



ISO 9001:2015



BC COUNCIL FOR INTERNATIONAL EDUCATION



Sponsor



International Conference 2022

**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:  
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

SEAMEO RETRAC, July 07-08, 2022

# ALTERNATIVE LEARNING SYSTEM DELIVERY SERVICES: BASIS FOR CAPACITY BUILDING PROGRAM IN POST PANDEMIC PERIOD

**DR. ANGELICA O. CORTEZ**

**DR. MARLON V. RUFINO**

**MR. BERNARD EMIL O. CORTEZ**

**Nueva Ecija University of Science and Technology**

**College of Education**

Cabanatuan City 3100, Philippines

[cortezangelica903@gmail.com](mailto:cortezangelica903@gmail.com)

WhatsApp: +6399899918028

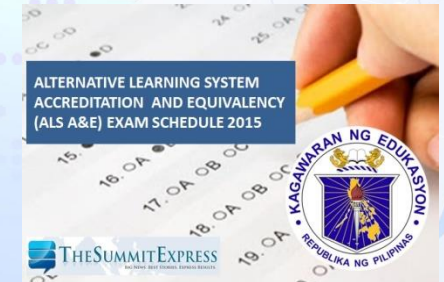
## Introduction

In the Philippines, there is an alternative way to learn if an individual missed to attend the formal education on a regular school year. This alternative means gives opportunity to obtain a diploma in elementary and secondary education and eventually become prepared in entering for college education. Such opportunity is available thru the government's program titled Alternative Learning System (ALS) Program.



# Introduction

Another face is the non formal education intended for those who stopped their education and desired to acquire skills essential for work, and for those who aspired to finish college is the Accreditation and Equivalency (A&E) Program which is in partnership with the Center for Educational Measurement and Evaluation (CEME).



International Conference 2022

**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:  
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

SEAMEO RETRAC, July 07-08, 2022

# Introduction

According to Philippine Statistics Authority (PSA, 2020) Report, the functional literacy rate in the Philippines as of the year 2019 is about 91.6%, which covers the age range of 10 to 64 years old.

For the current fiscal year 2021, the rate of illiteracy is about 1.82% or an approximate number of more than 200,000 Filipinos in their productive ages.

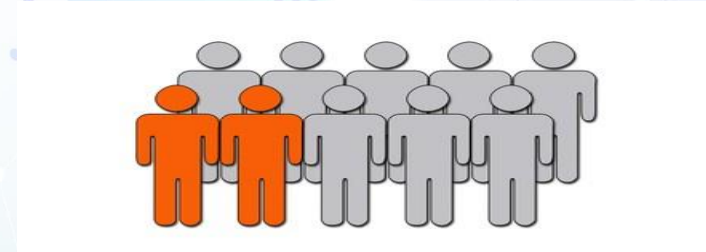


Photo: Google Image

# Introduction

The Bureau of Alternative Learning System (BALS) of the Department of Education was established in 2004 by virtue of Republic Act No. 9155, otherwise known as the Basic Education Act of 2001.

Until Republic Act Number 11510 or the Alternative Learning System Act was passed and enacted into law on December 23, 2020.

Photo: Google Image



# Introduction

The Nueva Ecija University of Science and Technology as a Teacher Education Institution is presently in partnership with four Schools Division Offices of the Department of Education, which are in-charge of the implementation of the goals of RA 11510.

Photo: Google Image



International Conference 2022

**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:  
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

SEAMEO RETRAC, July 07-08, 2022

# Main Objectives

1. To describe the ALS service delivery System and identify the challenges in the provision of ALS program before and during pandemic period.

2. To proposed a capability building plan to address the challenges.

# Research Questions

1. How may the pre-pandemic and pandemic status of ALS in Region III and MIMAROPA Region be described in terms of:

- \* Number of ALS enrollees before and during pandemic period;
- \* Rate of graduates in Elementary and Secondary levels; and
- \* Teacher-student ratio;

## Research Questions

2. How many Higher Education Institutions in Region III and MIMAROPA Region are offering ALS related program?

3. How may the pedagogical capacity of present ALS teachers in the Region be described in terms of educational qualification?

4. How does the implementation of ALS program, before and during pandemic period, by the implementers, facilitators and teachers be described in terms of:

- 4.1 Challenges met; and
- 4.2. Actions taken?

