

Evaluation of the Implementation of the Alternative Learning System

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Abstract: Alternative Learning System (ALS) is based on the fundamental belief that the ways to be educated and the types of environments and structures within which education may occur are varied. Unfortunately ALS is looked down upon as a second class, inferior, or inadequate method of learning. Hence, this study aimed to evaluate the implementation of the ALS in the Division of City Schools in NCR. There were 81 respondents who participated in this study. The study utilized the quantitative research design, descriptive-evaluative type. Purposive type of sampling was the approached used in determining the number of samples. The researcher employed a self-made questionnaire in the form of checklist and utilized 5-point Likert Scale. The results showed that the majority of the respondents were female, within 46-50 years of age, 1 to 5 years in terms of length of service, had earned master's units in education, and mainly instructional managers. The ALS Programs that were carried out under the Functional Literacy programs were Advance Elementary and Secondary Level, Accreditation and Equivalency Program, and Basic Literacy Program. ALS Implementers delivered the ALS Programs through the use of group discussion. There was a constant follow-up, evaluation, and acceptability of the ALS Program and Activities in the community. The problems experienced by the respondents were the inadequate provision of funds, non-functional equipment, unspacious and not well-ventilated classrooms, and inadequate resources such as modules for the delivery of the ALS Program. Hence, there is a need for the Department of Education - Bureau of Alternative Learning System Division to look into the problems encountered by the ALS Implementers per Division of City Schools.

Keywords: evaluation, implementation, Alternative Learning System, curriculum

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CHAPTER I

INTRODUCTION

Background of the Study

The Philippines, through the Department of Education (DepEd) is committed with its mission to promote literacy being the fundamental right of all Filipinos. But unfortunately, it is not enjoyed by some people resulting to illiteracy problem of the country. Furthermore, the Non-formal education system which was renamed to Alternative Learning System by virtue of Executive Order No. 356, dated September 13, 2004 as Bureau of Alternative Learning System by then President Gloria Macapagal-Arroyo became a component and one of the solutions of the illiteracy problem of the present Philippine Educational System.

In a similar context, the Congressional Commission on Education (EDCOM) in 1991 drew attention to the inadequacies of the coverage of quality of formal and non-formal education systems in the country and encouraged the establishment of nonschool-based or alternative learning modes through certification or accreditation of prior learning and determination of formal education equivalencies. EDCOM has gone further by suggesting the mechanism by which learning is acquired outside of schools or academes are accorded due recognitions.

Likewise, the Philippine Plan of Action for Education for All (EFA) which came out in 1991, adopted a grand alliance strategy, involving the mobilization of NGO's and a number of government agencies that are into non-formal and continuing education programs, in meeting the basic learning needs of the depressed, disadvantaged, and underserved population sectors and communities in the country. The plan proposed to establish reconfigured national educational system that is holistic and that spans the formal-nonformal-informal education divide.

The Bureau of Alternative Learning System implements two major alternative programs namely; the Functional Education and Literacy Program (FELP) which caters those who have no literacy skills or those who are basically illiterate, and the Non-formal Education Accreditation and Equivalency System (NFE A & E) system which works on the semi-illiterate and neo-literate level (Elementary Level), which reinforces basic reading, writing and numeracy skills to a self-sustaining level; and the functionally literate level (Secondary Level), which is characterized by self-learning necessary for continuing education.

Alternative Learning System (ALS) is based on the fundamental belief that the ways to be educated as well as the types of environments and structures within which education may occur as many and varied. Moreover, it recognizes that all people can be educated and that it is in the society's interest to ensure that all are educated, equipped with at least the basic knowledge, skills and attitudes needed for life. To achieve this objective, it requires that DepEd should provide a variety of learning structures and environments so that each individual finds one that is sufficiently responsive to their needs.

Alternative Learning System also recognizes that everyone does not learn in the same way and should not be taught in the same way using a common curriculum. It accepts the learning systems do not have to be alike with the same learning environments and that parents and learners are capable of making decisions about what and how they learn.

Furthermore, ALS is not a new concept of education. It has been in existence in different forms and for different reasons for so many years. It grew from contributions of many educators, most of whom are not part of the formal educational system. The term "alternative" has been used quite often as education has developed, in recognition of the fact that education, even of the highest quality, is possible outside of the confines of the formal school. Unfortunately, any learning experience of this genre is looked down upon as a second class, inferior or inadequate. This seems to be brought about by our distorted notion of educational quality which we automatically ascribe to the education provided by the formal school system.

For too long, the social bias for formal education or schooling has become so manifest that it overly constricts education as something that would happen or take place in the school. To most parents, students and teachers, it would seem that what only matters to one's survival, personal holistic growth, social mobility and even meaningful social participation is the possession of formal school credentials which is afflicted by the phenomenon which Dore in 1976 calls as "the diploma disease".

At present, there is a need to analyze, re-evaluate and re-configure the present Alternative Learning System Program. This will place in proper perspective that status of the ALS vis-à-vis the formal education system. This dissertation study will provide a basis for re-engineering and evaluating the implementation of ALS in various forms and modalities, and possibly making stronger and closer linkages, better mobilization and optimization of resources to the community and present stakeholders.

The ALS Program was evaluated and enhanced for its cost-effectiveness, relevance, acceptability and impact to the elementary and secondary school students which is being implemented and administered by different school administrators and ALS coordinators, Mobile Teachers and Instructional Managers in selected Division of City Schools in the National Capital Region. A lot of social mobilization and advocacy work for ALS involving as many sectors as possible would be required to get it operational

on the ground. A multi-sectoral and participatory approach in developing the system of learning accreditation/certification and equivalency would quicken to pace the ALS' legitimization.

Statement of the Problem

This study evaluated the Alternative Learning System and its implementation towards program improvement in selected Division of City Schools in the National Capital Region

Specifically, the study sought answer to the following questions:

1. What is the demographic profile of the respondents according to:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Highest Educational Attainment;
 - 1.4 Position title;
 - 1.5 Years of Service in ALS?
2. What were the Alternative Learning System programs and projects offered by the selected Division of City Schools in NCR?
3. What is the degree of the implementation of the different Alternative Learning System programs and projects implemented by the selected Division of City Schools in NCR in terms of:
 - 3.1 Planning and Programming
 - 3.1.1 Strategies and procedures used;
 - 3.1.2 Directing and coordinating processes;
 - 3.1.3 Staffing and organizing procedures;
 - 3.1.4 Resources and facilities used?
 - 3.2 Learner's participation and performance in the following learning strands
 - 3.2.1 Communication Skills;
 - 3.2.2 Critical Thinking and Problem Solving;
 - 3.2.3 Sustainable Use of Resources/Productivity;
 - 3.2.4 Development of Self and a Sense of Community;
 - 3.2.5 Expanding One's World Vision
4. What were the problems encountered by the ALS Coordinators, Mobile Teachers, Instructional Managers and Literacy Volunteers in the implementation of the ALS program?
5. Is there a significant difference in the evaluation of the ALS Coordinators, Mobile Teachers, Instructional Managers and Literacy Volunteers as to the degree of the implementation and evaluation of the planning and programming of ALS in the different Division of City Schools in NCR?
6. What learning programs and teaching methodologies can be proposed and suggested for the enhancement of the existing curriculum of the ALS Program?

Significance of the Study

This study will be beneficial to the following key people:

To the School Administrators, they will have a better overview and perspective on how the ALS program will be effectively implemented to secondary and elementary students as well as to provide logical and immediate solutions to the problems encountered during the ALS Program implementation.

To ALS coordinators, they will be able to enhance their skills and competencies in providing best teaching methodologies that will suit the learning needs of elementary and secondary students during the implementation of the ALS Program. They will be kept abreast with the latest trends and innovations on how they will implement the program effectively.

To the NCR Schools City Superintendents, they will be able to foresee the future problems encountered in the implementation of the ALS Program. Furthermore, this will also serve as an "eye-opener" on how they will enhance the present ALS program, as well as its suitability, sustainability and feasibility to the present learning needs of their constituents.

To the Elementary and Secondary students, this study will be vital for the development of their knowledge, skills and attitudes in acquiring the right competency and eradicate the problems of illiteracy in this country. The enhancement of the ALS Program will gradually create a remarkable impact and inculcate to their mind and heart that "Education is for all Filipinos" regardless of gender, cultural affiliations and social status.

To the Future Researchers, this will help them to be abreast with the latest trends and issues affecting the Philippine Educational System. Moreover, the illiteracy problems in the country become a predominant concern in the re-configuration of our national education system. Hence, this study will give them a brief overview and background of the existing implementation of the ALS Program.

Scope and Delimitation of the Study

The areas that was assessed in terms of the implementation of the ALS are limited to projects and programs offered in the public schools located in selected Division of City Schools of the National Capital Region particularly in Caloocan City, Malabon City, Navotas City and Valenzuela City. This dissertation focused on the effectiveness of the ALS and its implementation towards program improvement. Areas that were by the researcher includes planning and programming, staffing and organizing procedures, resources and facilities, as well as problems encountered in the implementation of the said program.

The study involved selected Division of City Schools in the NCR which have low enrolment and passing rates in ALS. The respondents were the ALS Coordinators, Mobile Teachers, Instructional Managers and Literacy Volunteers of the said selected Division of City Schools in NCR.

The study were limited to the assessment of the group of respondents as well as the comparative analysis and evaluation of the implementation of the different ALS Programs in various selected Division of City Schools in NCR. The data that was sought was beneficial for further improvement of the program.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter discussed the review of related literature and studies which aim to identify and to find out the necessary details that was utilized in this study. This also served as the basis of the researcher in deciding what variables to consider and how to deal with these variables.

Related Literature

In pursuit of related literature, the following concepts coming from different authors which were conducted locally and internationally, were found to have strong affiliation with some aspects of this study.

Education shall develop citizens who believe in God, love their country and their fellowmen and actively participate in building a just Filipino society and in conserving and developing the nation's human and material resources. Education can be viewed in investing human capital and to bring about the desired competency level and quality of skills development.

There is a high regard when it comes to education by Filipino families, because they primarily link education to economic growth, poverty alleviation, financial security and social justice. This importance is affirmed by the 1987 Philippine Constitution which guides and shapes the re-configuration of our national educational system to include alternative education or learning system. Specifically, Art. XIV, Section 2 (1) mandates that "the State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society". Moreover, Section 2, (4) encourages the establishment of "nonformal, informal and indigenous learning systems, as well as self-learning, independent and out-of school study programs particularly those that responds to community needs" (The 1987 Philippine Constitution). Impliedly, this framework recognizes the inherent limitations of school-based formal education in addressing the myriad learning needs of the educable population of the country. It also broadens the concept of education by not equating it with schooling or school-based learning.

Brief History of Adult, Community Education and Non-formal Education in the Philippines

Although the beginnings of Non-formal Education or Alternative Learning System could be traced from its legal bases, it should be noted that its origins could have started even Before Christ (BC). In the historical developments of civilization, there were no formal/non-formal structure of education. The workers learned from the masters or experts by working with them directly through apprenticeship. A master taught or bequeathed skill/craft to an apprentice by training him in the actual work for a period of time. This informal way of doing things is the very concept of non-formal education during the early years.

The Phases of Adult Education in the Philippines

The first phase dated back to the Spanish Regime (Cabag, 1999). The "comedia" or "moro-moro" of those days, the "duplo", "balagtasan", and the "passion chanting" provided occasions for popular gathering which resembled "the open air schools" for the masses. While it may be true that these occasions promoted but a semblance of adult education, they nevertheless served as factors for the literacy and cultural improvement of the people.

The second phase of the movement took the popular civico-educational lectures which started about seven years after the implantation of the American Civil Regime in the Philippines. The Director of Education at that time presumed that the "majority of the Filipino farmers had but little knowledge of advanced farming and that the masses in general had no adequate conception of the value of keeping their surroundings in a sanitary condition". He believed, therefore that "much good could be accomplished if some means could be used to reach those people of the Islands who were too old to attend public schools". For that purpose the Philippine Assembly on May 21, 1908, passed Act No. 1829 which provided for a system of popular civico-educational lectures. The lectures were to be conducted in the municipalities and especially in the barrios and sitios. In 1912, approximately 522, 474 people attended the civico-educational lectures.

The third phase of our adult education movement was undertaken by the National Supreme Council. This was an organization founded in 1926 by the different political parties for the purpose of presenting a solid stand against the reactionary administration of the then Governor General Leonard Wood. On the occasion of the inauguration of the council, the late President Manuel L. Quezon, disturbed over the fact that 50.8% of our people in that year were illiterate, empathically declared the necessity of waging a total war against illiteracy. He said:

"Our country must have a wholly literate population, because only on the foundation of an intelligent public opinion can we build the structure of liberty and sound government". (Quezon, 1926).

The fourth phase was commonly known as the period of the community assemblies. In 1932, the Philippines was fortunate to have for Governor-General Theodore Roosevelt, Jr., who during his administration deeply sympathized with the cause of the poor and advocated the improvement of the welfare of the masses. He hoped to bring about this needed social improvement in the country through the community assemblies.

"We hope that these assemblies may serve to tie you together so that your strength will be great," he said at the time the first community assembly was inaugurated. "We, therefore want you to be

acquainted with one another and with the things that are occurring in other parts of your province and in the Philippines. You should understand what the government is trying to do and what the individual public servants are doing, in order that you may judge how you wish to cast your vote when election time comes", (Roosevelt, 1932).

In order to continue the community assemblies started by Governor General Roosevelt, the Philippine Legislature, on February 18, 1933, passed Act No. 4046, which served as the foundation of the community assembly movement. The objectives of the community assemblies, as defined in this Act, were the following:

1. To develop a more intelligent and enlightened public opinion, especially among adults who read no newspapers;
2. To instruct the public in subjects of extreme interest;
3. To inform the public with regards to citizenship activities and duties, health problems, proper diet, and so forth;
4. To guide the public in improved methods of industry, agriculture and economy;
5. To encourage the people of the community to convene for social and interaction and for the purpose of discussing problems regarding their community and general welfare;
6. To further interest the community in its local folklore, folk songs, folk dances and games.

The community assemblies produced some practical effects on the life of the people. Through them, social interaction among the folks of the rural communities was promoted. Then again, the assemblies served as a means to encourage the people to maintain good health habits and adopt appropriate measures to prevent sickness and the spread of diseases. It should be said too that they did much to change the incorrect ideas of some people about their government and its policies.

From the time of inauguration of the Community Assemblies on September 24, 1932 up to June, 1937, the date of the last assembly, a total of 13,983 assemblies were held (Agorilla, 1952). About 75% of these assemblies were conducted in the barrios and rural communities. A total of 16,148 lectures were delivered, 5,050 of which were in Tagalog, 3,382 in Cebuano, 2,235 in Bicol, 2,366 in Ilocano, and the remainder in several other vernaculars.

The fifth phase in the promotion of adult education consisted of what were popularly known as the U.P. Rural Adult Education Projects. In 1935, the University of the Philippines created a committee called the President's Committee on Literacy and Civic Education whose main task was to organize the thousands of university alumni into a corp of volunteer workers who, during vacation, could undertake several phases of adult-education work. By the end of that year, 300 alumni had been able to teach more than a thousand adults how to read and write. The teachings were done mostly in the homes of the adults.

In the following year, the U.P. Adult Education projects started an extension program in different places around Manila. The program was subsequently broadened and included additional courses, such as shop work for men, and dressmaking, flower making, knitting, and painting for women. Nine adult schools were set up by the university until May, 1938, and these schools, taken together, composed of what were known as the U.P. Rural Adult Education Projects. The work of the university in promoting adult education stopped when its activities in this direction were absorbed by the Office of the Adult Education created by the Commonwealth Act No. 80. This act was passed on October 26, 1936.

The sixth phase of the adult education movement belonged to the Office of Adult Education which began functioning on January 25, 1937. Commonwealth Act No. 80 provided that the objectives of adult education in the Philippines should be to eliminate illiteracy and to give vocational and citizenship training to adults. With a meager appropriation of about P140,000 annually, this office was able to establish, up to the outbreak of the Pacific War in 1941, a total of 5,503 adult schools with an enrolment of 289,449 adults in Project I; 17,178 in Project II; 730 in Project III; and 146 in Project IV. The office was also able to organize 466 community assemblies, 586 citizenship study circles, and 1,323 vocational clubs for adults.

The seventh phase of the movement came not long after the liberation. Closed during the War, the Office of Adult Education was reopened on August 15, 1945. In October, 1947, however, by virtue of functions of the Office were transferred to the Bureau of Public Schools. Since then the promotion of adult education in our country has been entrusted to the Adult Education Division of the aforesaid Bureau.

Legal Bases of Non-Formal Education Otherwise Known as Alternative Learning System (ALS)

Activities related to Non-formal Education were formally launched in the Philippines through the Passage of Act No. 1829 in May 21, 1908, which provided for the giving of civics and educational lectures in towns and barrios. This was followed by Act No. 2424 on December 4, 1914 where public school teachers conducted lectures to the adults in the community.

The following are the chronological presentation of the legal bases on Non-formal Education in the Philippines: Section 5, Article XIV, Constitution of the Philippines (1935)

The education of adults is mandated by the 1935 Constitution which provided among others;

The government shall establish and maintain a complete and adequate system of public education, and shall provide at least free public instruction and citizenship training to adult citizens.

All schools shall aim to develop moral character, personal discipline, civic conscience, vocational efficiency and to teach the duties of citizenship.

The above provisions of the Constitution stress the importance of giving citizenship training to adult citizens and the development of moral character, personal discipline, civic conscience and vocational efficiency.

Constitution of the Philippines, 1973

The 1973 Philippine Constitution has any provisions that have relevance to non-formal education some of which are:

- a. Article II, Section 4. The State shall strengthen the family as a basic social institution. The natural right and duty of parents in the rearing of the youth for civic efficiency and the development of moral character shall receive the aid and support of the Philippine Government.
- b. Article II, Section 5. The State recognizes the vital role of the youth in nation-building and shall promote their physical, intellectual, and social well-being.
- c. Article II, Section 7. The State shall establish, maintain and ensure adequate services in the field of education, health, housing, employment, welfare, and social security to guarantee the enjoyment by the people of a decent standard of living.
- d. Article V, Section 1. It shall be the duty of the citizens to be loyal to the Republic and to honor the Philippine Flag, to defend the State and contribute to its development and welfare, to uphold the Constitution and obey the laws, and cooperate with duly constituted authorities in the attainment and preservation of a just and orderly society.
- e. Article V, Section 2. The rights of the individual impose upon him the correlative duty to exercise them responsibly and with due regard for the rights of others.
- f. Article V, Section 3. It shall be the duty of every citizen to engage in gainful work to assure himself and his family a life worthy of human dignity.
- g. Article V, Section 4. It shall be the obligation of every citizen qualified to vote to register and cast his vote.
- h. Article XV, Section 8 (1). All educational institutions shall be under the supervision of, and subject to the regulation, by the state. The State shall establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development.
- i. Article XV, Section 8 (3). The Study of the Constitutions shall be part of the curricula in all schools.
- j. Article XV, Section 8 (4). All educational institutions shall aim to inculcate the love of country, teach the duties of citizenship, personal discipline and scientific, technological and vocational efficiency.
- k. Article XV, Section 8 (6). The State shall provide citizenship and vocational training to adult citizens and out-of-school youths and create and maintain scholarships for poor and deserving students.

