indicators	Series of meetings	4,000,000				4,000,000						

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total	
87			Develop ALS-specific MIS / database to supplement LIS and eBEIS	Estimate for dbase	5,000,000	5,000,000					
88	Modernize Education Management and Governance	Automate core systems and processes	Improve Monitoring and Evaluation processes		4,000,000	5,000,000	5,000,000	5,000,000	15,000,000	34,000,000	
89					Designing a comprehensive M&E system for ALS	Series of meetings	4,000,000				
90					Piloting ALS 2.0 M&E system			5,000,000			
91					Institutionalizing ALS 2.0 M&E system	Phased rollout			5,000,000	5,000,000	5,000,000
92			External Impact Evaluation of ALS 2.0 conducted at end of Roadmap Period	Contracted study					10,000,000		
93	Modernize Education Management and Governance	Accelerate Research and Development	Develop the ALS 2.0 Research Agenda		19,000,000	20,000,000	10,000,000	10,000,000	10,000,000	69,000,000	
94					Develop the ALS 2.0 Research Agenda	Series of meetings	4,000,000				

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
95			Conduct of studies included in Research Agenda	in-house or contracted studies		5,000,000	5,000,000	5,000,000	5,000,000	
96			Tracer Studies	in-house or contracted studies		5,000,000	5,000,000	5,000,000	5,000,000	
97			Feasibility Study on alternative delivery of SHS curriculum	in-house or contracted studies	5,000,000					
98			Feasibility Study on ALS SBM	in-house or contracted studies	5,000,000					
99			Feasibility Study on ALS Micro Certification	in-house or contracted studies	5,000,000					
100			Feasibility Study on ALS Voucher Program	in-house or contracted studies		5,000,000				
101			Feasibility Study on International Adult / Workforce Skills Assessment	in-house or contracted studies		5,000,000				
102	Modernize Education Management and Governance	Improve DepEd independence from interference	Internal and External Operational Structures		8,000,000	-	-	-	-	8,000,000
103			Develop the ALS 2.0 governance structure	Series of meetings	4,000,000					
104			Develop an External Coordination Framework / Stakeholder Alliance Mechanism	Series of meetings	4,000,000					

Order	Strategic Goals	Objectives	PPA	Remarks	2020	2021	2022	2023	2024	Total
105	Modernize Education Management and Governance	Improve Human Resource and Development	ALS-specific HRD reforms		4,000,000	4,000,000	-	-	-	8,000,000
103			Implement a comprehensive and fair Performance Management System	Series of meetings	4,000,000					
104			Lobby for specialized degrees on ALS teaching	Series of meetings		4,000,000				