5. What curriculum may be developed for teachers of Alternative Learning System?



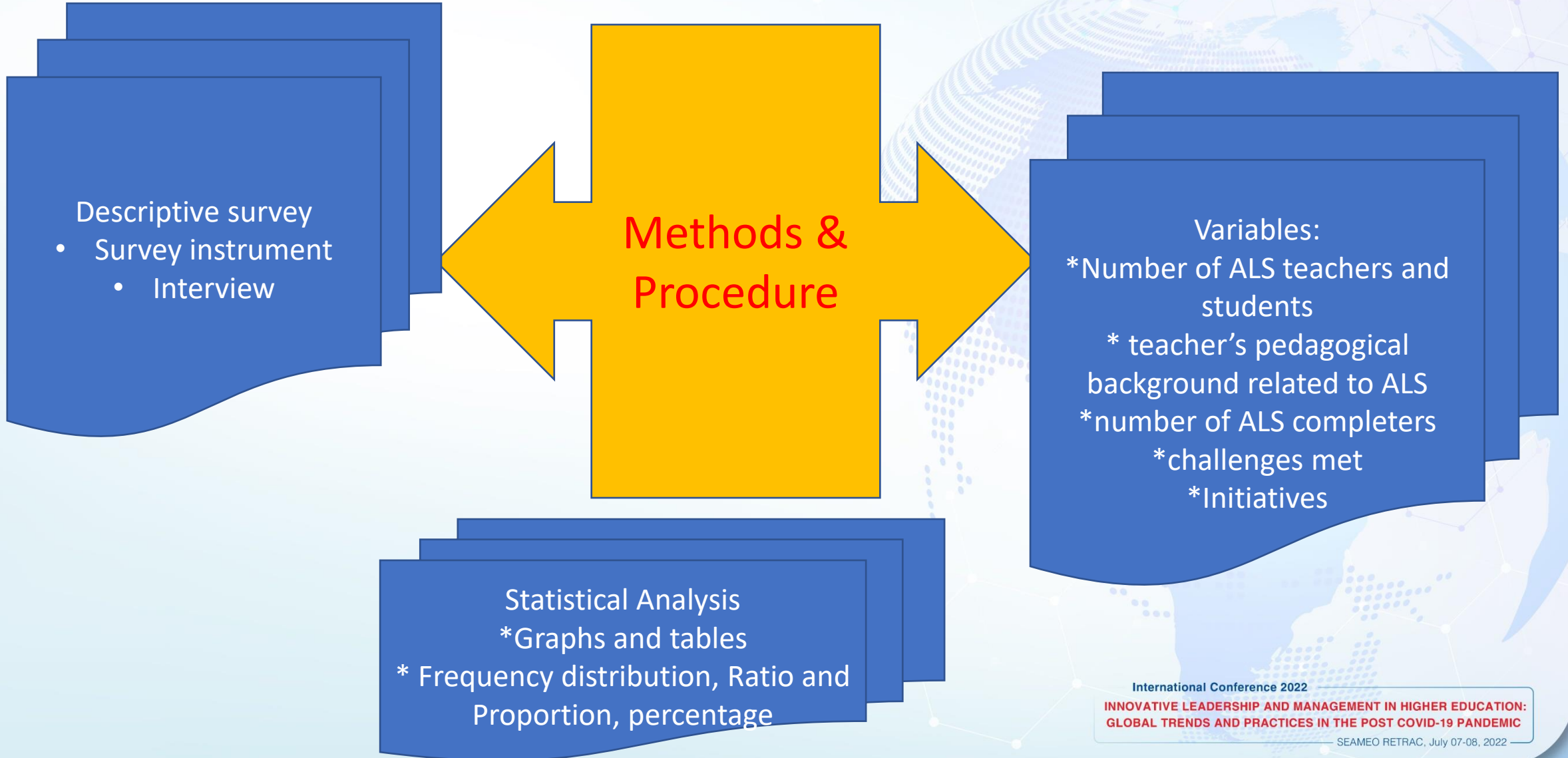
# Sources of Data:



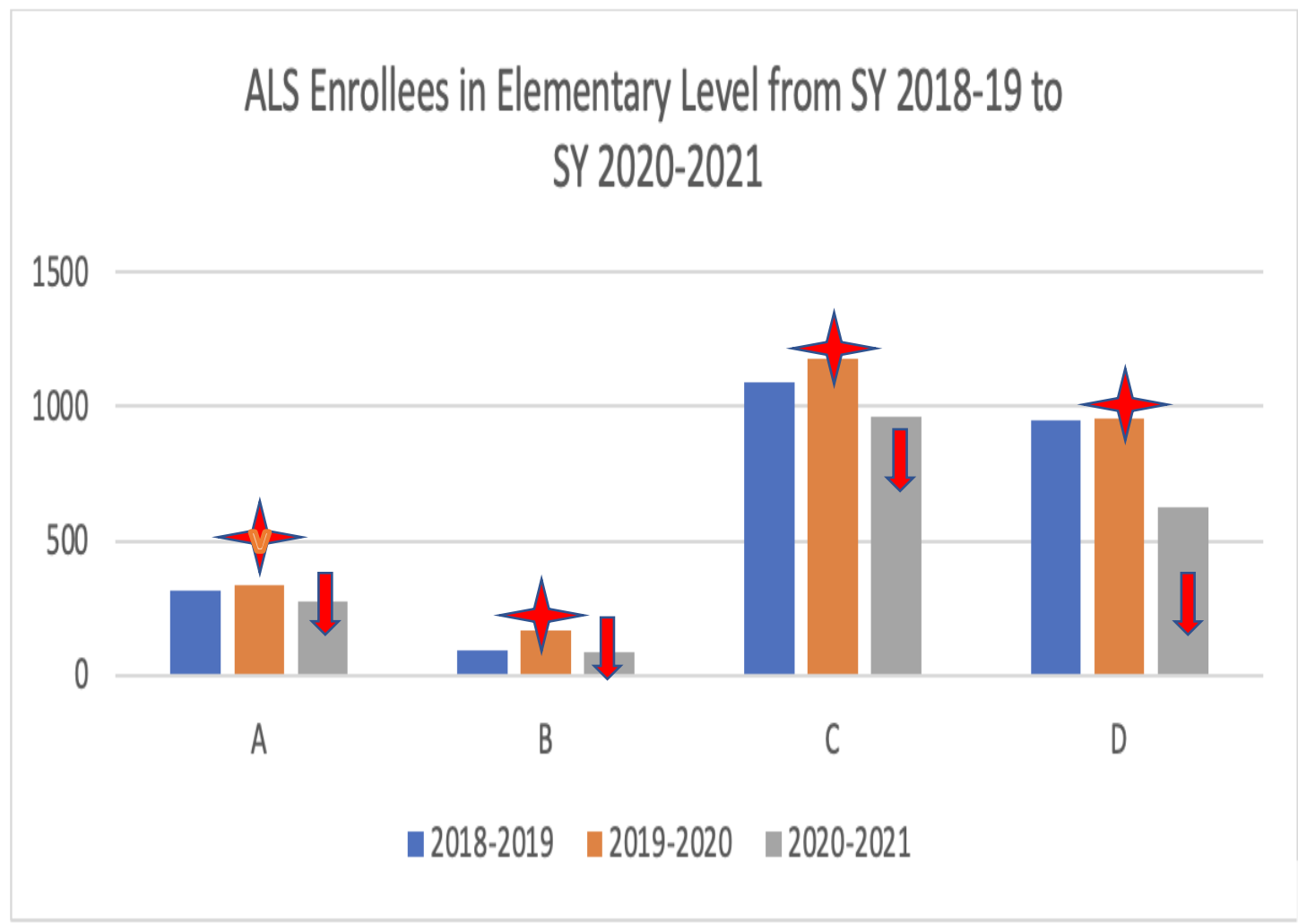
**3 Schools Division  
Offices (SDO) of the  
Department of  
Education in Region III**