Commonwealth Act No. 80

Approved on October 26, 1936, this act created the Office of Adult Education (OAE) under the Department of Public Instruction. The Office was given several functions some of which are: (1) to initiate and conduct surveys to determine the extent and distribution of illiteracy among adults, (2) to prepare a comprehensive program for adult education work, (3) to enlist the interest and cooperation of organizations on adult education activities, (4) to organize and supervise schools and classes for adults, (5) to disseminate instructive, cultural and vocational information, (6) to train teachers and community organizers for adult education, (7) to prepare statistics and reports on its activities and the means for carrying out its objectives. The objectives of adult education are to eliminate illiteracy, provide for educational guidance, and give citizenship training to adult citizens.

Executive Order No. 94

Executive Order no. 94 dated October 4, 1947 converted the Office of Adult Education into the Adult Community Education Division and placed it under the former Bureau of Public Schools.

Decrees and Letter of Instructions

Presidential Decree No. 6-A

Known as the Educational Decree of 1972, P.D. No. 6-A authorized the undertaking of educational development projects, provided for the mechanics of implementation and financing thereof, and for other purposes. The following sections have relevance to non-formal education. Section 2, Declaration of Policy states:

- a. To achieve and maintain an accelerating rate of economic and social growth.
- b. To assure the maximum protection of all people in the attainment and enjoyment of the benefits of such growth, and
- c. To strengthen national consciousness and promote desirable cultural values in a changing world.

Section 3, Statement of Objectives states that:

- a. Provide for a broad general education that will assist each individual, in the peculiar ecology of his own society, to (1) attain his potential as a human being; (2) enhance the range and quality of individual and group participation in the basic functions of society; (3) acquire the essential educational foundation for his development into a productive and versatile citizen; and
- b. Train the nation's manpower in the middle-level skills required for national development.

Section 4, Guiding Principles of the Ten Year Program

- a. Democratization of access to educational opportunities through the provision of financial assistance to deserving students, skills training program for out-of-school youths, and continuing education program for non-literate adults, and
- b. Expansion of existing programs and establishment of new ones designed to train middle-level technical and agricultural manpower.

Section 5, Educational Development Projects

- a. Establishment and/or operation, upgrading or improvement of technical institutes, skills training centers, and other non-formal training programs and projects for the out-of-school youths and unemployed in collaboration with the programs of the National Manpower Youth Council (NMYC).

Presidential Decree No. 1139

Effective on May 13, 1977, this decree created the position of Deputy Minister (now Undersecretary) of Education and Culture for Non-Formal Education. The Deputy Minister has the over-all responsibility of promoting the non-formal education program of the Ministry of Education and Culture, and of establishing linkages with institutions having similar programs, both government and non-government, to ensure effective and integrated implementation of these programs.

Letter of Instruction (LOI) No. 561

Effective on June 23, 1977, this LOI established the School-on-the-Air Program of “Lingap ng Pangulo sa Barangay” to bring the rural people the latest farm and home technologies, to inform them of the development programs of the government and show how these programs will ameliorate and improve the quality of their lives. The broadcasts likewise indicate the contributions of the teachers and others made to these programs. The LOI created a Sub-Cabinet Committee to supervise and formulate policies for the LINGAP. Every Barangay Chairman assisted by the Kabataang Barangay (KB) Chairman and the district NFE Coordinator organized listening groups for the broadcasts. The listeners who completed at least 50 listening hours and passed a test given them were awarded certificates of completion. Outstanding graduates attended more extensive training in Farmers Training Centers and were given preferences as extension workers in the Barangay.

Letter of Instruction No. 606

This LOI directed the Minister of Education and Culture to call upon all the heads of state colleges and universities to join the government in its program of improving the quality of life of the people in the barangay by organizing, expanding or strengthening their own extension programs for their respective communities. These programs were monitored by MEC through the Deputy Minister for Non-formal Education.

DECS Memoranda

Forty-Seventh Annual Convention of School Superintendents

The 47th Annual Convention of Schools Superintendents held in Baguio City, in May 1956 recognized the concept of adult and community education as an important phase of the Philippine Community School Program and adopted the philosophy that the community school is aimed at providing for the optimum growth and development of the school children and giving basic education to out-of-school youths and adults and effecting improvements in all aspects of community living.

Department Memorandum No. 121, S.1977

Authorized the designation of 13 regional supervisors (one for each region), 126 supervisors (one for each provincial/city school division), and around 2,000 district coordinators to be responsible for non-formal education in their respective regions, divisions and districts.

Department Memorandum No. 177, S.1977

Laid down instructions relative to the organization and operation of listening groups for the “Lingap ng Pangulo sa Barangay”. It charged the district non-formal education coordinators to assist the Barangay Captains and the Kabataang Barangay Chairman to organize these groups to listen to the broadcasts from 6:00 to 7:00 p.m. every Saturday and send feedback to the school superintendents, who, in turn, would send the same to the Minister of MEC for the improvement of succeeding broadcasts.

Department Memorandum No. 181, S. 1977

All school divisions and private colleges and universities were instructed to set up a pilot centers for non-formal education.

Department Order No. 252, S. 1977

Implementation of the Accreditation and Equivalency Program.

Department Order No. 27, S. 1978

Appropriations for non-formal education are provided for in this Memorandum. To facilitate the organization of NFE classes, payment of honoraria of teachers and travel expenses of NFE supervisors and coordinators, and purchase of much needed supplies and equipment, all school boards, vocational schools, colleges and universities were directed to appropriate annually a substantial amount to meet the above needs.

Department Memorandum No. 119, S. 1978

“Lingap ng Pangulo sa Barangay” Continuing Program is provided in this memorandum.

MEC Memorandum No. 263, S. 1978

Set the guideline for the participation of the in-school and out-of-school children and youths in the promotion of small scale home industries, and indicated the activities which possibly be undertaken through non-formal education.

MEC Memorandum No. 142, S. 1980

MEC-NFE Survey on illiterates and semi-illiterates in every barangay.

MEC Order No. 13, S. 1981

Set the guidelines to implement special provision no. 2, page 507 of the 1981 General Appropriation Bill, particularly the proper utilization of the national government assistance to locally-funded high schools which shall be used for non-formal education activities.

Executive Order No. 733, S. 1981

Signed on September 21, S. 1981, this executive order linked formal and non-formal education and training systems through an expanded Accreditation and Equivalency Program.

In effect placing Non-formal education on an Equal footing with Formal Education. Batas Pambansa 232, otherwise known as the “Educational Act of 1982”, created other bureaus in the Department of Education, Culture and Sports (DECS) among which is the Bureau of Continuing Education. This Bureau has been renamed as Bureau of Non-formal Education (BNFE) by virtue of Executive Order No. 117, with the primary mission of providing meaningful opportunities to its clientele particularly the out-of-school children/youths and unemployed/underemployed adults and is an alternative for, a supplement to, and an extension of the formal system.

Executive Order NO. 117, S. 1997

The Executive Order known as the Reorganization Act of DECS stipulates the following provisions relevant to non-formal education, Section 4 states that the DECS shall be primarily responsible for the formulation, planning, implementation and coordination of the policies, plans, programs and projects in the areas of formal and non-formal education at all levels, supervise all education-institutions, both public and private, and provide for the establishment and maintenance of a complete, adequate and integrated system of education relevant to the goals of national development. Section 15 states that the Bureau of Continuing Education is renamed as the Bureau of Non-Formal Education.

The prospect of Non-formal education is seemingly very bright. A good number of our lawmakers are giving their unstinted number for this sector.

Executive Order No. 356, S. 2004

This Executive order was signed by Former President Gloria Macapagal-Arroyo last September 13. 2004 to rename the Bureau of Non-Formal Education to Bureau of Alternative Learning System (BALS). The BALS shall have the following functions:

- a. Address the learning needs of the marginalized groups of the population including the deprived, depressed and underserved citizens;
- b. Coordinate with various agencies for skills development to enhance and ensure continuing employability, efficiency, productivity, and competitiveness in the labor market;

- c. Ensure the expansion of access to educational opportunities for citizens of different interests, capabilities, demographic characteristics and socio-economic origins and status; and
- d. Promote certification and accreditation of alternative learning programs both formal and informal in nature for basic education.

Regardless of the various legislations that was approved and implemented in the past by the former presidents and education secretaries. The government continue to reach out, lessens the illiteracy rate and perform their tasked in “protecting and promoting the right of all citizens to quality of basic education by providing all Filipino children in the elementary level and free education in the high school level. Such education shall also include alternative learning system for out-of-school youth and adult learners.” (Section 2 of RA 9155, The Governance of Basic Education Act of 2001).

Framework for the Alternative Learning System

The Philippine’s Non-formal education project aims to contribute to the improvement of quality of life by raising the educational achievement of the poor, the basic illiterates and the functional illiterates through the Alternative Learning System. This educational intervention is designed to inculcate self-reliance and self-help among the poor to enable them to participate effectively in productive activities, manage their limited resources and reduce their dependence on social welfare. With a higher level of literacy, the out-of-school youth and adult beneficiaries will support the improvement of educational achievement among their children and peers and ensure that they too would attain functional literacy and consequently better quality of life (Continuing Education Program, DepEd, 1995).

The Department of Education (DepEd) is undertaking significant initiatives to attain “Education for All”. Two bureaus of DepEd (Bureaus of Elementary Education and Secondary Education) are responsible for the in-school children through the formal school system. The third bureau, the Bureau of Alternative Learning System (BALS) addresses basic education needs of school-age children who are out-of-school and more importantly those who are beyond school age but who have not been to school at all or those who have dropped out of school especially those who are living in far-flung areas and isolated communities of the country. (ALS Master Plan, 2006).

Former President Corazon C. Aquino in 1989, through Proclamation no. 480, declared the Period of 1990 to 1999 as the “Decade of Education for All”. In the Philippines, through its Plan of Action for 1990-1999, “Education for All” is a movement and a “new revolution” which seeks to pursue the goals and objectives for basic education which is to meet the basic learning needs or the knowledge, skills and attitudes and values necessary for people to survive, to improve the quality of their lives, and to continue learning (Cabag, 1999).

Education For All states that “The existing Bureau of Alternative Learning System of the DepEd should be developed, strengthened and mandated to serve as the government agency to guide the evolution of the country’s alternative learning system. Among its key functions should be to promote, improve, monitor, and evaluate alternative learning interventions for functional literacy of out-of-school youth, and adults, for ethnic minorities and other groups with special educational needs that cannot be met by schools and for desired competencies that are part of lifelong learning.” Consequently, BALS addresses issues on expanding access to basic education, improving its quality and ensuring its efficiency and effectiveness.

Target Clients

In 2004, it was estimated that 16 million or 20% of the total Philippine population was either school drop-outs or stay-outs. (DepEd, 2006). This population is considered the target groups of the alternative learning system. Presently, it is estimated that 12 million children of school age are not in school which is about the same number as those in school. The first priority of ALS are the 10.5 million 16 years old and above. Meanwhile, the aggregated 5.2 million target learners that are comprised of the 6-11 years old (1.8 million) and 12-15 years old (3.9 million) are its second priority. Specifically, this group of marginalized learners are consist of street children, indigenous people, farmers, fisher folks, women, adolescents, solo parents, children in conflict areas not reached by the formal school system, rebel returnees and others.

The ALS Program

To reach the marginalized group of learners, BALS implements non-formal and informal education or education that takes place outside the formal school system. Republic Act No. 9155 (Basic Governance of Education Act of 2001) defines Non-formal Education as “any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population”. On the other hand, Informal Education is defined as a “lifelong process of learning

by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences in home, at work, at play from life itself".(DepEd, 2006).

In ALS, students have to attend 10 months of school or 800 hours in the classroom (DepEd, 2006). Then, their performance are assessed. BALS carries out two non-formal education programs namely the a) The Basic Literacy Program which utilizes five learning strands such as the following:

1. Learning Strand One: Communication Skills – which main thrust is to develop the ability of out-of-school youth and adults to access, critically process and effectively make use of available information in a variety of media to be able to function effectively as a member of the family, community, nation and the world, and actively participate in community and economic development using the four main components of language which includes listening, speaking, reading and writing.
2. Learning Strand Two: Critical Thinking and Problem Solving. Its ultimate goal is to develop individuals who are aware of their own thinking, able to make critical and informed decisions, defend their ideas and evaluate the ideas of others and are persistent in striving for new ways of solving problems. Through the development of such critical thinking and problem solving skills, NFE learners will enhance their own personal and social effectiveness as a pathway to improved quality of life. It comprises of two subsections such as the Scientific Literacy and Numeracy Skills. These are basic to meaningful participation in the community life and improvement of the quality of life of the people, the community and the country as a whole.
3. Learning Strand Three: Sustainable Use of Resources/Productivity. This learning strand addresses the economic status of Filipinos, (and the reduction of poverty) particularly among the 15 years old and above out-of-school youth and adults. It focuses on the attitudes, skills and knowledge (competencies) necessary for earning a living. At the same time, it advocates the sustainable use of resources and increased productivity. It promotes entrepreneurial spirit and skills, and the use of appropriate technologies for the sustainable and productive use of resources in different ecosystems. It also describes the market system as the context of the learner's ability to earn a living in two modes though being employed by others and by self-employment.
4. Learning Strand Four: Development of Self and a Sense of Community. This learning strand is intended to help out-of-school youth and adults to acquire a positive sense of self and sense of community that will lead to the development of their potentials and enable them to live together harmoniously with their family, community, country and eventually with the world.
5. Learning Strand Five: Expanding One's World Vision. This learning strand is a continuation of Learning Strand Four. It focuses on four indicators namely: Self-development, interpersonal relationship, personal and national identity and recognition and practice of Civil and Political Rights and Corresponding Responsibilities. The skills and competencies in this learning strand are intended to help out-of-school youth and adults gain greater awareness and understanding of themselves in relation to the world as members of an increasing global community. These involves learning to see things through the hearts, minds and eyes of others and understanding the impact of global issues on their lives and the lives of the members of their family, community and countrymen. It also endeavors to encourage learners to continue developing appropriate knowledge, attitudes, values and skills in order to act locally in building a just, peaceful, equitable, compassionate, multi-cultural and pluralistic society.

Since ALS is a module-based learning system, students come in on a set time and choose a module to read. A quiz is given after each module to test their learning. Instead of teachers, facilitators are always present to answer any questions and sometimes lecturers would discuss a certain module. After several months, the students will take the Accreditation and Equivalency Test (AET). If they pass the test, they will be given a high school diploma and can now enroll in college.

Secondly, BALS also carries out the b) Accreditation and Equivalency (A & E) System for elementary and high-school drop-outs. ALS A & E test aims to offer learners' two learning achievements at two learning levels- Elementary and Secondary. It is a pencil-based test, using multiple choice and composition writing. The test items are based on the learning competencies of the five learning strands of the ALS Curriculum. One known personality and considered the DepEd's ambassador for the ALS and People's Champ for Education was Manny Pacquiao. He was a first year high school drop-out took and passed the AET under the ALS Program. He was presented a high school diploma and making eligible for him to pursue his college degree. Former Education Secretary Jesli Lapuz in 2009 said that "Manny is an excellent model for all out-of-school children, youth and adults who are determined to learn and are able to gain functional literacy skills outside of formal schooling" (Manila Times, June, 2009).

BALS is currently setting-up the Informal Education Curriculum that will include self-interest and life-experiences programs. Initially, it has already developed a special curriculum for indigenous people (IP's). With this construct, greater learning needs will be addressed and funneled to promote lifelong learning in all streams of the Philippine Educational System.

Alternative Learning System and Adult Education In Various Countries In Asia

People's Republic of China

As an important component of modern education system in China, adult education is a kind of basic education for continuously developing adults' talent and other potentials, improving adults' moral and scientific competence and helping them adapt themselves to the economic, cultural and social changes. Meanwhile, adult education is also a broad channel for satisfying people's diversified needs in life and helping them realize individual development and personality perfection (Chinese National Commission for UNESCO, 2008).

In the present stage, the main tasks of adult education are: (1) to provide post training to those employed for enabling them to meet the post requirements in morality, knowledge, professional skill and practical capacity; (2) to provide basic education to those employed laborers who have not yet completed primary and secondary education; (3) to provide relevant professional and cultural education to those employed people who have completed secondary education or higher education but cannot meet the requirements for their posts; (4) to provide continuing education to those college graduates for helping them adapt to the rapid social development and scientific progress; and (5) to offer cultural and life education to satisfy all citizens' diversified and increasing needs in their cultural and daily lives. Adult education is focused on the post training and continuing education for the employed.

Access to Education: Basic Right of Citizens

The access to education is the basic right of citizens. Only by receiving necessary education can a citizen lay a solid foundation for self-development and participate in the social life in an active manner. It is provided in the Constitution of the People's Republic of China (1982) that the citizen shall have the right and obligation to receive education. Since China is a developing country in the primary stage of socialism, the regular school education under the current economic and social conditions can neither satisfy all citizens' needs for receiving basic education and even higher education, nor meet their new demand of continuing education due to the social, economic and scientific progress and the improvement of living standard. Therefore, it is imperative to rely on the rapid development of education, especially adult education, for providing citizens with more opportunities for education, training more talents and guaranteeing all citizens to enjoy the entitled equal right to receive education.

Energetic development of adult education is an important policy for the educational development of China. It was on June 23, 1987 that the State Council of China approved and transferred the State Education Commission's Decision on the Reform and Development of Adult Education in which the important position of adult education in the socio-economic development was clarified and the important principle of "developing adult education energetically" was set. It was pointed out in the Decision that adult education is the necessary condition for the development of modern society and economy and the progress of science and technology. Along with the gradual and in-depth development of socialist material civilization, spiritual civilization and the reforms of economic, political, technological and educational systems, socio-economic development of modern social, economic and scientific development, it has become a significant policy for building China into a modernized socialist country with high-level democracy and civilization to expand adult education, improve hundreds of millions' laborers' moral, cultural and technical competence and lay a more reliable foundation of talents for the sustainable social and economic development. In the Decision, it is also clarified the main tasks of adult education, key points of adult education in the present stage and relevant policies on the strengthening of macro-level management, the mobilization of the enthusiasm of local authorities and enterprises for offering adult education. In this sense, the issuance of the Decision is of great role for promoting the development of adult education in China.