**1 Schools Division Office (SDO)  
in Occidental Mindoro, MIMAROPA Region.**

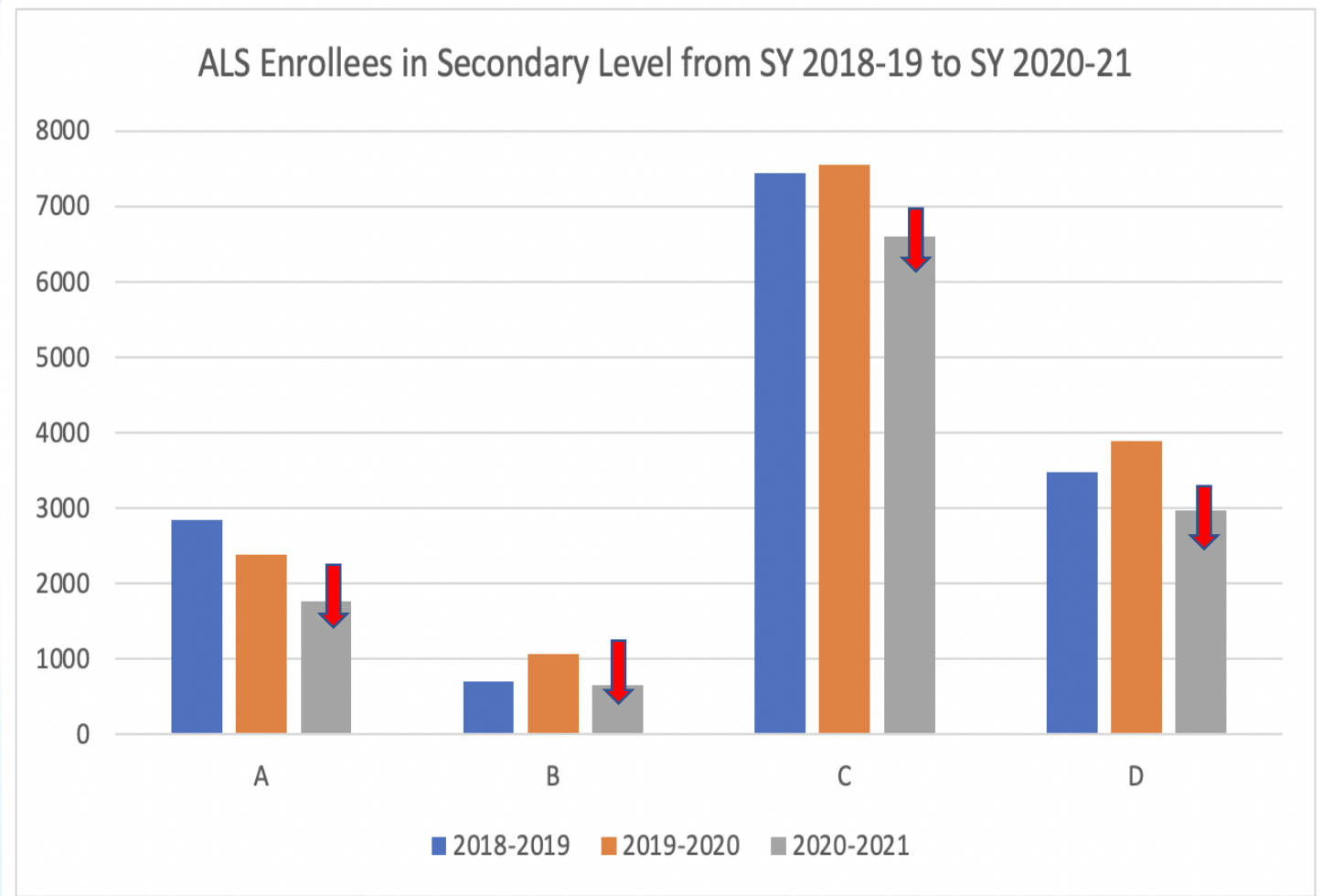


**RESULTS AND DISCUSSIONS:**



**Figure 1. Number of ALS Enrollees from SY 2018-2019 to SY 2020-21 for Elementary Level**

**RESULTS AND DISCUSSIONS:**



**Figure 2. Number of ALS Enrollees from SY 2018-2019 to SY 2020-21 for Secondary Level**

**RESULTS AND DISCUSSIONS:**

Schools Division	Pre-COVID19 Pandemic Period				Under the COVID19 Pandemic Period	
	SY 2018-2019		SY 2019-2020		SY2020-2021	
	Enrolees	Completers/ Evaluated	Enrollees	Completers Evaluated	Enrollees	Completers Evaluated
A	317	33 (10.41)	334	54 (16.16%)	276 (lowered by 15%)	On-going assessment
B	94	32 (34%)	168	121 (72%)	89 (lowered by 32%)	On-going assessment
C	1,091	148 (13.57%)	1,181	120 (10.16%)	963 (lowered by 15%)	247 (25.65%)
D	948	72	955	74	623 (lowered by 35%)	On-going assessment
<b>Total or average</b>	<b>2,450</b>	<b>285 (11.63%)</b>	<b>2,638</b>	<b>369 (13.98%)</b>	<b>1,951 (lowered by 23.31%)</b>	