After that, the Chinese government adhered to the principle of "developing adult education energetically". The position and role of adult education were ascertained in the issued government documents on the development of education. For example, the Central Committee of CPC and the State Council of China jointly issued on February 13, 1993 the Program of Educational Reform and Development in China, stressing that "adult education is a new-type educational system for the transition of traditional school education to lifelong education". In the State Council's Arrangement for the Implementation of the Educational Reform and Development Program in China (Guo Fa, 1994), he stressed that "energetic efforts should be made to develop adult education focused on literacy education, post training and continuing education". On December 24, 1998, the Ministry of Education of China issued the Action Program for Vitalizing Education for the 21st Century, emphasizing the active development of vocational education and adult education for cultivating a large number of competent laborers and primary and secondary talents and expanding the extent of education for serving rural areas and agriculture.

The State Implements Vocational Education System and Adult Education System

It is provided in the Education Law of the People's Republic of China that the State encourages the development of varied forms of adult education. Adult education system refers to the authoritative and compulsory standard for varied activities of adult education at all levels according to relevant laws and regulations. Adult education system is the summation of the goals, principles, mechanisms, setups and management established and operated in light of the codes of adult education. Generally, adult education consists of diploma-oriented education system and non-degree education system.

Academic Certificates at Different Levels via Adult Education

China implements the system of adult education and adults may obtain academic certificates by means of adult education. Adult education includes primary adult education, secondary adult education and higher adult education.

Primary Adult Education

For primary adult education, although China has achieved great progress in education and the enrollment rate of school-aged children for primary education has gone up greatly, there are still some school-aged children have lost the chance to receive or finish primary education as a result of the unbalanced social, economic, cultural and educational conditions throughout the vast territory of China. For this reason, it is of great necessity to develop adult primary education. As a kind of education for popularizing cultural knowledge to citizens, primary adult education includes literacy education. Along with the popularization of compulsory education and the growth of the enrolment rate of school-aged children for primary education, primary adult education has kept a decreasing tendency year by year in terms of school number and enrolment. In primary adult education, literacy education accounts for a great proportion, and altogether 25,138,600 illiterates had become literate during the period of 1997-2007. Those young and middle-aged illiterates had not only learned knowledge, but also mastered skills of production and life and enhanced their living standard (Statistical Bulletin of Educational Development in China, 2008).

Secondary Adult Education

In terms of secondary adult education in China, it is a kind of regular education for adults at the same level of regular secondary education. As a type of remedial education, secondary adult education offers the second chance of education to those young people who have never received secondary education or have dropped out for certain reasons. Currently, secondary adult education is offered in the following two types of schools:

- (1) Secondary schools for adults: In terms of level, this kind of regular adult schools can be divided into junior secondary adult schools and senior secondary adult schools. In terms of object, they can be classified as secondary workers schools and secondary farmer's schools.
- (2) Secondary specialized schools for adults: Thin type of secondary vocational adult schools include specialized secondary workers schools, specialized secondary workers schools, specialized secondary broadcast and TV schools and specialized secondary correspondence schools. At present, secondary vocational education is the most popular among junior secondary school graduates.

Higher Adult Education

In China, it is aimed at cultivating senior talents and enrolls those in-service cadres, workers, farmers and other laborers who have completed senior secondary education or other education at the same level as well as approved regular senior secondary school graduates and other young people in the society. At present, pre-service higher education is popular among senior secondary school graduates. Higher adult education is offered at the two-year specialized level and four-year level. In recent years, as regular institutions of higher learning have expanded the size of enrollment which has allowed more senior secondary school graduates to have chance to enter colleges and universities. As a result, the number of institutions of higher adult education and the number of students have been somewhat decreasing. However, it can be seen that the institutions of higher adult education enrolled 1,911,100 students in 2007, which accounted for 21% of the national total enrollment of all types of institutions of higher learning, and altogether 1,764,400 students graduated from institutions of higher adult education, amounting to 25% of the national total of graduates of all types of colleges and universities. All the above indicates that higher adult education is still in great need (Statistical Analysis of Educational Development in China, 2008).

Self-taught Examination System

It is a new form of education integrating self-learning, social assistance to education and national examination system. Regardless of ethnic nationality, race, age, gender, vocation, educational level, health and residence, all those voluntary participants may choose to pursue specialties through self-learning and obtain corresponding diplomas after passing the national examination. Although the self-taught learners have to pursue a non-formal or informal learning process, the self-taught examination system is aimed by self-learners at obtaining academic certificates, so the system is included in the whole system of education for formal schooling records.

Non-Diploma-Oriented Adult Education System

The non-diploma-oriented adult education is aimed at helping adults obtain knowledge, master skills and improve interest in life instead of obtaining academic certificates. The non-diploma-oriented adult education includes continuing education system, job training system and vocational certificate system.

Continuing Education System

Continuing education is to help those professionals and managerial personnel with the educational experience of college graduation or at least

intermediate-level professional titles expand their knowledge and improve their skills. This kind of education has the purpose of keeping people's advanced knowledge structure and bettering their comprehensive technical capacity and their scientific management capacity so as to adapt themselves to better meet the requirements for their posts and titles and the development of knowledge-based economy. With varied contents, continuing education stresses the pertinence, practicability, scientific nature and advancement of the knowledge taught in light of the knowledge structure and practical needs of professionals at different posts and levels. It is an important mission of colleges and universities to offer continuing education. At the same time, enterprises, research institutes and academic social groups are also important sectors to offer continuing education.

Post Training System

As a specially-oriented training, post training activities are offered to the employed according to their post responsibilities and standards for improving their professional ethics, professional knowledge level, working capacity and productive skills. Post training includes activities for acquiring qualifications for certain posts and activities for helping trainees to become adapted to the posts. In other words, the former is to help the employed obtain the required qualifications for taking up a job, keep a job, changing job and having promoted, while the latter is a kind of short-term emergency training for helping those professionals with qualifications to be prepared for new requirements. In this sense, the post training is one of the key tasks of adult education in China.

Vocational Qualifications Certificate System

In China, vocational certificate system is not only an important aspect of the labor and employment system, but also a national examination system in a special form. In this system, the government-authorized evaluation and identification institutions offer the just and regular assessment of laborers' technical skills or vocational qualifications according to the national standards and grant corresponding certificates of vocational qualifications. Such certificate of vocational qualifications certificate serves as a proof to show that a laborer has acquired the required knowledge and skills for certain job and is used by the job-seeker to show his or her qualifications for certain job, position or business and by the employer to employ laborers. The establishment of the vocational qualifications certificate system is aimed at improving the capacity of employed laborers and guaranteeing the stability of employment, reducing unemployment and realizing ordered flow of laborers. In the perspective of system, the vocational qualifications certificate system, falling within the scope of national certificate system, is identified by the government and implemented by the government-authorized organs in the forms of State laws, statutes or administrative regulations through the government's authority. The system consists of the sub-examination system, the registration (recordal) system and the certification system.

Adult Literacy Education

Literacy education is an important means to satisfy adults' basic need for learning, guarantee all citizens' basic right for learning, fill knowledge gaps, promote education equity and eliminate poverty. As China is one of the countries suffering the biggest number of illiterates, the elimination of illiteracy has long been a basic national policy adhered by the Chinese government. With the joint and long-term efforts of the Chinese government and the whole society, China has made outstanding achievements in literacy education.

Decrease of Total Number of Illiterates and Illiteracy Rate in China

From 1997 to 2000, about 4 million illiterates became literate each year on average. According to the Statistics of the Fifth National Census of China in 2000, the number of illiterates at 15 and above accounted for 6.72% of the total population; the national illiteracy rate was 9.08%; and there were 22 million young and middle-aged illiterates amounting for 4.8% of the national total population. By 2000, China had fulfilled the strategic aim of "basically eliminating illiteracy among young and middle-aged people". Since 2000, the Chinese government has further increased the efforts to implement literacy education and continue to eliminate literacy. During the period of 2001-2007, 12.3212 million illiterates became literate, making the illiteracy rate of young and middle-aged down to below 4%. (Statistical Yearbook of Education in China, 2007). It is the key point of literacy education to eliminate illiteracy among women. From 1997 to 2000, almost 14.7 million illiterate women in China became literate, making the illiteracy rate of young and middle-aged women down to 4.13%. As a result, a large number of new literate women had not only heightened their competence and social position, but also played an important role in the cultivation of the next generation.

Influenced by the economic, cultural, geographic and historical factors, those ethnic minority areas are still lagging behind in cultural and educational development and suffering higher illiteracy rate than the national average. Since 1997, government at all levels have made energetic efforts to promote literacy education in those ethnic minority areas, and both the number of ethnic minority illiterates and illiteracy rate of ethnic minority areas have decreased remarkably. The China's Statistics of the Fifth National Census in 2000, indicates that the adult illiteracy rates in Guangxi, Xinjiang and Sichuan were close to or below the national average 9.08%. During the period of 1997-2000, the decrease extents of illiteracy rates in Ningxia, Gansu, Yunnan, Guizhou and Tibet were greater than the national average 25.41%. Great achievements made by the Chinese government in literacy education have been admitted by the international community. Since 1997, 19 institutions from China have won the international prizes of literacy education issued by the UNESCO, including 7 institutions winning the "Noma Literacy Prize", "N.K. Krupskaya Prize" and "King

Sejong Literacy Prize". All these awards and honors have reflected the remarkable achievements made by China in literacy education and the contribution to the world movement of literacy eradication.
Kingdom of Thailand

Thailand, or the "Kingdom of Thailand" as its formal name, is situated in the heart of the Southeast Asian mainland, covering an area of 513,115.02 sq.km. or approximately 198,953 sq.miles and extends about 1,620 kilometers from north to south and 775 kilometers from east to west. Thailand borders the Lao People's Democratic Republic and the Kingdom of Cambodia to the East, Malaysia and the Gulf of Thailand to the South, the Union of Myanmar and the Andaman Sea to the West, and the Union of Myanmar and Lao People's Democratic Republic to the North separated by the Khong River. The country has its population of approximately 62.83 million (A.D 2006), of which are 32.01 million males and 32.83 million females. Bangkok is the biggest and present capital city of the country.

Thailand has been a democratic constitutional monarchy since 1932. Under the present constitution, the parliament is a bicameral House composed of Senators and Representatives, elected by the people. The Prime Minister, as the leader of the country, is selected from among the members of the House of Representatives. Thailand's economic system has connected to the world's economic system with high competition in terms of production and merchandising as well as free trade system. The growth national product which provides highest income to the country is found derived from the agricultural produces which is as high as 60 per cent of all export products. Of all employed workforces, 70 percent of them are engaged in the agricultural field. The country therefore has particularly put the most significance to the development of agriculture, while another significances aim to the development of the country's industry, communication, commerce and tourism respectively. Thailand has its GDP of 7.88 billion baht and the average income per head is 109,696 baht. Education system in Thailand holds to the principle of lifelong education in which the formal education refers to basic education with six years of primary level, three years of lower secondary level and three years of upper secondary level. The compulsory education of Thailand is 9 years but all Thais are to legally receive 12 years of free basic education. There are presently 759 vocational institutions and 892 higher education institutions in which 516 of them are under the government administration, while 376 institutions belong to the private sector. In terms of the continuation of further education, It was found that the students who completed lower secondary education in Academic Years 2001-2002 and continued to further their studies at higher education are as high as 90%, while those who completed upper secondary education are 88% and higher education are 39.5% (Office of the National Education Commission 2003: p.20- 21, 37, 39-40) The survey of literacy rate undertaken in 2005 by the Office of the National Statistical Bureau was found that the number of literate population whose ages were 15 years and older had reached to 93.5 %. Thai national language is used as the country's official communicating language and Buddhist is the national religion. In terms of Non-formal and informal education, there are several institutions under the government administration. Of which are 964 centers for the promotion of non-formal and informal education, 849 public libraries, 8,697 community learning centers, and 4,280 private institutions conducting non-formal and informal education. There are also other forms of non-formal and informal education such as educational radio and television programs, IT media and science centers.

Non-Formal and Informal Education Promotion Act 2008

The Government of Thailand through Ministry of Education has pushed forward to enforcing the Non-Formal and Informal Education Promotion Act B.E. 2551 in which its significant essences are identified in many sections/articles as follows:

Article 6. To promote and support non-formal and informal education, the following measures are to be considered:

(1) Non-Formal Education

1.1 Equal access in quality educational opportunity in an equitable wider scale as appropriate to the people living condition.

1.2 Decentralize the roles to enable all educational organizations and networks to participate in conducting educational programs and activities.

(2) Informal education

2.1 Access to learning resources which are relevant to the needs and interest as well as the way of life of all target learners.

2.2 Developing varieties of learning resources both in terms of the local wisdom and new technologies to support quality education.

2.3 Identifying appropriate framework or learning guidelines which are beneficial to the learners.

Article 7: Promotion and support of non-formal education in mobilizing the programs according to the following target goals:

(1) People are continued to access education for promoting potentiality of manpower and society in which knowledge and local wisdom are used as the bases for overall developments -- economic and social development, environmental development, security development, and quality of life improvement. This is in line with the country's development plans.

(2) Inducement occurs among non-formal education networks in which they are ready to get involved and participate in organizing the educational activities.

Article 8: In promotion and support of informal education, some measures are to be recognized according to the following goals:

(1) The learners have capability in obtaining continuing knowledge and basic skills for acquiring their lifelong learning.

(2) The learners obtain knowledge and essence which are conformed with their interest and necessity for raising their quality of life and improving their understanding in terms of political, economic, social and cultural development.

(3) The learners are to benefit from their knowledge obtained by applying its results into the accreditation programs in the formal and non-formal education systems.

Article 9 : The Ministry of Education will do to promote and support the non-formal and informal education by recognizing the significances of concerned parties in terms of their roles and duties as follows :

(1) The learners as the beneficiaries have the right to participate in the learning activities, being able to attend varieties of programs according to their needs and interests.

(2) Learning program organizers for non-formal education as well as learning resource organizers for informal education undertake their roles in conducting a variety of programs in accordance with their potentialities to serve the particular needs of the learners through the integration of knowledge and fostering the ethic and value judgment.

(3) The supporters and organizers who render the services to benefit the learners are to undertake their consideration to develop varieties of learning programs in promotion and support of continuing education.

Article 10: To benefit the promotion and support of non-formal and informal education, the concerned governmental organizations as well as other networks may consider developing and supporting the services of the following:

(1) Rendering supports of learning materials and educational technology necessary for non-formal and informal education as well as providing financial support for development of non-formal education.

2) Arrangement of educational programs, undertaking academic and personnel development, benefiting all kinds of educational resources, honoring the prestige of non-formal and informal education organizers.

(3) Recognizing appropriately the right of those who render the promotion and support of non-formal education.

(4) Installing and developing the varieties of learning resources to enable the informal education learners to access the services appropriately.

(5) Providing other resources and operations concerned to enable the people and community to learn according to their needs and interests which are relevant to the necessity of the informal education society.

Apart from the aforementioned, the government of Thailand has as well set the objectives for human resource development in the 10th National Economic and Social Development Plan (B.E. 2550-2554) in order to provide continuing opportunity in terms of acquiring knowledge and understanding ethical norm by integrating family role with religious organization and educational sector, and building up strength of manpower to have the ability to undertake their appropriate roles in earning for living. Besides, the government also supports the national competition by putting more knowledge and basic skills for earning a living and arranging the learning system as appropriate to its citizens to undertake the occupation by integrating the programs of basic level into the programs of occupational level by setting the goals of human resource development as follows:

(1) The average length of time for education of Thai citizens is 10 years.

(2) The accomplishment of education on the principal subjects for every level should exceed more than 55 per cent.

(3) Increase more quality of middle level workforce up to at least 60 per cent of the overall country's workforce.

(4) Increase the number of personnel on research and development up to 10 personnel per 10,000 population.

Legislation, Policy and Administrative Frameworks of Adult Learning and Education (ALE)

Adult education has first appeared in Thailand since 1937 which was 5 years after the country had changed its administrative regime from an absolute monarchy to democratic constitutional monarchy (The change was made on the 24th June 1932). The main problem of Thai education by that time was illiteracy among its population, in which the state considered the problem as the most significant obstacle for development of the country. To solve the problem at the first stage, the government then established in 1937 an agency called Adult Education Division to take the direct roles and responsibility in solving this illiteracy problem. The efforts to develop the adult education programs to solve the problem have been thoroughly continued in which emphasize of the operational goal is planned to respond to the context of the country and the world as well as the state policies in each different 23 periods. When the Adult Education Division was promoted in terms of its status on 24th March 1979 to be the Department of Non-Formal Education, the extents of adult education programs and activities were much expanded into a wider scale by having adult education as one of the activities of the non-formal education. Not until 2003 when the country had a bureaucratic reform, the Department of Non-Formal Education was degraded into a division status on 7th July 2003 called Office of the Non-Formal Education Commission and its administrative structure was under the Permanent Secretary for Education. However, the tasks of adult education has remained in recognition in terms of the significant parts in the national education plan and the state policies as well as the National Education Act and each period of National Economic and Social Development Plans. Adult education has always been one of the principle frameworks in identifying the directions of Thai education as well as the direction for adult learning organized by several sectors. In the part of Non - Formal Education Department or the Office of the Non-Formal Education Commission which used to be the main government organization undertaking the tasks of adult education activities, policies were also set forth as the framework for action until 2007, and Office of the Non-Formal Education Commission had proposed to the parliament a draft of the Non-Formal and Informal Education Promotion Act. This Act was then approved by the legislative assembly on 14 January 2008 and His Majesty the King has generously endorsed the new Act on 25 February 2008. The announcement of the Act for government gazette was made on 3 March 2008, resulting to the expansion of adult education management and administration by various sectors into a wider scale. The significant issues regarding policies and legislations of adult learning and education are summarized as follows:

Policies and Legislations on Adult Learning and Education

In the past decade (1997-2007), adult learning and education mainly intended to provide equal opportunity and promote lifelong learning to all people at all ages and sexes. The essence in terms of policy and legislation are summarized as follows:

(1.1) It was before the country undertook educational reform in accordance with the former National Education Act B.E. 2540-2542 (A.D.1997-1999), the government set the policy in expanding educational opportunity mainly to the underprivileged, making education a significant tool for human resource development and for building jobs opportunities among the people in order to earn for living and to improve their quality of life and their society. In terms of adult education, the policy was appeared in the Department of Non-Formal Education by that time, the essences of which were as follows:

Adult education by 1997 in Thailand intended to serve the underprivileged by targeting to the illiterate group, the group of people not complete primary and secondary education, and the group of emergency needed. To serve these groups, need assessments were made in order to develop the appropriate plan of action and to extend the services according to the Department's potentiality.

In 1998 fiscal year, during this period, one of the outstanding programs conducted to solve illiteracy problem was Functional Literacy program. Through this program, survey of the target needs and services were made in dept. for each district area. The micro planning for educational services was made by concentrating on the learners whose ages were 18 years and older. According to the Functional Literacy program, volunteer teachers were to conduct the teaching-learning activities. In terms of general program of adult education, the curriculum was reviewed and developed into 3 major educational plans: the plan for continuing onto higher education, the plan for job opportunities, and the plan for quality of life improvement.

For the 1999 fiscal year, the development and provision of non-formal general education had focused on the improvement of curriculum, the learning-teaching processes and learning media of all educational levels as appropriated to all target groups. These developments were to respond to the government policy in expanding an access of quality educational opportunity for 12 years of basic education, as well as promoting all forms of self-learning methods in order to give the opportunity to the learners to select which had been of their learning interests so that their acquired knowledge and experiences could be evaluated for further recognition and accreditation.

(1.2) It was after the country undertook educational reform in accordance with the National Education Act B.E. 2548-2550 (A.D.2005-2007), Thailand had taken educational legislation as the important mechanism for mobilizing the principal measure – the enforcement of the National Educational Act on 14 August 1999 (later it was modified in 2002 called National Education Act 1999 and the Amended 2002). The enforcement of the said Act had made Thai educational policies including the adult education policy very conclusive with obvious framework and direction. In terms of adult learning and education, the essences of the outstanding policies were under the strategic framework on educational reform through National Education Act and framework on human and social development. These two strategic frameworks aimed to firstly, promote lifelong learning by making learning atmospheres, both in and outside the classroom, appropriately attentive to the learning situation. Secondly, it aimed to promote learning habit among children and youths as well as general public, and to build up the learning society and local wisdom. Thirdly, to raise educational level of the working aged population (15-59 years) up to lower secondary education or higher to enable the country to enter into the industrial competition. However, new policy came into use when the country had new government on 27 October 2006 and it was effective only until 17 February 2008, during which time the government had speeded up educational reform with the aim of not only expanding the access of educational opportunity, but also concentrating on development of quality and standard of all educational levels and promoting the evident and value of sufficiency economy philosophy, undertaking ethics as the basis for learning process linking with the collaboration among families, communities, religious and educational organizations. Included also was active participation among people and private sectors to make use of education as a tool for constructing people and mobilizing efficient and quality knowledge to an ethics society.

The essence in terms of legislation:

(2.1) Before the period of educational reform made according to the National Education Act B.E. 2540-2542 (A.D.1997-1999), adult education at that time was partly arranged in accordance with the Constitution of the

Kingdom of Thailand B.E. 2540 article 43 that the individual has equal right in basic education at least 12 years provided free of charge by the state. (2.2) After the period of educational reform made according to the National Education Act B.E. 2543-2550 (A.D.2000-2007), the Act was made a principal law for administering and implementing educational activities and trainings as relevant to the 1997 constitution which stated that the government would promote the support of private sectors in taking the role to provide and conduct education and training activities. When considered adult education in terms of legislation, what has included therein are the essences of both National Education Act and the Constitution of the Kingdom of Thailand as well as the agreements and resolution derived from the Ministering Meeting. The outstanding and concerned essences are as follows:

The National Education Act B.E. 2542 (1999) and the Amended Act of B.E. 2545 (2002) stated that the educational management must be done through lifelong and continuing process by identifying the meaning of lifelong education as the integration of formal, non-formal and informal education, enabling the learners to improve their quality of life continuously throughout their life span. Thus, through this lifelong process, it will make Thai people a complete human beings and live a pleasant life with intelligence, knowledge, ethics, value, culture and being happily in their society.

The Agreement and resolution derived from Ministering Meeting, 2 December 2003 regarding strategies on the reform of non-formal and informal education in promotion of lifelong learning stated that the main purpose in promoting effective participation on lifelong learning among individuals was to signify the recognition of non-formal and informal education reform as same as that of the formal education system, in which administration and budgeting support should be equally alike. This recognition would make Thai society a learning society which will be a tool for mobilizing strategies for economic and social development and giving an access to continuing lifelong educational opportunity to all Thai citizens throughout their life time. Besides, every social sector had the right to undertake responsibilities in developing lifelong education, making it an education for life and society by integrating the learning essences into the course of life of the people in the society.

The Constitution of the Kingdom of Thailand B.E. 2550 (2007) stated that every individual has the same right in free quality education at least 12 years. This has included any training programs provided by occupational sectors or NGOs, alternative education programs, self-learning programs, all of which will be promoted appropriately by the state.

Outstanding Goals of Adult Learning and Education

Adult education is significantly linked with the formal education in terms of raising the quality of population, enlarging and change of society as well as solving the complicated problems occurred in the society. Education is made a significant tool for solving the problems and developing the country, thereby it is seen also as an outstanding factor of life and the principal cause of world revolutions from an era to another, especially in the present era of information communication technology which makes the world a large community. With this change, it makes education more significant role in building the “knowledge-based society” that every country bears the burden in providing resources for development of the population of its nation so that they will have a competency on every competition. It is believed that if the people have been developed effectively, they will be the significant tool

for development of the country. Generally, what had believed in the past was that only knowledge received in the actual formal schooling was enough for leading one's life. However, at the present time it is believed that education does not mean to start and to end in itself at the formal school, but it actually covers the learning from birth to the end of life which can happen in every single place no matter it is in the household or in school as well as in any community, each of these places is counted as one of the lifelong learning institutes providing knowledge according to the needs of all people at all ages. In the past, adult education was aimed at serving the underprivileged adults in which the objectives were to promote literacy skill, being able to read and write, understanding the civic duties as Thai citizen, promoting occupation, improving life quality, and making profit use of leisure time. It is seen that adult education has now become one of the vital tools in promoting economic and social development. As adult education today is in the hand of the Office of the Non-Formal and Informal Education which is the principal organization in coordinating and developing all plans and activities in parallel with the policy framework of National Education Plan and each period of National Economic and social development Plan, the tasks objectives are altering according to the government strategies. The main targets of adult education development today are as follows:

(1) Upgrading and expansion of educational opportunity –to raise the levels of basic education among Thai population by concentrating on the working-aged population as well as to expand an access of educational opportunities for the elderly, the underprivileged, and the general public, the summary of which are as follows:

(1.1) Target at individual level

Every Thai citizen has the opportunity to learn continuously throughout his life. He will upgrade his educational levels according to the need of the country's manpower. He will be a learned person who uses his knowledge as the basis for leading his life. As one of the working – aged population, he will be upgraded his educational level to at least the secondary education and continuing education. In terms of the elderly target group, they are to receive basic continuing education and to be supported with other appropriate programs of informal education. For those underprivileged (other nationalities, children from poor families, prostitutes, children and youths in prisons, border areas population, people in remote rural areas, and people with disabilities), they will be served with various programs of non-formal education. As for those who are Thais but have to stay in abroad, they will as well be supported by the Thai government through long distance programs of non-formal and informal education.

(1.2) Target at household level

Every household will be served with non-formal and informal education

(2) Community construction

Every community, especially that being the best and appropriate environment in terms of learning venue for community members at all ages, sexes and educational levels, with no exceptional measures in terms of economic condition, difference of culture, norm and religious and disabilities. Through the pleasurable environment the community will be conducting well system of continuing educational activities which are relevant to the needs and well beings of every community member.

(3) Development of quality education

Thai society in general is a learning society in which every member has tendency to continue to obtain a learning-minded throughout his life. For example, the learners continue to exchange their view and knowledge through the conduct of learning activities in a wider scale which make community have several formal and informal learning spots and widen their activities as the learning network all over the country, thus, making the country a learning society with well system of administration. The qualities of learning-teaching as well as curriculum of basic education at all levels are developed. Follow-up and evaluation according to learning objectives of continuing education are as well-developed effectively.

(4) Target groups

Non-formal education in Thailand has extensively served a variety of target groups through good collaboration of various parties and networks which are parts of Thai society both within and outside the country. The target groups of non-formal and informal education are the workforce adults and youth (aged 15-59 years). Particularly those between the ages of 15 and 39 are to be upgraded their educational levels up to the secondary education. As the main group of manpower, they will be raised their capacities in their actual productivities. However, adult education today has been developed to serve the following target groups:

(4.1) Compulsory education target group (aged 6-14years) who are out-of-school and have no opportunity in the services of formal school. This group is, for example, Thai people living in abroad.

(4.2) Working aged group (aged 15-59 years)

(4.3) The aged (60 years old and older)

In terms of administration and management as well as the services of the target groups, the Office of the Non-formal and Informal Education which is the main organ in promoting and coordinating non-formal and informal education has considered providing services in accordance with the developmental needs and policies of the government in parallel with the needs of the local community and all parts of society. The expansion of the equal right in educational opportunity has benefited a variety of target groups as follows:

a. The workforce group (industrial workforce, agriculture, general services, factories, and unemployed), the aged, military group, the imprisoned, children and youth in detention home, ethnic group, women at risk, street children, disabilities, local leaders, various developing group, Thai people in abroad, formal school students and other interest groups who want to upgrade their abilities.

Adult Learning and Education in Thailand

Thailand in the past had for long realized to the importance of adult education and tried to undertake various measures to decrease illiteracy rate among Thai citizens and to make them understand their civic responsibilities as Thai citizens in a democratic society. Adult education became to know in general in Thailand since 1904 until sometime before 1997, during which time the government had started to establish adult education institutions to serve the adult citizens. Adult education had then continued to transform its essences and structures into non-formal education which had called much more attention among people and institutions concerned. The period of 1999 was regarded as very important period for Thai education due to the proclamation of National Education Act 1999 as the educational legislation which helped make lifelong education the outstanding essence for the present Act and the education reform. However, the period of 2003 was as well important to the tasks of non-formal education resulting from various causes: the educational reform, the proclamation of National Education Act 1999, the bureaucratic reform of the Ministry of Education, the reform of monetary system considering tasks outcomes, and the change of other circumstances. All of these causes had made non-formal education change its actual direction in terms of providing quality and continuing education as a lifelong process to the out-of-school population.

Curriculum of Adult learning and Education in the Kingdom of Thailand

Adult or non-formal education aimed to serve the group of disadvantaged adults who lacked the opportunity in formal schooling. The objectives of the learning were varieties, depending on the courses of particular groups and societies. However, the adult education curricula in general were to provide reading/writing or literacy skill and to promote the profitable use of leisure time. Adult and non-formal education later on not only limited to the adults, but it covered the school-aged disadvantaged and underprivileged children as well. Owing to the principle of non-formal education and the results pertaining educational reform, the proclamation of National Education Act 1999, the bureaucratic reform of Ministry of Education, the monetary reform considering tasks outcomes as well as the courses of economic, social, political and environmental changes, it therefore makes the Office of the Non-Formal and Informal Education which undertakes the main role in developing and coordinating non-formal education become considerate concerns on various types of programs in order to support the said changes. These supporting programs are as follows:

- a. Basic education – is developed to serve the out-of-school population. The curriculum and essences of program are varieties with extensive basis ranking from literacy promotion, equivalency program, basic education and continuing education responding to the variety needs of the learners. The program has 3 types: (1) distance learning type, (2) group meeting type, and (3) literacy promotion type.
- b. Occupational development – the program intends to develop the abilities in vocational and occupational skills among individual and particular groups of people whose aims of life are different. The program emphasizes on real performances which integrated into the courses of life in order to solve the unemployment problem of the people and community. There are various types of skills training as follows:
 1. Short course occupational training is developed to respond to the needs of the learners who wish to obtain basic skills on vocational knowledge.
 2. Skills training for job employment is provided in terms of the continuation of the former skills training and particular interest groups training to enable the learners to enter into job employment and world of work.
 3. Occupational development is organized in terms of group learning process to serve those having engaged in the same occupation to make them learn and exchange experiences among themselves as well as planning for the improvement of their occupation.
 4. Occupational development through technology application is provided to serve the workplaces or the individuals who wish to bring up technology for improving their capacities and their own workplaces.

5. Education for life skill development – is the learning process that aims to promote knowledge and ability of individual in dealing with himself and environment around him so he can live happily, appropriately and safely in his society. The essences of life skills development program are, for example, health and hygiene, safety life and personal effects, natural resources and environment, moral and ethics, value judgment and desirable attitudes, etc.
6. Education for community and social development – is the program which integrates together the knowledge and skills the learner has already obtained. The program is very varieties, using community as the basis for learning development and social asset. The program is made an important tool for mobilizing strength and development into the community and society to enable the people to be self-reliance. Apart from the said programs, other programs of non-formal education have been organized in adult schools in the forms of general education and skills training curricula as follows:
 1. Non-formal general education – the program comprises the following curricula :
 - a. Basic functional education curriculum – is a special curriculum designed for variety groups, i.e., the hill tribes group, Thai-Muslim people (equivalent to grade 4)
 - b. Hill area education curriculum (equivalent to grade 6)
 - c. Non-formal primary education curriculum B.E. 1988
 - d. Non-formal lower secondary education curriculum B.E. 1987
 - e. Non-formal upper secondary education curriculum B.E. 1987

Through these general non-formal education curricula, the teaching and learning methods are provided in 3 different categories:

- a. Classroom type is actually conducted between 5.00 p.m. to 8.00 p.m.
- b. Distance education type is a self-study program in which the learners are assigned to study from the texts, radio and television programs and attending group discussion once a week.
- c. Self-study method is assigned the learners to undertake self-study at home but have to attend group meeting for conducting quality of life development activities at a minimum of 75 % duration.

Non-formal vocational education – the program is designed to comprise the following:

- a. Short-term vocational courses
- b. Interest group vocational courses
- c. Vocational certificate curriculum B.E. 2533 (equivalent to lower secondary education of formal school system)
- d. Non-formal occupational certificate curriculum B.E. 2539

Informal education – comprises the following programs and activities:

- a. Public library is designed as community
 - b. Learning place to serve the general public informally.
 - c. Community reading center is designed to serve
 - d. All community members and to be the center for collecting news and updated information.
 - e. Mobile boat library is designed to serve the people living along the river edge.
 - f. Book donation center is responsible for receiving the donated books and distributing them to the rural areas where there are no access of news and up-to-date information.
 - g. Science center for education is designed to serve the general public with sciences and technology knowledge -Satellite distance education is designed to bring the updated information communication technology into serve among educational institutions.
 - h. Radio education program is broadcast via radio education station of the Ministry of Education.
-

i. Community Learning Center is served as the center for conducting lifelong learning for community members.

k. Non-formal education for disadvantaged learners is organized in varieties of methods to provide an access of educational opportunity according to the needs and ways of life of the target beneficiary then considered all types of non-formal education programs from above-mentioned, it is seen that non-formal education has been the outstanding tool that make the people know of their strengths pertaining their own self-development, being able to identify their own ways of life. At the same time this will help them upgrade and widen their levels of education after they have finished their studies at the formal school system. Non-formal education has continued to develop varieties of programs and methods to suit the target learners. The learning/teaching method is done through the integration of various experiences into the present needs and way of life of the learners.

Evaluation of the Adult Education Program in Thailand

It was found that the implementation of basic education according to the principle and standard of non-formal education had completely assessed the provision of educational opportunity among the disadvantaged or underprivileged population. The program was as well regarded as one of the best appropriate tools in extending the educational opportunity to the people since the methods of teaching/learning was very flexible and the learning venue was in the community. More significantly, the program could raise the quality of life of the people and could build up more strengths among community people themselves. However, the achievement rate of the people who completed the program was still low due to some undeniable causes and limited circumstances among the learners such as their having other family responsibilities, paying less attention because of old aged and had not been in school for long, unable to adapt themselves to the learning environment, etc. All of these causes had made the learners unable to attend group assignment/meeting, could not follow the lessons, missed the tests and failed in the exams. Apart from the problems in terms of the learners, there were some problems regarding the learning contents of some courses curricula such as mathematics, science, and English, the contents of which were not relevant to the life style of the middle-aged adults who engaged in some particular occupations such as agriculture. Besides, it was found that the passing score of 50 % as set in the exams could not make the adult learners successfully pass the courses.

Adult Education Program in Indonesia

The Learning Kejar Packet Programme is a programme for illiterates or primary school dropouts in Indonesia. The Indonesian word "Kejar" means to 'catch-up'. The illiterates or primary school drop-outs studying Learning Kejar Packet A have not only to catch up in terms of literacy, but should also form a learning group and learn together and earn a living while utilizing their leisure time to learn i.e. they learn by doing. The success of the programme lies in the integration of knowledge, skills and attitudes in content, graded material, learning by doing, a delivery system tuned to daily habits and situations of learners, openness and flexibility, and mutual assistance social system - or the system of volunteerism (Singh, 2002). The 'Packet A' consists of a series of basic learning materials on all aspects of life (packet A-1 to A-100) needed by the illiterates and primary school dropouts. The Indonesian illiteracy eradication programme has been perceived and conceived as pre-literacy, literacy and post-literacy programmes in one continuous process. Learners are, therefore, first motivated under the pre-literacy programme and then learning packet A-1 is introduced until the learners master up to A-20 of the literacy programme. The materials from A-21 to A-100 come under the post-literacy programme. Packet 'A' consists of 100 booklets structured into 22 levels of difficulties. The contents, knowledge, skills and attitudes are very closely linked to real life situation while reading, writing and arithmetic are integrated. The knowledge, attitude and skills introduced in Packet A are not just to be known and understood but also to be utilized and practiced for quality of life improvement (viz. skills like dress making, vegetable growing, fish breeding, chicken- raising etc.). The delivery system is not formalized and neither are special literacy teachers trained for the programme. The tutors and facilitators of Learning Kejar Packet A are volunteers recruited from available educated villagers including the village primary school teachers and religious leaders. As the Indonesian economy improves, the tutors are now given a token, small amount of cash. A unique feature of the programme is that it opens the learners to new ideas such as motivating the members of the armed forces to participate both as tutors as well as facilitators of the Learning Kejar Packet A. The Kejar Pakat A programme is implemented at the village level. It is designed for illiterates - adults and dropouts from the elementary schools. Learner groups consist of five to ten people. They use materials in the form of sheets and booklets. Successful completion of Kejar Pakat A is considered equivalent to elementary education. Kejar Usaha is the name for Income Generating Learning groups. These groups consist of three to ten members and typically function at the village level. Those who have completed Kejar Pakat A are admitted to this programme. The apprenticeship programme operates at village as well as sub-district levels. It has been developed essentially for dropouts from the junior and senior high schools. The decision of the People's Consultative Assembly of Indonesia has stated clearly that work productivity level of the people must be raised, new employment opportunities must be developed, and development programmes and projects in all fields, including education, must be geared to bridge existing gap between the haves and the have-nots. The President of the Republic of Indonesia emphasized that 'a new effort to fight illiteracy in a new style' must be carried out. These new efforts are intended not only to abolish ignorance of the Indonesian national language, but also to raise the level of basic education. This is one of the reasons why literacy

education in Indonesia has been successful in reducing the estimated number of 21 million illiterates in 1977 to less than 4 million by the mid-1990's (Singh, 2002).