**Table 1. Rate of ALS Graduates from SY 2018-2019 to SY 2020-21 for Elementary Level**

**RESULTS AND DISCUSSIONS:**

Schools Division	Pre-COVID19 Pandemic Period				Under the COVID19 Pandemic Period	
	SY 2018-2019		SY 2019-2020		SY2020-2021	
	Enrollees	Completers Evaluated	Enrollees	Completers Evaluated	Enrollees	Completers Evaluated
A	2847	692	2387	713	1761 (lowered by 33%)	On-going assessment
B	703	454 (64.6%)	1068	851 (79.7%)	663 (lowered by 25%)	On-going assessment
C	7,441	1,698 (22.82%)	7,557	2,300 (30.44%)	6,600 (lowered by 12%)	2,545 (38.56%)
D	3,483	497 (14.27%)	3,891	756 (14.43%)	2,979 (lowered by 19%)	On-going assessment
Total or average	14,474	3,341 (23.08%)	14,903	4,620 (31.00%)	12,003 (lowered by 18.28%)	

**Table 2. Rate of ALS Graduates from SY 2018-2019 to SY 2020-21 for Secondary Level**

**RESULTS AND DISCUSSIONS:**

Schools Division	Pre-COVID19 Pandemic Period				Under the COVID19 Pandemic Period	
	SY 2018-2019		SY 2019-2020		SY2020-2021	
	Total # of ALS students (Elementary & Secondary)	Total # of ALS Teachers and Implementers	Total # of ALS students (Elementary & Secondary)	Total # of ALS students (Elementary & Secondary)	Total # of ALS students (Elementary & Secondary)	Total # of ALS students (Elementary & Secondary)
A	3,164	19 1:167	2,721	27 1:101	2,037	27 1:76
B	797	9 1:89	1,236	19 1:66	752	18 1:42
C	8,460	69 1:123	8,738	87 1:101	7,563	87 1:87
D	4,431	42 1:106	4,891	42 1:117	3,602	42 1:86

**Table 3. ALS Teacher-student ratio from SY 2018-2019 to SY 2020-21**

# Educational Qualification of ALS Teachers, Facilitators and Implementers

Teachers are not pedagogically trained.

**Support:** To make them ready to do the many and varying tasks of an ALS implementer and facilitator, the mobile teachers are subjected to ALS training. These trainings are organized and facilitated by the ALS Task Force and by other agencies.



# Availability of Higher Education Institution Offering ALS Related Program in Region III

NO Teacher Education Institution in the region is offering any program related to Alternative Learning System

CMO # 83, series of 2017 in response Sustainable Development Goal # 4 focused on ensuring inclusive and quality education for all and

## Challenges Identified by ALS Teachers, Implementers, and Facilitators to Improve the delivery of ALS services

*Lack or few permanent CLC  
(Community Learning Center).*



## Challenges Identified by ALS Teachers, Implementers, and Facilitators to Improve the delivery of ALS services

*Lack or Limited instructional/learning materials*

*Lack or Limited contextualized instructional/learning materials*



International Conference 2022

**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:  
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

SEAMEO RETRAC, July 07-08, 2022

# Challenges Identified by ALS Teachers, Implementers, and Facilitators to Improve the delivery of ALS services

*Lack or Limited ALS implementers/ALS teachers*

*Learners cannot pursue higher education due to delayed/non-administration of A & E Test*



**ALS** A&E  
Alternative Learning System TEST  
**RESULTS**

International Conference 2022  
INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION:  
GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC  
SEAMEO RETRAC, July 07-08, 2022

## Challenges Identified by ALS Teachers, Implementers, and Facilitators to Improve the delivery of ALS services

*Adult/Working Learner's availability and schedule of classes*

*Lack or very limited funds and Unavailability of gadgets for online classes of learners*



## Solutions Offered by ALS Teachers, Implementers, and Facilitators to Improve the delivery of ALS services

- Portfolio Assessment as basis for level completion
- Continues hiring of teachers
- Requesting supports from LGUs for additional IM's
- Strengthening stakeholder's support system/partnership with LGUS
- Submission of proposal for funding by PGO, Ro and CO
- Tie-up with internal and external stakeholders
- Utilization of DepEd Learning Resource (LR) Portal
- Practice safety and health protocols
- Provision of distance learning modalities fit to all learners
- Provision of modular learning for adults and learners with no access to modern/online media
- Engagement of ALS facilitators in trainings for blended learning