Adult Learning in Malaysia

The need for adult learning in Malaysia began to be realized in the 1970's as seen from the emphasis given by the New Economic Policy (1971- 1990) and the 5-Year Malaysian plans. New training institutions were established not only by existing and newly formed government agencies but also by large private firms. Adult learning is basically provided by the government in the industrial, agricultural and community development sectors especially for the rural poor. A large sum is allocated through government agencies to carry out the learning activities. However, to realize the vision of a productivity driven economy, greater private sector participation in adult learning was promoted through strategies including the setting up of the Human Resources Development Fund in 1993. A special programme was also formulated by the government to develop and train bumiputera, who are Malay communities and groups indigenous to the country. The focus is on assisting the entry of bumiputera entrepreneurs into business as well as developing a viable competitive and resilient small and medium entrepreneur group. The shift to industry as a priority sector of the economy when manufacturing became the focus in the late 1980s resulted in a corresponding shift in resource allocation for adult learning. Public allocations went to technical training in manufacturing and recently, to instructional technology for the purpose of producing skilled workers to boost productivity and effectiveness. Greater private sector participation in training programmes for their employees was promoted and facilitated in the early 1990s. In the mid-1990s the government took measures to improve accessibility in order to increase participation in educating through the distance-learning programme as stipulated in the Seventh Malaysia Plan. Second-chance education has materialized in the country to provide opportunities for advanced education and career enrichment for the adults who missed opportunities through the initial education system. Distance education supported by instructional technology will particularly address the challenge of providing access for adult learning, especially among the people in the rural areas, neglected areas in the city, women and disadvantaged groups. Training providers should adequately respond to the efforts of the government to upgrade skills for personal, community and cultural development. Government regulations such as the Human Resource Development Fund influence the participation of the employees of many organizations. The focus of contemporary adult education is related to personal growth and development and occupational and career related education. All of these resulting trends would not have materialized without the direction set by the Government. Reviews of the Government Five-Year Plans show the consistent importance placed on education and training for the purpose of national development and to meet the human resource requirements to enhance economic growth with emphasis in areas related to science and technology. The providers in education and training from all sectors have aligned initiatives with the national agenda set by the Government (Mazanah Muhamad, 2001).

The agricultural sector has for a long time been the main contributor to the economic development of Malaysia. With the formulation of the NEP (1971-1990) in 1971, the agricultural sector was prioritized to contribute to the objectives of eradicating rural poverty by raising income levels and generating greater employment opportunities and restructuring society to correct economic imbalances. Many new agencies were established by expanding existing functions of the Department of Agriculture. These agencies were established to support the small holder sub-sector of agriculture in the rural areas. The main thrust of adult education was to improve productivity and income of the small holder through extension programmes and farmers' training. Many training centers were built in the early 1970s in the area of fisheries and management of land development.

The other aspect of adult learning in the agricultural extension services is the transfer of agricultural technologies to farmers. Many agencies are involved in providing extension services to farmers based on commodity specialization. The budget for agriculture extension and training is mainly from public allocation, either from the federal or state government, as agriculture extension is a state matter. With the introduction of the National Agricultural Policy (1984- 2000) and the new National Agricultural Policy (1992-2010) launched in 1992, focus was given to the development of entrepreneurs among the farmers. Agencies are now trying to make use of the facilities and some changes are being undertaken to transform existing training centers into agro tourism, marketing or entrepreneur development centrist.

Non-Formal Education in Myanmar

A national literacy policy, which will be effective as well as self-sustaining, has been adopted by the Education For All Central Coordinating Committee to cover the whole union. In order to reduce the adult illiteracy rate by half, from 22 at least 11 percent in the 1990s, the Myanmar government will be organizing literacy programmes through non-formal education. In the context of Myanmar, non-formal education refers to any organized educational activity outside the structure and routine of the formal school system to provide selected types of learning to sub-groups in population, especially out of school youth and adults. Programmes of non-formal education cover the following activities: literacy; training for tackling common socio-economic problem; occupational skills for raising productivity in agricultural and industrial sector; supplementing formal education or providing an alternative to it; and entrepreneurship. The target groups for non-formal educational include the rural population, school dropouts and out-of-school youths, unemployed, under-employed and under-privileged youths, and handicapped persons. While the Department of Basic Education and the Department of Education Planning and Training are responsible for conducting formal education programmes, the Myanmar Education Research Bureau (MERB) is responsible for NFE programmes.

The strategy is to create community-based literacy groups, which are self-sustaining and linked by a nation-wide network (central, state and divisional levels). The local authority and community are to carry out the programmes and mobilize local resources. Local literacy committees at the ward and village level will also serve as focal points to organize learning centres for the illiterates. The Non-formal Education Committee is supported by four teams. The Township Committees are responsible for supervising township wise non-formal education activities. The Technical Team develops teaching-learning materials. The Information Team organizes informal education and cultural programmes for awareness raising on literacy. The Fund-Raising Team collects donations and other sources of funding. The programmes included in Education for All and Non-formal Education are basic literacy, post literacy, functional literacy, income generation programmes and quality of life improvement programmes. The national policy on literacy clearly believes that literacy programmes can be sustainable with the strong will and participation of the local administrative body and community. Hinthada district of Ayeyarwaddy Division is an example. The District Peace and Development Council gave guidelines and assistance for basic literacy movement. Literacy classes were organized and supervised by the Township Committees and also monitored by the district EFA Committee. Continuing programmes will have to be given priority for future development by governments and NGOs, various UN agencies, private sectors and most of the communities. The shift towards a market-oriented economy has directed attention to skills-based NFE as a strategy for meeting Myanmar's changing manpower needs (Tin Nyo, 1999).

Myanmar educationists, in collaboration with experts from UNESCO and financed by UNDP, initiated the Non-formal Primary Education Programme (NFPE) in 1998 to improve access, quality, and equity in education and started in some project areas in 2000-2001. The project has two chief purposes, namely: to produce a literate and numerate population that can deal with problems at home and at work; and to serve as a foundation upon which further education can be built. NFPE's aim is to achieve EFA goals by offering a second chance for education to the younger age group (10-14 years) who missed the opportunity to complete formal primary education. It is a two-year programme, which is flexible, and is equivalent to formal primary education in terms of knowledge and skills. The Myanmar concept of continuing education is adopted as a broad concept of education, which includes all forms of lifelong learning. The starting point of continuing education is the place where formal education ceases to be in a position to provide time for further learning opportunities for citizen in the country. Post Literacy, Income Generation and Quality of Life Improvement Programmes have been carried out in Community Learning Centres (CLC's). Future Oriented Programmes and Equivalency Programmes are under preparation. Continuing education via CLC's includes: mobilizing local resources with "*for them, with them, by them*" concept; ensuring sustainability of programme through strong will and community participation; basing programmes on the realities and needs of the community; and networking between governmental, non-governmental, and international organizations. There are 135 CLCs in the Mandalay Division. Income generation activities entail cash loans through revolving funds and various types of skill-based training. Many families in low socio-economic groups shift to the middle economic group. Future plans include increasing the quantity of CLCs and promoting the quality of activities. The literacy rate is currently 94.69 percent. The factors for success include choosing the right key persons; relevant approaches (sometimes IGP first, literacy second and vice versa); strong partnership between local authorities, central government, NGOs, the private business sector and communities; sufficient financial and technical support and finally encouragement and support of local authorities and leaders, and a strong commitment by NFE personnel. The Century Resource Centre and Resource Centre for Ancient Manuscripts were opened in Yangon and Mandalay in 2000 and 2001 respectively to further promote continuing and further education. They can enable researchers from both Upper and Lower Myanmar to conveniently conduct research. The New Century Resource Centres with e-Education learning centres, e-Education resource centres, computer training centres, language labs and shops that sell computer related books and equipment are providing access to the general public to e-Education giving them the opportunity to attend a broad range of ICT related courses. (Asia-Pacific Cultural Center for UNESCO, 2001).

RELATED STUDIES

Education for All

The Jomtien Document of UNESCO in 1990 and signed by 155 countries around the world launched a worldwide program for Education For All (UP Studies on Functional Education and Literacy, 1996). It is a global movement forming an alliance of countries seeking a consensus on the problems and opportunities in meeting the basic learning needs for all. In the Philippines, through its plan of action for 1990-1999, "Education for all" is a movement and a "new revolution" which seeks to pursue the goals and objectives for basic education which is to meet the basic learning needs or the knowledge, skills, attitudes and values necessary for people to survive, to improve the quality of their lives, and to continue learning. This program, together with the other programs of government and non-government agencies concerned should aim to provide basic education for all Filipinos (Cabag, 1999). The accomplishment of the following objectives will be given priority attention:

1. The institutionalization of early childhood care and development as a basic service for all children in the country.
2. The improvement in the quality and efficiency of primary education.
3. The eradication of illiteracy, and
4. The provision of basic knowledge, skills, and values that allows adults and OSY's to improve the quality of their lives and increase their opportunities to participate in the development process.

The 2008 Functional Literacy, Education, and Mass Media Survey

In 2008, The National Statistics Office, Literacy Coordinating Council and Department of Education conducted the Functional Literacy, Education and Mass Media Survey. In terms of Higher Educational Attainment, the largest proportion of Filipinos aged 6 years and older are elementary graders. According to that study, 25 percent of the estimated 80 million population, 6 years old and over in 2008, or one out of 4 persons in that age group, has attended an elementary school but did not completed the elementary level. Eight percent have no formal education, which is somewhat high despite the Government's commitment to provide basic education to all Filipinos. Those who have graduated from an elementary school but did not proceed to a secondary level comprised 13 percent. Sixteen percent have reach but did not finish high school level while 18 percent have finished high school level. Likewise, 17 percent either have reached but did not complete college level (8.0%) or have actually finished college or any higher level of education (9.2%).

The female population appeared to be more highly educated than the male population. A higher percentage of females (10.6%) than males (7.8%) have completed college or higher level of education. In terms of percentage of population in each region whose highest education attainment is some years in high school or high school graduate, among the regions, Region 1 (39.3%) and the NCR (38.2%) have the highest proportion of the population with this educational attainment. ARMM registered the lowest proportion with 24.7%.

In terms of out-of-school youth, 2008 FLEMMS reveals that are 5.3 million out-of-school youth in the Philippines. For this survey, out-of-school youth includes children aged 6 years old to 14 years old who are not attending school and persons aged 15 years old to 24 years old who are not attending school, have not finished any college course, and are not currently employed. Out-of-school youth comprised 22.5 percent of the population aged 6 to 24 years in ARMM, which is highest among the regions. The percentage of out-of-school youth in four regions, namely, Zamboanga Peninsula, Davao, Central Visayas, and Northern Mindanao, ranges from 14.6 to 16.5 percent as compared to the national figure of 13.7 percent. The percentage of out-of-school youth is lowest in Cordillera Administrative Region (CAR) of about 6.4 percent respectively.

In general, the percentage of persons who are out-of school youth is higher among those aged 15 years old to 24 years old than among those aged 6 years to 14 years old. Except Cordillera Administrative Region, the percentage of out-of-school youth among persons aged 15 years old to 24 years old, ranges from 14.7 percent to 22.8 percent. For persons aged from 6 years old to 14 years old ranges from 3.6 percent to 11.8 percent, excluding ARMM with a high percentage of 24.3 percent. In terms of sex, the proportion of out-of-school youth is higher among females than among males in all regions.

Basic or simple literacy is almost universal in the Philippines. Of the estimated 68 million Filipinos 10 years old and over, around 96% are basically literate. Basic or simple literacy is the ability of a person to read and write with the understanding a simple message in language or dialect. In this survey, basic literacy status of an individual was determined based on the respondents answer to the question "Can you read and write a simple message in any language or dialect?"

The basic literacy in 2008 is slightly higher as compared to the 2003 rate of 93 percent. The basic literacy rate among females is 96.1% as compared to 95.1% among males. Among regions, NCR has the highest basic literacy rate with 99.2 percent. It is followed by Ilocos (Region I), Central Luzon (Region III) and CALABARZON (Region IV-A) with around 98 percent each. ARMM has the lowest rate with eight out of ten persons, 10 years old and over considered as basically literate.

In the 2008 FLEMMS, a self-administered functional literacy questionnaire was accomplished by persons 10 years old to 64 years old in order to determine their literacy status. Literacy is categorized into four levels based on the individual responses in the self-administered questionnaire. Persons who cannot read and write are considered illiterate. Persons who can only read and write are considered basically literate (Level 1). Persons who can read, write and compute (Level 2) and persons who can read, write, compute and comprehend (Level 3) are considered as functionally literate. Hence, a functionally literate person is one who can read, write and compute or one who can read, write, compute and comprehend. Persons who graduated from high school or completed a higher level of education are considered functionally literate.

In 2008, 61 million or 90.9 percent of the Filipinos aged 10 years old to 64 years old can read and write. Those who have a numerical skill, that is, they can read, write and compute comprises 86.4 percent of Filipinos aged 10 years old to 64 years old, which means that 4.5 percent lack numerical skills.

Around 58 million or 86 percent of the estimated 67 million Filipinos 10 years old to 64 years old are functionally literate in the 2008 FLEMMS. In 2003 FLEMMS, functional literacy rate was lower at 84.1 percent. The functional literacy rate among females is higher than among males (88.7% vs. 84.2%). Among the regions, NCR ranks in terms of functional literacy rate (94.0%) followed by CALABARZON (93.5%) and Central Luzon (92.1%). ARMM has the lowest functional literacy rate (71.6%).

As expected, functional literacy rate of the population increases with an increasing level of education. Nine out of ten persons have reached high school level but did not complete it are functionally literate. By comparison, eight out of ten elementary graduates are functionally literate while around seven in ten persons with some elementary education are functionally literate. Only around five percent among those with no formal education are functionally literate. Among those who have the most elementary education, those who are in the age group of 10 years old to 14 years old are more likely to be functionally literate than those in the older age groups.

With respect to age, the persons in the age group 20 years old to 24 years old have the highest functional literacy rate followed by those in the age groups 25 years old to 29 years old and 15 years old to 19 years old. Those in the age group 60 years old to 64 years old have the lowest.

Survey results in 2008, also show that seven out of ten persons aged 10 years old to 64 years old who are poor are functionally literate compared to nine out ten among the non-poor. In the 2008 FLEMMS, ownership of household amenities and conveniences are used as a substitute for income in order to classify the households into either poor or non-poor.

Data on functional literacy among the poor and non-poor populations in each of the regions shows that the functional literacy rate of the poor is lower as compared to the non-poor. For example, in six regions, namely, CAR, MIMAROPA, Eastern Visayas, Zamboanga Peninsula, Davao and SOCCSKSARGEN, functional literacy rates among the poor population are lower by at least 20 percentage points than those among the non-poor.

The 2008 FLEMMS also revealed that functional literacy rate is generally high among persons exposed to different forms of mass media, it ranges from 93.9 percent for those who watched television to 96.3 percent for those who surfed the internet. Functional literacy rates are about the same for females and males who have exposure to a particular form of mass media.

In 2009, Cusay described that Alternative Learning System programs in Cavite were rated great extent in terms of functional literacy with weighted means from 3.51 to 3.70 respectively. This means that out-of school youths who participated in the ALS programs were able to enjoy the programs under the five strands of ALS Program. They able to develop a range of skills and competencies which includes cognitive, effective and behavioral which enables the individual to live and work as human persons, develop their potentials, make critical and informed decisions, function effectively in society within the context of their environment and that of the wider community (local, regional, national and global in order to improve the quality of their life as member of the society. On the other hand, Roque in 2007, also acknowledged that the implementation of the ALS Programs in terms of functional literacy is very much implemented. The learners perceived that their skills in terms of vocational training were also enhanced. They were more inclined in dressmaking, cosmetology and baking. This shows that through this program many individuals were able to use their trained skills in terms of livelihood projects.

Another thing that should also be considered in the effective implementation of the ALS Programs are the involvement of many government institutions and community support. In the study conducted in 2007 by Mataac, he emphasized that DepEd including the extension of services of state colleges and universities, National Manpower Youth Commission (NMYC), Department of Social Welfare and Development (DSWD), Department of Trade and Industry (DTI), Department of Labor and Employment (DOLE), Department of Agrarian Reform (DAR), Department of Agriculture and other non-government organizations (NGO's) should organize ALS activities/courses catering to the various needs and interests of the programme clientele.

Another factor that should be also taken in consideration by the DepEd according to Pinca in 2008, is availability of learning facilities and materials, on-time allocation for the reproduction of the learning materials, allocation of enough budget as well as the reassignment of mobile teachers and ALS coordinators for every projects under the ALS Program. The impact of the ALS programs on the individual and society has yet to be assessed. As no clear measure is being used towards this end, tracer studies should be conducted to see whether ALS programs are effective and useful for their beneficiaries. Similarly, the benefits of functional literacy programs needed to be assessed in terms of benefits for the individual after he/she attains functional literacy. This is necessary in determining the relevance of the program to the learner's lives.

Education for All Global Monitoring Report in 2006

Literacy is the focus and the thematic part of the study. In terms of global patterns of illiteracy, the statistics showed that there are an estimated 771 million illiterate adults globally, or 18% of the world's adult population. Almost all adults who have yet to acquire minimal literacy skills live in developing countries, in particular those in South and West Asia, sub-Saharan Africa and the Arab States, where literacy rates are about 60%. Although the East Asia and Pacific region has the highest literacy rate among developing regions (91%), its large population means it remains home to 17% of the world's illiterate adults. Since 1990, the adult literacy rate has risen from 75% to 82% and the number of illiterates has fallen by 100 million, mainly because of a marked reduction (by 94 million) in China. Declines in the number of illiterates, although of much smaller magnitude, occurred in all regions except sub-Saharan Africa and, to a more limited extent, the Arab States. Despite increases in literacy rates of ten percentage points or more in the latter two regions, their absolute numbers of illiterates continued to rise because of high population growth rates. Similarly, in South and West Asia, where the number of adult illiterates declined slightly (by 0.3%), literacy rates increased by eleven percentage points during the period, though the adult literacy rate (59%) still ranks lowest among the world regions, mainly due to the very low levels of Bangladesh and Pakistan (41% and 49%, respectively). The EFA Global Monitoring Report 2006 interprets and measures progress towards the EFA adult literacy target in the light of its formulation in the Jomtien Framework for Action, i.e. reducing adult illiteracy rates by 50%. While this interpretation underscores the fact that by far the greatest efforts are needed among countries with low literacy levels, it also enables the goal to be applied to all countries individually regardless of their present literacy rate. Adult literacy rates in almost all countries have improved since 1990. In many cases, however, the rate of past progress is insufficient for the EFA literacy target to be reached by 2015. This is particularly so for countries with current literacy levels below 50%. Several countries with literacy rates between 50% and 65% – for example, Algeria, Burundi, the Democratic Republic of the Congo, Nigeria and Oman – have made considerable progress but will still find it difficult, on present trends, to reach the EFA Literacy Goal by 2015.

In terms of adult literacy, for this analysis of prospects, countries with current literacy rates above 97% are considered as close to 'universal literacy' (still speaking in terms of data derived from non-direct, non-test assessment) and therefore are not included in the analysis. Such countries account for less than 30% of those with data available for 2000–2004. Most of them are in Central Asia, Central and Eastern Europe, and Western Europe. By contrast, no country in the Arab States, South and West Asia or sub-Saharan Africa is close to 'universal literacy'. As noted earlier, those are the regions with the lowest average adult literacy rates. As adult literacy rates are increasing everywhere, a distinction is drawn between countries progressing relatively slowly (slow performers) towards high literacy or relatively rapidly (fast performers). Projections could be run for ninety-two countries, including nineteen that have reached literacy rates above 97% (most of them in Europe and Central Asia). While adult literacy rates have improved in all world regions, they remain relatively low (around 60%) in South and West Asia, sub-Saharan Africa and the Arab States. Within these regions there are considerable differences in adult literacy rates. For example, in South and West Asia, rates are especially low in Bangladesh, Nepal and Pakistan, and quite high in the Maldives and Sri Lanka. In sub-Saharan Africa, literacy rates are extremely low in Benin, Burkina Faso, Chad, Mali, Mozambique, the Niger, Senegal and Sierra Leone, and relatively high in the Congo, Equatorial Guinea, Lesotho, Mauritius and Namibia. Literacy skills are very limited in Egypt, Mauritania, Morocco, Sudan and the Yemen, but more widespread in Bahrain, Jordan, Qatar and the Syrian Arab Republic.

The 1999 SEAMEO-INNOTECH Philippine Project Survey

In the Philippines, it shows that ALS Program previously known as the Non-Formal Education Program, shows that the four most common reasons given by learners for dropping out from the formal school system and joining the NFE A&E programme are poverty, family problems, lack of flexibility in the structured system, and too many assignments. The following were the most commonly cited goals of learners for attending the NFE A&E programme: to gain recognition/certificate, to continue education in the formal system, to be able to enter the world of work, and to be able to establish their own business. A number of these learners have in fact set up businesses and are well on their way to building more secure and better lives. Aside from gaining practical knowledge and skills, which many of the learners considered important for their everyday lives (computing and numeracy skills, how to start their own business, how to form a cooperative, and practical tips on health and nutrition), many learners gained self-confidence and a sense of self-worth. Many realized the importance of education and a few were drawn away from previous bad habits like drug addiction when they joined the programme. Even for those who failed to pass the accreditation test, the experience still opened doors of opportunity for many learners, as they feel that they are now more in control of their destinies and their futures. The Philippine Midterm Progress Report on the 2007 Millennium Development Goals, noted that the country is lagging behind its targets of achieving access to primary education. Millions of children remain deprived of educational opportunities, many of them because of poverty. The UNESCO EFA Global Monitoring Report 2009 also reported that children in the poorest 20% of the population receive five years less education than children from the wealthiest families. Poverty compels school children to engage in income generating activities, resulting in frequent non-attendance in school and subsequent dropping out. Official figures put the number of working children between the ages 5-17 at 4 million, with 70% of them from the rural areas (2000-2001 National Survey of Children). Of the 4 million, about 30% are not attending school. The prevalence of malnutrition among children 0-5 years old in 2005 is 25% percent (2008 Draft Common Country Assessment-Philippines). It is sad to note that the malnourished are more prone to repeat grade levels and drop out or achieve less in school. There are also long-standing concerns on the quality of basic education in the Philippines. The World Bank (WB) (2006) reported that the Philippines ranked nearly last in student performance on mathematics and science tests compared to the rest of the East Asia region. Also, more than 90% of elementary graduates failed the High School Readiness Test, which assessed mastery of basic competencies in the elementary curriculum. Tertiary education is generally of low quality, as evidenced by (1) low passing percentage in professional licensure examinations conducted by the Professional Regulation Commission (PRC); (2) incompatibility of graduates' credentials with desired competencies for the workplace or for entrepreneurship, and (3) lack of ability of graduates to be gainfully employed, with only 20 percent of college graduates readily finding employment (Syjuco, 2006).

The Alternative Learning System (ALS) and the Alternative Delivery Mode (ADM) appear to have great potential in complementing the efforts of the formal sector in order to achieve or approximate, at least, universal primary education. BALS implements two flagship programmes, i.e., Basic Literacy Programme (BLP) and Accreditation and Equivalency (A & E) in marginalized communities across the country. These programmes are delivered through the Bureau's cadre of mobile teachers and through a contracting scheme with qualified education service providers. The other programmes/projects of BALS are Informal Education, Community Learning Centers, Indigenous People's Education, Arabic Language and Islamic Values Education (ALIVE), Literacy for Differently-Abled Persons, and Mobile Teacher Programme. In terms of curriculum content, BALS has developed the Core Competencies of Basic Education for the ALS along five learning strands: communication skills, critical thinking and problem solving, sustainable use of resources/ productivity, development of self and a sense of community, and expanding one's world vision. An Indigenous Peoples Core Curriculum has also been developed based on the overall ALS curriculum. ALS learning materials have either been revised or developed. These materials include basic literacy materials; A&E learning modules; informal education materials for children, adolescents, parents, and disadvantaged children; and ALS materials for ALIVE. In terms of delivery mode, multimedia materials including radio and computer-based instructional materials have been produced and are now being utilized. Despite the significant accomplishments of BALS, its budget remains miniscule compared with that of the two other bureaus in charge of formal schooling. In 2007, the percentage share of the BALS budget in the total DepEd budget was only 0.17% (General

Appropriations Act, 2007). At the region/division/district levels, there is no Maintenance, Operations and Other Expenses (MOOE) budget for ALS programmes and services. The Special Education Fund (SEF) of Local Government Units (LGUs) is not available to ALS. Because of funding problems, BALS is hard put in scaling up successful projects, hiring additional mobile teachers, and expanding and refining its two flagship programmes. There is also the need for a mind shift especially among traditional educators who are still biased against learning strategies outside the school system. While flexible entry and re-entry to both formal and ALS systems have been facilitated through comparability, accreditation and certification, some educators still have doubts on competencies acquired outside the school setting. The ALS curriculum needs upgrading particularly in values education and in enhancing the two learning pathways, i.e., further education for those accredited for elementary schooling and who wish to continue secondary education, and the world of work (employability and entrepreneurship) for those who prefer to earn. The curriculum needs further refinement to be outcome-based with the desired knowledge, attitudes and values related to functional literacy, lifelong learning/life skills and social participation. Moreover, improvement in ALS assessment and certification strategy is a priority need. BALS recognizes the necessity to restudy age requirements for those who want to avail of the A&E test which is currently restricted to out-of-school youths and adults aged 15 years and above. The test should be administered more often (online A&E test will make the system available anytime, anywhere) and should be beyond the standard paper-and-pencil test. BALS supports the SEAMEO-INNOTECH recommendation to institutionalize a certification system that recognizes prior learning (RPL) that was developed during the Non-formal Education (NFE) Project. BALS' mobile teachers working in remote villages are less than 1,300 nationwide. They do not even have welfare benefits and are not provided with teaching and transportation allowances. There is a need to strengthen competencies and provide for the career growth of ALS facilitators, instructional managers, assessment experts, and mobile teachers. Efforts are ongoing to include ALS in the curriculum of pre-service teacher education institutions. Another concern is inadequate research, monitoring and evaluation. ALS baseline data will be integrated in the enhanced Basic Education Information System (BEIS). The need to rationalize BALS' mandate and setup has been expressed. Bureau officials recognize that there is an overlapping of roles, functions and responsibilities among government agencies engaged in ALS, resulting in lack of accountability. BALS should be in charge of setting standards, monitoring and facilitating, advocacy and social and resource mobilization, and engage less in delivering frontline services. In the case of Ateneo De Manila University, DepEd and other educational institutions have piloted its use. According to SEAMEO-INNOTECH in 2009, in order to achieve the goal of EFA, the formal school system must be expanded to include an option for children and youth to learn anytime, anywhere and in any way" through ADM. Policy options have also been defined related to the use of ADM to increase participation and retention rates in formal school system (The Philippines-UNESCO Country Programming Development Plans for BALS 2009-2011).

In 2001, the World Bank funded the Philippine Out-of School Children and Development Project Studies. Based on the previous studies conducted, In the Philippines, the trend for the past ten years show that for every 10 pupils who enroll in grade school, only 7 graduate. The same ratio is experienced among the high school students. Main reasons cited for dropping-out are mostly poverty related. While basic education is free, many poor families are unable to finance the ancillary school needs of their children. Deprived of completing high school education, the out-of-school youth are further marginalized from acquiring technical skills. As mandated by the law, technical education in the Philippines is a post secondary course. The continuing inability of many poor young people to complete basic education and/or undertake technical education, consign them to the vicious cycle of poverty. Their lack of education constrains their access to better-paying jobs or ability to succeed in entrepreneurial pursuits, all of which require higher degree of literacy. Workers with solid foundation in technical education, have better chances of landing jobs. Amidst increasing incidence of out of school youth exacerbated by political and economic crises, the project seeks to:

1. Develop and test mechanisms that will enable children in the age group 7 to 14 to be schooled or remain in school; and
2. Pilot the implementation of an employment and entrepreneurship program for youth in the 15 to 24 year age group, integrating technical skills development with life skills development.

Moreover, A total of 566 poor out-of-school children and youth went back to formal primary or secondary school through three (3) sub-projects. They were provided with ancillary school needs such as uniforms, shoes, bags, notebooks and subsidy for school fees, transportation expenses, school projects and field trips. For those who have no access or cannot attend regular classes, alternative learning systems in basic education were provided. The Accreditation and Equivalency (A & E) Program of the Bureau of Non-Formal Education, Department of Education (DepEd), was offered to a total of 753 out-of-school youth who wanted to achieve an equivalency of high school education and another 300 participated in the Angelicum College Home Study Program, a private initiative. A total of 1,290 high school dropouts were enrolled in integrated technical education. All of the technical education courses undertaken by the target beneficiaries are tied up with skills that are in demand by different industries and provide for on-the-job training and employment assistance. Alternative learning system, to resolve deficiencies in basic education and life skills training, to enable the youth to cope with personal and interpersonal conflicts are incorporated in these courses.

A "Skills for Life" Program, specially designed for the Filipino Youth, was developed with assistance from the International Youth Foundation (IYF). Except for one (1), all sub-project proponents sent participants to the teacher's training course conducted in May and November/December 2001 by a consultant of IYF. In cooperation with the DepEd, training for Non-formal Education A & E Program instructional managers was provided to teachers from 11 integrated technical education sub-project proponents. The Youth Labor Demand Study was completed and now serves as reference material for the POSCYD Project Team and is made available to other interested parties. The 16 sub-projects funded were implemented with counterpart resources from government,

business sector and civil society organizations. Concerted resource generation and complementation has, however, not been achieved at the national level and to a limited extent at the local level.

The POSCYD Project has an Oversight Board that provides direction and general policies and does the final review of sub-project proposals for funding through its Executive Committee. There is also a Technical Working Committee that recommends to the Oversight Board general directions to take and sub-project proposals for approval. Together with direct beneficiaries of the TF # 23513, the POSCYD Project exceeded its target of 3,000 by 1,872 for a total of 4, 872. With the average trend of about 15% dropout rate, the resulting net direct beneficiaries is 4,119, exceeding the 3,000 target by about 37%. It must be noted, however, that one integrated technical education proponent, the Laguna State Polytechnic College, a government school (funded under TF #23513), offered the curriculum it developed under its POSCYD Project funded subproject, as a subject to high school graduates taking information/communication technology courses. The said sub-project has total of 553 students who finished or are still undertaking the subject.

Execution experience and Results

The formal start of the Project was delayed by about eight (8) months due to the need to design a working arrangement, as articulated in the memorandum of agreement, acceptable to both the Department of Social Welfare and Development (DSWD) and Children and Youth Foundation of the Philippines (CYFP). Both institutions, DSWD (representing government) and CYFP (representing civil society) were new to the working and funding arrangements that involved financial and technical support from a multilateral organization like World Bank. Furthermore, there were no precedents to use as references.³

Most competency building programs in the country for the out-of-school children and youth are addressed to those in especially difficult circumstances or are of above average intelligence and diligence. Furthermore, technical education is a post secondary course in the Philippines. Except for one, it was the first time for all the sub-project proponents in integrated technical education to accept substantial numbers of high school dropouts as trainees. Given the opportunity, most poor out-of-school children and youth, are interested to undertake basic

and/or technical education. Among those who took advantage of the initiatives of the POSCYD Project, however, many were forced to drop-out again. They are usually the ones who have to help augment family income, regularly perform household chores and/or take care of their younger siblings. Others could simply not afford out-of-pocket expenses such as transportation expenses despite the subsidy that some of the sub-project proponents provided. Among the estimated 15% of the out-of-school children and youth who were assisted to enrol in formal/non-formal basic education and integrated technical education that once more discontinued their studies, poverty is still the most prevalent reason. They are said to come from the poorest of the poor who sometimes go to school without breakfast, would eat candies for lunch and hardly have any transportation money. Money they spend is usually money that is taken away from the daily food needs of their families, thus they opt to work if jobs are available.

Among the out-of-school children and youth who were brought back to formal school for their basic education, the dropout rate is 13%. If compared to the estimated national average dropout rate in school year 1997-98 of 7.42% for grade school and 10.76% in high school, the experience of the POSCYD Project would seem high. It must, however, be noted that the base used in the computation that resulted to 7% national drop-out rate included all students, not just the poor ones. Without the initiative of the POSCYD Project, its total of 870 beneficiaries (TF 23513 & TF 23514) in formal in-school basic education would have remained out-of-school. Home based alternative learning system is an answer to the basic education needs of those not willing or could not go back to formal school for different reasons. About 12% of those who enrolled in the A & E program of Department of Education implemented by a proponent, discontinued their studies. Finishers of this system who pass the Department Education testing can work with the government and/or enroll in specific universities for their college education. Demand for this type of basic education is relatively high in places like Maguindanao and Cotabato City where there is serious peace and order problem and suffering from lack of secondary high schools. The A & E sub-project based in these areas and funded under TF no. 023513, requested to increase their target beneficiaries from 300 to 400. The proponent eventually had a total of 433 A & E enrollees. It is noteworthy to mention that among the 1,156 who finished the A & E Program, 82, pursued higher A & E lessons, 111 attended vocational education, 124 enrolled back in formal school to finish basic education, 38 went on to college and 98 found employment/self-employment. Another alternative learning system in basic education is the Home Study Program of Angelicum College. It follows its regular curricula for elementary and high school, but specially designed for those who could not attend regular classes in a formal school due to poverty, distance from school, need to work or illness. Students study at their own paces and are assisted by any tutor who has had higher education. Some of its clients are young prisoners. Out of the total 300 enrollees from different areas, 19.7% dropped out. Main reasons cited are inability of tutors to reach participants from far-flung areas, transfer of residences and lost of interest. Among the enrollees in integrated technical education, those prone to dropping out again are the ones in especially difficult circumstances and those undertaking courses with more than six (6) month time frames. If the beneficiaries of the Laguna State Polytechnic College (who catered to high school graduates and offered curricula developed as a subject in tertiary education) were to be deducted from the total 4 integrated technical education beneficiaries of the POSCYD Project, the dropout rate would increase from 15% to 17%. This is high compared to the national average, which is said to be below 10%. In spite of the attempt of several sub-project proponents to provide additional subsidy such as transportation money

and meals, dropout rates continue to be high. Since they are considered of age (16 to 24 years old), often, there is pressure from their own selves and/or their parents to earn to help augment family income. Among the poor Filipino families, it is not unusual for the elder children to sacrifice opportunities for higher education to help send their siblings to school or provide for their basic needs.

To minimize a repeat of their dropping out of school or alternative learning systems, sub-project proponents intensified their support services by the providing the beneficiaries with support activities such as tutoring/remedial classes, mentoring, counseling and student and parent participation. The sub-project proponents of the Project are all well experienced in the implementation of basic education and/or technical education programs. Most of them, as mentioned earlier in this studies, had no previous program for the out-of-school youth or high school undergraduates. The sub-project proponents had to beef up and intensify certain support services which they normally do not offer to their target beneficiaries. It was further observed that many of them tend to lack skills in planning, monitoring and evaluation. Thus, they were provided with technical assistance and training in these functions of project management to improve the effectiveness of their education programs. To further improve their effectiveness, selected proponents were provided with training in the implementation of the NFE A & E Program of the DepEd, Skills for Life Program for Filipino Youth and the first phase of Building Local Tri-Sector Partnerships. To maximize the employment of graduates of technical education graduates, priority in the selection of sub-projects, was given to institutions with existing industry tie -ups or are willing to tie -up courses offered with industries. These tie -ups include not only providing opportunities for apprenticeship and employment of graduates, but in the revision of curricula to suit the specific labor needs of the industries that are in demand. The worsening economic situation is negatively affecting these industry tie -ups. Some companies that used to offer allowances to technical education students undergoing apprenticeship can no longer afford to do so. Many of those who considered employment of technical education graduates have served notice that they cannot absorb new workers. An assessment done by an outside agency showed that despite the bad economic situation in the country, the trend in employment/self-employment rate of technical education beneficiaries of the POSCYD Project is 70%, compared to the national average of 44%. In terms of partnerships, sub-project proponents were able to tap resources from more than 200 different institutions that belong to the government, civil society and/or business sector. Among the contributed resources are technical assistance, training, tools/equipment, materials, use of facilities, community participation and to a limited extent, allowances of students. Of the overall estimated value of counterpart resources infused into the POSCYD Project from the three (3) sectors, about 9% each came from government and business sector, 18% from civil society and 27% from the sub-project proponents. About 39% of the resources of the POSCYD Project came from the ASEM Fund financial grant. Based on this experience, it is obvious that there is a greater need to find more strategies on how to tap resources from the government and business sector.