## Capacity Building Plan for ALS Teachers/Implementers/Facilitators

Target/Objectives	Activity/Project	Partner Agency	Budget and Source	Status
To offer an ALS Curriculum for the pedagogical training of Teachers in response to the provision of RA 11510 on the qualification of ALS teachers	Development of ALS <u>Curriculum</u> at NEUST in accordance with CMO #83, s.2017 for Elementary and Secondary Levels.	NEUST, CHED R3 CHED CO (OPSD)	Php. 50,000.00	Pending at CHED CO OPSD
To offer MOOCs training program for already hired ALS teachers	Development of Massive Open Online Courses for ALS teachers, implementers and facilitators	NEUST DepEd	Php. 500,000.00	On-going
Provision of local, regional, and national workshops/conventions/webinars to capacitate ALS teachers	Organization and <u>facilitation of</u> , at least one in every quarter, local, regional, national and or international trainings/workshops/conferences/webinars intended to capacitate the present ALS teachers/facilitators/implementers	NEUST DepEd	Php. 500,000.00	On-going
For NEUST to become Center of Teacher Training for ALS and partner of the Department of Education for ALS Delivery System	Organization and facilitation of NEUST application to become Center of Teacher Training for ALS	NEUST DepEd	Php. 500,000.00	Pending



International Conference 2022

**INNOVATIVE LEADERSHIP AND MANAGEMENT IN HIGHER EDUCATION: GLOBAL TRENDS AND PRACTICES IN THE POST COVID-19 PANDEMIC**

**Proposed Curriculum for ALS Teachers  
(Post Baccalaureate Diploma in ALS)  
With emphasis on Community Development**

CODE	Subject Title	UNITS	LEC	LAB	PRE-REQUISITE
	<b>Theories and Principles of ALS</b>				
ALS 1	Philosophy and Principles of ALS	5	5		
	<b>Content, Pedagogy and Andragogy</b>				
ALS 2	Life Skills Approach to Learning and Core Curriculum	3	3		
ALS 3	Community Organizing, Mobilization and Development	5	2	3	
ALS 4	Modalities and Assessment in ALS	3			
ALS 7	Informal Education (IE)	5	2	3	
	<b>Application</b>				
ALS 5	Basic Literacy for Adults	3	3		
ALS 9	Practicum with Action Research (Local and or International)	6		18	ALS 1 TO 6
	<b>Institutional Course Requirements</b>				
ALS 6	Instructional Materials Development for ALS	3	3		
ALS 8	Global Citizenship Education for Development	3	3		
		36 units			

SUMMARY OF UNITS

		NEUST	CHED Minimum Requirement
A	Theories and Principles of ALS	5	5
B	Content, Pedagogy and Andragogy	16	16
C	Application	9	9
D	Institutional Course Requirements	6	
	<b>Total Units</b>	36	30

SEC. 3. *Objectives.* – This Act aims to achieve the following objectives:

(d) Hire, capacitate, and deploy ALS Teachers, Community ALS Implementors and Learning Facilitators to deliver a range of ALS programs especially in far-flung, unserved, underserved, conflict-affected communities, and communities in emergency situations;

SEC. 12. *ALS Teachers Education and Training.* – In coordination with the Commission on Higher Education (CHED) and other relevant partners in the government, academe, and the private sector, and in order to promote the professional growth of ALS Teachers, the DepEd shall develop and conduct regular training programs and workshops for ALS Teachers, Community ALS Implementors and Learning Facilitators to ensure that they have the necessary knowledge and capacity to carry out the programs under the ALS curriculum, as well as enhance their skills on their roles as academic, administrative, and community leaders.

SEC. 15. *Partnership with Government Agencies.* – To effectively deliver quality ALS programs, the DepEd shall partner with the following government agencies in the implementation of this Act:

(a) CHED – The CHED shall assist the DepEd in promoting among HEIs the admission of ALS A&E passers. It shall support the DepEd in the development of college readiness supplemental programs and provide access to scholarships. The CHED shall likewise develop a standardized and formalized ALS curriculum for a specialized degree in ALS teaching;



# References

- Mapa, D. (2019). Functional Literacy Rate in the Philippines 2019. Philippine Statistics Authority. Retrieved on October 07, 2021 from <https://psa.gov.ph/content/functional-literacy-rate-estimated-916-percent-2019>.
- \*Nizam, Koc and Bekir, Celik (2015). The impact of number of students per teacher on student achievement. Retrieved on January 3, 2022 from <https://www.researchgate.net/publication/275670865>
- \* <https://www.macrotrends.net/countries/PHL/philippines/literacy-rate>
- [FLEMMS | Philippine Statistics Authority \(psa.gov.ph\)](https://psa.gov.ph/flemms)
- <https://www.macrotrends.net/countries/PHL/philippines/literacy-rate>
- [Republic Act No. 11510 | Official Gazette of the Republic of the Philippines](#)
- [Republic Act No. 9155 | Official Gazette of the Republic of the Philippines](#)