The planned building of local tri-sector partnerships did not materialize as projected. The initial attempt to organize regional consortia was rejected by institutions from the three (3) sectors consulted in the five (5) target regions. They advised that with limited resources, the POSCYD Project must focus on localized tri-sector partnerships. Thus, the Project is now focusing on assisting proponents in the development of local tri-sector partnerships that will revolve around the out-of-school youth and the specific education services offered. Only two (2) of the five (5) planned local tri-sector partnerships were organized. The Philippine Peso steadily devaluated from P38 to P50 per US\$1 resulting to shortfall in the usage of the US\$780,000 ASEM Grant from World Bank. In Philippine Peso term, however, the Project was able to spend more than the original budget with concurrence from World Bank.

Emerging Lessons

The experience in the initial pilot phase of the POSCYD Project points to the following emerging lessons in building the competencies of the out-of-school children and youth:

1. Government, civil society and business organizations come from different cultures, but with patience and openness, these three (3) sectors can closely work together to maximize Project benefits.
2. The ordinary poor out-of-school children and youth who are basic education dropouts is a relatively neglected sub-sector.
3. Poor out-of-school children and youth have special learning needs brought about by their deficient cognitive experiences and lack of psycho-social skills that must be understood by all those who will be involved in their education. In addition to meeting their ancillary education expenses, they need to be provided with support services such as mentoring/tutoring, counselling and life skills training.
4. Youth and parent participation have also been determined as important factors in minimizing discontinuance in the education of former out-of-school children and youth.
5. The drop-out rate becomes even higher for students in especially difficult circumstances such as extreme poverty, victims of abuse and those coming from dysfunctional families. These types of students would need a lot of financial and intensified support services for them to sustain their education.
6. There is a big demand for alternative learning systems in basic education, especially in areas where there is prevalence of abject poverty (slum areas), critical peace and order situation and/or lack of access to elementary and high schools. Government should encourage, cultivate and recognize the private sector's initiative to develop innovative learning systems to meet varying demands of the youth.

7. Direct tie-ups with industries for curriculum development/revision, apprenticeship of students and employment of graduates are important to ensuring high employment rates of beneficiaries.

8. One-on-one partnerships with different organizations from government, civil society and business sector can be successful. However, partnership with government is affected by patronage politics and with business sector, by the economic situation in the country.

9. Building organized local tri-sector partnership can be realized, but difficult to start and even more difficult to maintain. There is a need to identify and work with “champions” from the target sectors and a point person within the organization who can devote time to crucial activities.

10. Institutions providing competency building opportunities to the youth can be good in implementation, but usually need strengthening in terms of project planning, monitoring and evaluation and adaptation of support mechanisms necessary for out-of-school children and youth beneficiaries.

Gaps in the Study

There have been several studies about non-formal education which is known right now as “Alternative Learning System”. Most of the studies conducted in the past are mostly evaluation and implementation of their programs addressed in their own localities (Elegado,1989; Meer, 2003; Mataac, 2007; Roque, 2007; Pinca, 2008; & Cusay, 2009). Furthermore, they are inclined in the promotion of livelihood programs which catered mostly the out-of-school youth and the unemployed. This dissertation study will bridge the gap in terms of evaluating the Alternative Learning System using the new curriculum designed last 2006. It will primarily focuses on the attainment of the objectives of the five strands vis-à-vis the evaluation of the implementation in selected less performing ALS Divisions of City Schools in the National Capital Region. Evaluation is the integral part of the education process. It’s a way of improving the services of delivery of educational programs and the attainment of objectives that was set. In summary, this dissertation study served as a benchmark tool that can be used by the Department of Education in terms of fulfilling their mission and vision to eradicate illiteracy problem in the country.

Hypothesis of the Study

There is no significant difference in the evaluation of the ALS Coordinators, Mobile Teachers, Instructional Managers and Literacy Volunteers as to the degree of the implementation and evaluation of the planning and programming of ALS in the different Division of City Schools in NCR

Theoretical Framework

Anchored on R.W. Tyler’s Seven Steps Evaluation Model Theory (1949; as cited in Ornstein & Hunkins, 1988, p.103) as seen in figure 1. He proposed the following sequential steps in conducting evaluation: 1) Establish broad goals or objectives; 2) classify objectives; 3) define objectives in behavioural terms; 4) find situations in which achievement of objectives can be shown; 5) develop or select measurement techniques; 6) collect student performance data; and 7) compare data with behaviourally stated objectives. Thus, the effectiveness of the approach depends on the establishment, classification and definition of objectives which become the basis of data collection, analysis and evaluation. The model suggests a dynamic, cyclic process where the data and information provide the necessary feedback to the evaluator on the need to refine or reformulate objectives. Modifications and adjustments of the objectives enable the system to function optimally (Bago, 2008).

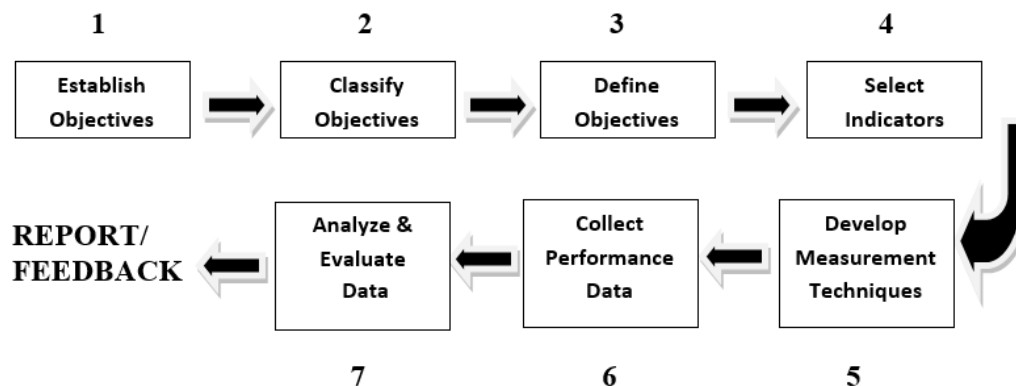


Figure 1. Tyler’s Seven Steps Evaluation Model Theory

Conceptual Framework

The function of the Division of City School Superintendents, School Principals and Alternative Learning System Supervisors, Mobile Teachers and Coordinators are very vital in carrying out effectively the school’s strategies and techniques in

the implementation and evaluation of the Alternative Learning System Programs and Projects. They are the prime movers for the effective implementation of the different ALS programs, as well as the key personnel who can identified the common problems that they encountered in the delivery of ALS programs and projects.

In view of this, the researcher greatly acknowledge and recognize their roles as administrative managers and program implementers in the public school in addressing the illiteracy problem of the country, as well as for the effective delivery of the said programs and projects.

Figure 2 on page 97, shows the research paradigm of the study, following the Dependent-Mediating-Independent Variables Model.

The independent variables that will be identified in this study are the alternative learning system programs and projects, factors affecting the implementation of the ALS programs such as planning and programming, learner's participation, strategies and procedures used, directing and coordinating processes, staffing and organizing procedures, resources and facilities used. This also includes the attainment of objectives for the five strands of the ALS programs and projects.

The Intervening or mediating variables will be demographic profile of the respondents and finally, the dependent variable will be the best solutions that can be offered in terms of the problems identified during the implementation for the ALS Program for its improvement.

Research Paradigm of the Study
INDEPENDENT
VARIABLE

DEPENDENT
VARIABLE

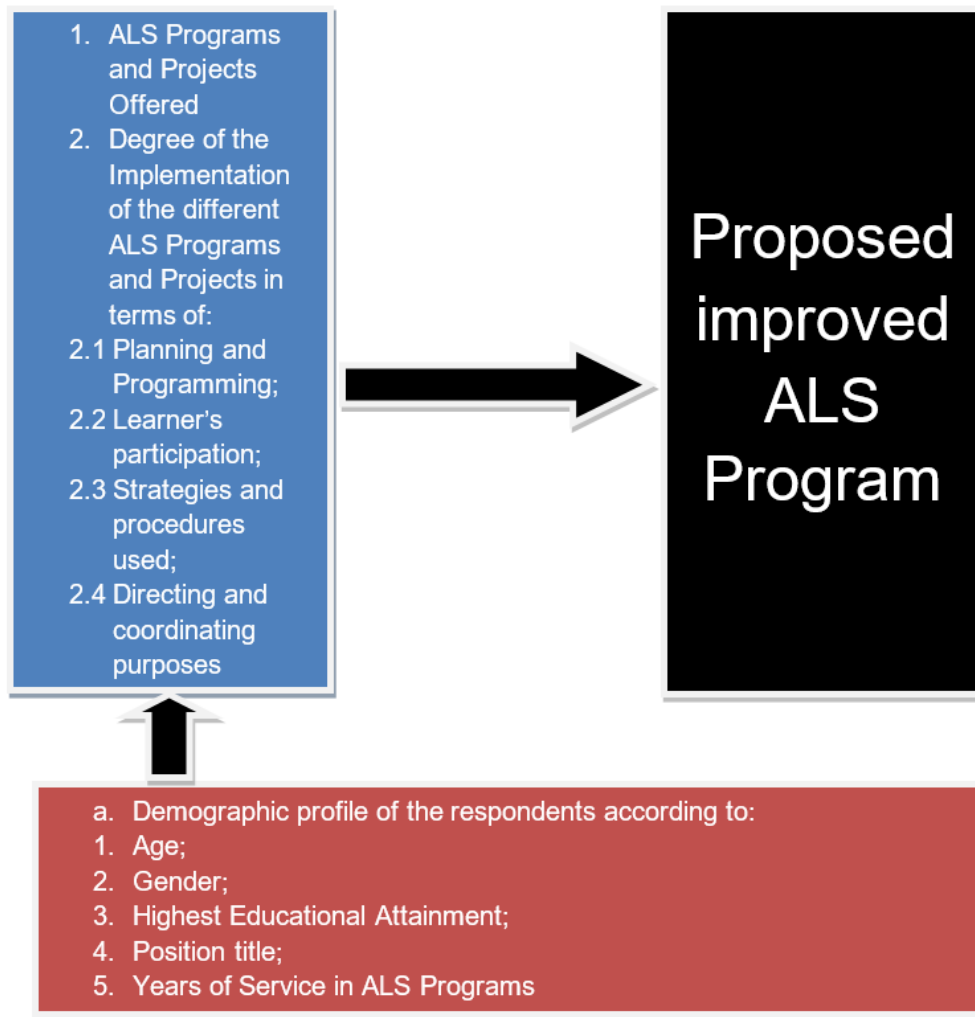


Figure 2. Evaluation of the Alternative Learning System and Its Implementation Towards Program Improvement

Definition of Terms

For better understanding of the research study, the researcher defined the following terms operationally.

Adult Learners. This refers to any resident of the Philippines who are 15 years and above who were not able to attend any formal education in the schools but want to avail of the access to the Alternative Learning System Program of the Department of Education.

Alternative Learning System (ALS). Is a free education program implemented by the Department of Education (DepEd) under the Bureau of Alternative Learning System which benefits those who cannot afford formal schooling and follows whatever is their available schedule. It provides a viable alternative to the existing formal educational instruction, encompassing both the non-formal and informal sources of knowledge and skills.

ALS Coordinators. This refers to the district coordinator responsible for coordinating and participating for the development and in the implementation of ALS Projects.

ALS Instructional Managers/Mobile Teachers/Literacy Volunteers. This refers to the teachers that coordinates with community leaders to identify potential learners and organizes learning groups for the ALS Basic Literacy Program, Accreditation and Equivalency System and other ALS Projects.

ALS Supervisors. This refers to the supervisor or school official in charge of the implementation of the ALSP and responsible for assisting the teachers in the field.

Bureau of Alternative Learning System (BALS). The new name of the Bureau of Non-formal Education of the Department of Education (DepEd) by virtue of Executive Order No. 356, signed last September 13, 2004 by former President Gloria Macapagal-Arroyo.

Efficiency. This refers to the measures which in consideration of the input variables of the resources, costs and time.

Evaluation. This refers to the assessment of the effectiveness, efficiency, and impact of the curriculum in consideration of other mediating variables which may include physical and human resources, schedule, and monitoring strategy, among others.

Functional Literacy. This refers to the ability of a person, to read, write and solve mathematical problems.

Learners. This refers to any individual seeking basic literacy skills and functional life skills support service for the improvement of the quality of his/her life through the Alternative Learning System Program.

Out-of-school youth. This refers to the youth who are not attending formal schooling or doesn't continue to finish his/studies ages 12 years old and above.

Teacher-Community Coordinator. This refers to a teacher assigned to teach the Alternative Learning System Program for adults and senior citizens.

Synthesis of the Study

There is a great need so far for this dissertation study. Evaluation is a way of determining the strengths and weaknesses of the program. It is a quality assurance methodology to determine the effectiveness of the programs to its recipients. This dissertation study helped the implementers in determining the problems that presently affects the delivery and execution of the program and the ways of providing an effective solution to the problems encountered by the implementers and student as well.

There were six dissertation studies that the researcher was able to review that will help in supporting this study. First, Cusay in 2009 found out that an integrated learning program should be proposed for the effective implementation of the Alternative Learning System in the different private schools in Cavite. His dissertation study showed that Alternative Learning System programs and projects are marketable courses for the community as well as abroad. In spite of the DepEd efforts for the excellent service delivery of the ALS programs and projects, Pinca in 2008, revealed that the implementers also encountered problems such as lack of learning facilities and materials, delayed release of yearly allocation for the reproduction of the learning materials and reassignment of mobile teachers in the formal system. The major impact of her dissertation study is the acquisition of knowledge of the students about their environment through basic literacy program. This is also supported by the study of Mataac in 2007. It reveals that students' perception in the implementation of the literacy program was effective. Furthermore, in 2007, Roque also found out that the programs under the ALS was much implemented to the students. They believed that those livelihood projects under this program were beneficial and useful to them. He recommended that sponsoring agencies such as NGO's should allocate more funds to those ALS programs to help those adults and other out-of-school youths to improve their condition and way of living.

Meer in 2003 expressed that the ALS Program provided the students the opportunity to reflect on their lives, their relationship with their families, peers and the neighbourhood and the community's high regard for their learned skills and self-confidence to engage in other job-related activities. Through this ALS programs, Villaluz in 2008, stressed that the participants got good mastery of skills in terms of basic literacy and functional literacy program.

Educational programs and projects developed by our government through the Department of Education are very vital for changing the lives of many Filipinos. Periodic evaluation of its effectiveness is an integral part of the process of service delivery. Therefore, this dissertation study will furthermore enhance and improved the service delivery and to spearhead the basic goal of our government to lessen or eradicate literacy and its mandate for "Education for All".

**CHAPTER III
RESEARCH METHODS**

This chapter presents the methods and procedures that will be used in the study. It describes the research design, respondents, and the data gathering instrument and procedures, and the statistical tools that will be employed in the study.

Research Design

This study evaluated the implementation of the Alternative Learning System (ALS) in selected Division of City Schools in the National Capital Region. The researcher focused on the cities or municipalities with low literacy rate and have low enrolment rate and passers in the Alternative Learning System Program. The study utilized descriptive-evaluative method of research as its quantitative research design. Calmorin & Piedad in 2008, defines descriptive-evaluative as a study that attempts to describe selected meaningful characteristics of a distinctive group. This type of descriptive method assesses cautiously the worthiness of the present study. The purpose may be to compare these traits to other groups, to develop normative information, or simply profile the group for the sake of knowledge. It involves the elements or interpretation of the meaning or significance of what is described. Thus, description is often combined with comparison and contrast involving measurements, classifications, interpretations and evaluation.

Respondents/Subjects of the Study

This study focused on the evaluation of the implementation of the Alternative Learning System in various Division of City Schools in the National Capital Region particularly Caloocan City, Malabon City, Navotas City and Valenzuela City. Based on the data that I have gathered from the Department of Education, there were 17 Division of City Schools in the National Capital Region. The four Division of City Schools which have low literacy rate in the National Capital Region which is indicated in the 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS) were the Divisions of Navotas, Malabon, Caloocan, and Valenzuela which were the locale of the study. The researcher utilized the purposive sampling technique. The population in this study will be ALS Coordinators, Instructional Managers and Mobile Teachers which were determined based on the lists that were given per Division of City Schools. The researcher coordinated and seek approval/endorsement first with the DepEd NCR Regional Director, Chief of ALS Division, Assistant Chief of ALS Division. As per advise of the Department of Education ALS Central Office. They were the primary custodian of monitoring report regarding the status of the implementation of the Alternative Learning System which includes the number of enrolees, drop-outs and passers of the ALS Examination as well as the programs implemented in the National Capital Region. Furthermore, the data that they were given to the researcher is vital in determining which among the Division of City Schools have lesser implementation and passers in the Alternative Learning System Program. Moreover, this research study gave solutions for the effective implementation of the ALS Program in the Selected Division of City Schools in the National Capital Region and ways on how the researcher will improve the implementation of the said program.

Performance Measures

This study focused on the effective implementation of the Alternative Learning System, programs, projects and problems encountered by the ALS Coordinators, Mobile Teachers, Instructional Managers and Literacy Volunteers. The instrument used was a self-made questionnaire which had a reliability result of .947 based on cronbach alpha at 0.05 level of significance. The following were the major variables that were considered in the analysis:

Part 1. Personal Information

Problem No.	Variable Name/Category	How measured	Statistical Treatment
1. Demographic Profile of the Respondents	Age, Gender, Highest Educational Attainment, Position title, Years of Service in ALS	Years by Scale Age Group 20-25 years old 26-30 years old 31-35 years old 36-40 years old 41-45 years old 46-50 years old 51-50 years old 51-55 years old 56-60 years old 61 and above Gender Male, Female	Frequency Percentage

		Highest Educational Attainment	
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Part 1. Personal Information (continuation)

Problem No.	Variable Name/Category	How measured	Statistical Treatment
1. Demographic Profile of the Respondents	Age, Gender, Highest Educational Attainment, Position title, Years of Service in ALS	Bachelor's Degree Master's Units Master's Degree Doctoral Units Doctoral Degree Others Position Title ALS Supervisor DALC Coordinator Mobile Teachers Instructional Managers Others Years of Service In ALS 1-5 years 6-10 years 11-15 years 16-20 years 21-25 years 26 years and above	Frequency Percentage

Part 2. Programs of Alternative System

Problem No.	Variable Name/Category	How measured	Statistical Treatment
2. What were the Alternative Learning System Programs and Projects offered by the Selected Division of City Schools in NCR?	A. Functional Literacy Programs B. Other ALS Programs	5-Always 4-Usually 3-Sometimes 2-Rarely 1-Never	Weighted Mean

Part 3. Extent of the Implementation of ALS Programs

Problem No.	Variable Name/Category	How measured	Statistical Treatment
3. What were the degree of the implementation of the different Alternative Learning System Programs and Projects implemented by the Selected Division of City Schools in NCR?	A. Planning and Programming 1. Strategies and procedures used 2. Directing and coordinating processes 3. Staffing and organizing procedures 4. Resources and Facilities used	5-Very much implemented 4-Much Implemented 3-Moderately Implemented 2-Fairly Implemented 1-Not Implemented 5-Excellent Attained	Weighted Mean

	<p>B. Learner's participation and performance in the following learning strands</p> <ol style="list-style-type: none"> 1. Communication Skills 2. Critical Thinking and Problem Solving 3. Sustainable use of resources/productivity 4. Development of self and a sense of community 5. Expanding one's world vision 	<p>4-Very Satisfactorily Attained 3-Satisfactorily Attained 2-Fairly Attained 1-Poorly Attained</p>	<p>Weighted Mean</p>
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Part 4. Problems Encountered in the Implementation of the Alternative Learning System

Problem No.	Variable Name/Category	How measured	Statistical Treatment
4. What were the problems encountered by the ALS Coordinators, Mobile Teachers and Instructional	<ol style="list-style-type: none"> 1. Planning and Programming 2. Directing and coordinating processes 3. Staffing and organizing 	<p>5-Very serious 4-Serious 3-Slightly serious 2-Not serious 1-No problem</p>	<p>Weighted Mean Ranking</p>

Part 4. Problems Encountered in the Implementation of the Alternative Learning System (continuation)

Problem No.	Variable Name/Category	How measured	Statistical Treatment
Managers in the Implementation of the ALS Programs?	<p>Procedures</p> <ol style="list-style-type: none"> 4. Resources and Facilities Used 	<p>5-Very serious 4-Serious 3-Slightly serious 2-Not serious 1-No problem</p>	<p>Weighted Mean Ranking</p>

Part 5. Significant Difference in the Evaluation of Different ALS Implementers

Problem No.	Variable Name/Category	How measured	Statistical Treatment
5. Is there a significant difference in the evaluation of ALS Coordinators, Mobile Teachers and instructional Managers as to the degree of implementation and evaluation in the Selected Division of City Schools in NCR?	<p>Independent Variable Position Title</p> <p>Dependent Variable A. Planning and Programming</p> <ol style="list-style-type: none"> 1. Strategies and Procedures used 2. Directing and coordinating processes 3. Staffing and organizing procedures 4. Resources and facilities used 	<p>5-Very much implemented 4-Much Implemented 3-Moderately Implemented 2-Fairly Implemented 1-Not Implemented</p>	<p>One-way ANOVA</p>

Part 6. Proposed and suggested learning programs and teaching methodologies for the Enhancement of the Existing Curriculum of the ALS Programs

Problem No.	Variable Name/Category	How measured	Statistical Treatment
6. What were the learning programs and teaching methodologies can be proposed and suggested for the enhancement of the existing curriculum of the ALS Program?	Learning Programs and Teaching Methodologies	Cannot be measured. Based on the individual perception and remarks of the respondents	Not applicable

Research Instruments

The researcher developed a self-made questionnaire as the research instrument of this research study. This was the primary instrument in gathering the data. The questionnaire were divided in to four parts. First part, dealt on personal information and demographic profiles in terms of age, gender, highest educational attainment, position title and years of service in the Alternative Learning System Program. The second part, dealt on the programs of Alternative Learning System, third part dealt on the extent of the implementation of ALS Programs with regards to Planning and Programming of the ALS in terms of strategies and procedures used; directing and coordinating processes; staffing and organizing procedures; resources and facilities used and in terms of the attainment of its objectives, the four learning strands of ALS such as communication skills, critical thinking and problem solving, sustainable use of resources/productivity, development of self and a sense of community and expanding One's World Vision. Last part dealt on the problems encountered and teaching methodologies/programs gathered from the respondents on their suggestions in the improvement of the Alternative Learning System Program.

Data Gathering Procedure

The researcher prepared a self-made questionnaire that evaluated the effectiveness of the Alternative Learning System. Covering the suggested variables asked in the statement of the problem. It will be subjected to the usual validation and reliability testing known as Test-Retest Method using Cronbach alpha to the respondents which will not be included in my study. The researcher sought first the approval of the DepED NCR Regional Director, ALS Chief and Department Head and the Division Superintendents of this Selected Division of City Schools particularly of Caloocan City, Malabon City, Navotas City and Valenzuela City .ALS Coordinators, Mobile Teachers and Instructional Managers answered the questionnaire. The researcher utilized the Cronbach Alpha to determine the internal consistency of the variables presented. The consistent Cronbach Alpha score should be .7 to 1.0.

After the validity and reliability testing of the questionnaire, and getting a consistency score of .947 by cronbach alpha. The researcher also subjected the instrument for content review from an expert in ALS Program from the Department of Education and seek the approval of the Superintendents of the Selected Division of City Schools in which the researcher finally conducted the research study provided that this city or municipality has higher rate of illiteracy problem as well as low enrolment and passing rates in the ALS Program. The sampling technique that the researcher used is purposive and convenience sampling. From seventeen cities and municipalities, the researcher chose the four cities of CAMANAVA area that have high rate of illiteracy, low enrolment in elementary and high schools based on the Functional Literacy and Mass Media Survey last 2008. Upon approval of the Division Superintendent, the researcher personally distributed the questionnaires and conducted one-on-one interview with the ALS Coordinators, Mobile Teachers, Instructional Managers and Literacy Volunteers in the said Divisions. The determination of the number of schools per division was determined based on the lists provided by the different ALS Supervisors in the different selected Division of City Schools (See Appendix D).

All information that were gathered from this research activity were treated with utmost confidentiality and anonymity. The questionnaires were checked for completeness and logical consistency after the retrieval from the respondents. The data were tabulated and processed using the Statistical Package for Social Sciences (SPSS Program Version 17) and finally the data were interpreted for analysis.

Tools for Data Analysis

This study utilized various statistical treatment to provide a reliable and accurate analysis and interpretation of the data that were gathered. The following statistical measures were employed:

1. **Percentage (P)**, was used to present the profile of respondents in terms of age, gender, position title, highest educational attainment and years of service in the Alternative Learning System.

The formula is:

$$\% = \frac{f}{N} \times 100\%$$

Where: % =Percentage
f= Frequency
N= Number of respondents

2. **Weighted Mean (WM)** was used in presenting the respondents' evaluation in terms of the learning strands and four variables presented. It is a measure of central tendency which is sensitive to all values of the entire distribution.

The formula is:

$$WM = \frac{Efx}{Ef} \times 100\%$$

Where:

WM= Weighted Mean

Efx= Sum of all products

Ef= Sum of all the subjects or respondents

3. **Rating Technique** on a five point scale was used to assign a scale value. The equivalent of the weighted mean ratings are given the following interpretation or verbal descriptions:

For the evaluation of the implementation of the Alternative Learning System Programs, this scale was used:

4.21-5.00	-	Very Much Implemented (VMI)
3.41-4.20	-	Much Implemented (MuI)
2.61-3.40	-	Moderately Implemented (MoI)
1.81-2.60	-	Fairly Implemented (FI)
1.00-1.80	-	Not Implemented (NI)

For the evaluation of the learner's participation and performance in terms of the five learning strands, this scale was used:

4.21-5.00	-	Excellent Attained (EA)
3.41-4.20	-	Very Satisfactorily Attained (VSA)
2.61-3.40	-	Satisfactorily Attained (SA)
1.81-2.60	-	Fairly Attained (FA)
1.00-1.80	-	Poorly Attained (PA)

For the assessment of the implementation of the different programs and projects under the ALS, this scale was used:

4.21-5.00	-	Always (A)
3.41-4.20	-	Usually (U)
2.61-3.40	-	Sometimes (S)
1.81-2.60	-	Rarely (R)
1.00-1.80	-	Never (N)

For the evaluation of the problems encountered in the implementation of the different programs under the ALS, this scale was used:

4.21-5.00	-	Very Serious (VS)
3.41-4.20	-	Serious (S)
2.61-3.40	-	Slightly Serious (SS)
1.81-2.60	-	Not Serious (NS)
1.00-1.80	-	No Problem (NP)

4. **One-way Analysis of Variance (ANOVA)**. This was used to determine and compare the responses of two or more respondent groups. In the case of this research study, the researcher compared the responses of the ALS Coordinators, Instructional Managers and Mobile Teachers in elementary and high school departments in selected Division of City Schools in the National Capital Region.

The formula is:

$$F = \frac{MSA}{MSW}$$

Where:

MSA= Mean square among groups

MSW=Mean square within groups

The researcher opted for the 5% level of probability with 95% reliability to determine the degree of the significance of findings. The study's level of significance was set at 0.05 level, one-tailed.

CHAPTER IV
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered through the research instrument used by the researcher. Data were presented in tabular forms and consequently analyzed and interpreted according to the six specific problems that were presented in Chapter 1.

The researcher conducted a survey to evaluate the implementation of the ALS Programs and problems encountered in selected Division of City Schools in the National Capital Region, namely, as follows: Caloocan, Malabon, Navotas and Valenzuela City.

The study have the four groups of respondents. There are composed of ALS Coordinators, Mobile Teachers, Instructional Managers and Literacy Volunteers from various selected Division of City Schools in the National Capital Region. A total of 81 respondents who are the direct implementers of the ALS Program participated in this research study. Findings presented in this chapter were according to the problems presented by the researcher and wanted to be answered in this study.

Problem 1: What is the demographic profile of the respondents according to:

1.1 Age

Table 1.1 Frequency Distribution of Respondents According to Age

Demographic Variable	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	F	%	F	%	F	%	F	%
AGE								
20-25 years	1	9.1	1	4.3	2	7.7	2	9.5
26-30 years	2	18.2	1	4.3	5	19.2	3	14.3
31-35 years	3	27.3	4	17.4	3	11.5	2	9.5
36-40 years	1	9.1	5	21.7	2	7.7	4	19.0
41-45 years	0	0	2	8.7	2	7.7	5	23.8
46-50 years	2	18.2	6	26.1	4	15.4	2	9.5
51-55 years	0	0	3	13.0	4	15.4	3	14.3
56-60 years	2	18.2	1	4.3	3	11.5	0	0
61 years & above	0	0	0	0	1	3.8	0	0
TOTAL	11	100.0	23	100.0	26	100.0	21	100.0
Mean	39.32		42.37		42.27		39.36	
SD	2.03		9.14		10.90		9.61	

Legend: F=Frequency

Table 1 shows the frequency distribution of the respondents in terms of age in the selected Division of City Schools in the National Capital Region. As reflected in the table, majority of the respondents in Caloocan City belongs to 31-35 years of ages which comprises of 3 out of 11 respondents (27.3%), in Malabon City, majority of the respondents belongs to 46-50 years of ages which comprises of 6 out of 23 respondents (26.1%), moreover majority of the respondents in Navotas City belongs to 26-30 years of ages which comprises of 5 out of 26 respondents (19.2%) and lastly, majority of the respondents in Valenzuela City belongs to 41-45 years of ages, which comprises of 5 out of 21 respondents (23.8%) respectively. It can be gleaned from the table that the ALS Implementers in the four Division of City Schools were distributed to the different age group. It is also remarkable that there was only 1 (3.8%) ALS implementer in the Division of Navotas City that belongs to the retireable age group of 61 years old and above. The highest number of respondents in terms of frequency belongs to the Division of Navotas City with 26 respondents as compared to the Division of Caloocan City with only 11 respondents to be the least.

The results revealed that the researcher able to proved that inspite of different number of respondents across the 4 Division of City Schools as viewed from the masterlists given by the ALS Supervisors (see Appendix A), there were many number of respondents that participated in this research study. This implies their eagerness to contribute for providing information and perception regarding the improvement of ALS Programs.

1.2 Gender

Table 1.2 Frequency Distribution of the Respondents According to Gender

Demographic Variable	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	F	%	F	%	F	%	F	%
Gender								
Male	2	18.2	8	34.8	3	11.5	5	23.8
Female	9	81.8	15	65.2	23	88.5	16	76.2
TOTAL	11	100.0	23	100.0	26	100.0	21	100.0

Legend: F=Frequency

Table 1.2 shows the frequency distribution of the respondents in terms of gender in the selected Division of City Schools in the National Capital Region. As reflected in the table, majority of the respondents in the four Division of City Schools were female. The highest number in terms of frequency belongs to the Division of Navotas City with 23 out of 26 respondents (88.5%), followed by the Division of Valenzuela City with 16 out of 21 respondents (76.2%), then by Division of Malabon City with 15 out of 23 respondents (65.2%) and lastly by the Division of Caloocan City with 9 out of 11 respondents (81.8%). It can also be gleaned from the table that the males had the least number of respondents across the four Divisions of City Schools.

The result establishes the fact there were more female ALS implementers as compared to male ALS implementers. Female ALS implementers dominates the teaching staff of the ALS Programs. This maybe due to the fact that female ALS implementers are more patient, very sacrificial and considered this assignment as another source of additional income on top of their regular load in public elementary and high schools as compared to male ALS implementers.

1.3 Highest Educational Attainment

Table 1.3 Frequency Distribution of Respondents According to Highest Educational Attainment

Demographic Variable	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	F	%	F	%	F	%	F	%
HEA								
Bachelor's Degree	6	54.5	7	30.4	8	30.8	14	66.7
Master's Units	3	27.3	15	65.2	17	65.4	6	28.6
Master's Degree	1	9.1	1	4.3	1	3.8	1	4.8
Doctoral Units	1	9.1	0	0	0	0	0	0
Doctoral Degree	0	0	0	0	0	0	0	0
Others	0	0	0	0	0	0	0	0
TOTAL	11	100.0	23	100.0	26	100.0	21	100.0

Legend: F=Frequency

Table 3 shows the frequency distribution of the respondents in terms of highest educational attainment in the selected Division of City Schools in the National Capital Region. As reflected in the table, both ALS Implementers in the Division of Malabon and Navotas City had the highest number of respondents with Master's Units (preferably in MA Education Units). The Division of Malabon City comprised of 15 out of 23 respondents (65.2%) while the Division of Navotas City comprised of 17 out of 26 respondents (65.4%). It can also be gleaned from the table that across the four Divisions of City Schools. All of them had 1 ALS Implementers with master's degree. Furthermore, both Divisions of Caloocan and Valenzuela City had the highest number of respondents with bachelor's degree. The Division of Caloocan City comprised of 6 out of 11 respondents (54.5%) while the Division of Valenzuela City comprised of 14 out of 21 respondents (66.7%). It also remarkable on the table that there is only 1 respondent out of 11 respondents (9.1%) in the Division of Caloocan City that was able to earned doctoral units respectively.

The findings of the study means that in spite of the workload and responsibilities of ALS Implementers, majority of the respondents in the Division of Malabon and Navotas City were eager to enrol in graduate studies to enrich their knowledge, skills and attitudes about the current trends and issues affecting the education sector. Furthermore, the researcher developed an impression that they are continuing their graduate studies in order to be promoted from the ranks and to earn higher compensation as well. On the other hand, the Division of Caloocan and Valenzuela City should encouraged more their respective ALS Implementers to enrol in the graduate studies. This will give them more edge as well as helped them to be more qualified for promotion and salary increase.

1.4 Position Title

Table 1 4 Frequency Distribution of Respondents According to Position Title

Demographic Variable	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	F	%	F	%	F	%	F	%
Position Title								
DALS Coordinator	3	27.3	4	17.4	2	7.7	1	4.8
Mobile Teachers	8	72.7	2	8.7	1	3.8	1	4.8
Instructional Managers	0	0	16	69.6	22	84.6	19	90.5
Others	0	0	1	4.3	1	3.8	0	0
TOTAL	11	100.0	23	100.0	26	100.0	21	100.0

Legend: F=Frequency

Table 1.4 shows the frequency distribution of the respondents in terms of position title in selected Division of City Schools in the National Capital Region. As reflected in the table, majority of the respondents in the three Divisions were mostly Instructional Managers. Particularly in the Division of Valenzuela City which comprised of 19 out of 21 respondents (90.5%), the Division of Navotas City which comprised of 22 out of 26 respondents (84.6%), and Division of Malabon City which comprised of 16 out of 23 respondents (69.6%) respectively.

It can also be gleaned from the table that the Division of Malabon City had the highest numbers of ALS Coordinators, 4 out of 23 respondents (17.4%). Furthermore, it also remarkable that in the Division of Caloocan City, they had the highest number of Mobile Teachers, which comprised of 8 out of 11 respondents (72.7%). The result establishes the fact that in the Division of Malabon City there were four districts, that's why they were 4 ALS Coordinators. With this result, the researcher developed an impression that salary budget is also a concern per Division with regards to the numbers of ALS implementers. The higher the position is, the higher the salary is. The Instructional Managers had the lowest salary in the DepEd regular plantilla. They were directly getting their salary from the national government. In terms of Literacy Volunteers which can be gleaned in the Division of Malabon and Navotas City, they were not directly getting their salary from the national government but instead they got their salary from the budget of every barangay, cities/municipalities. Their salary also depends on the income of the barangay, cities/municipalities. The researcher also believed that the hiring of ALS implementers were based on the number of population, number of out-school-youth as well as the number of illiterate learners in their locality.

1.5 Length of Service in ALS

Table 1.5 Frequency Distribution of Respondents According to Length of Service in the ALS Program

Demographic Variable	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	F	%	F	%	F	%	F	%
Length of Service								
1-5 Years	7	63.6	16	69.6	19	73.1	15	71.4
6-10 Years	1	9.1	2	8.7	3	11.5	4	19.0
11-15 Years	3	27.3	0	0	2	7.7	1	4.8
16-20 Years	0	0	1	4.3	1	3.8	1	4.8
21-25 Years	0	0	2	8.7	0	0	0	0
26 years & above	0	0	2	8.7	1	3.8	0	0
TOTAL	11	100.0	23	100.0	26	100.0	21	100.0
Mean	6.18		8.00		5.94		5.14	
SD	4.62		8.92		11.88		4.05	

Legend: F=Frequency

Table 1.5 shows the frequency distribution of the respondents in terms of the length of service in selected Division of City Schools in the National Capital Region. As reflected in the table, it is consistent that majority of the respondents across the four Divisions of City Schools had the highest number of respondents working for almost 1-5 years. The largest number of respondents belongs to the Division of Navotas City which comprised of 19 out of 26 respondents (73.1%), followed by the Division of Malabon City which comprised of 16 out of 23 respondents (69.6%), then by the Division of Valenzuela City which comprised of 15 out of 21 respondents (71.4%), and lastly by the Division of Caloocan City which comprised of 7 out of 11 respondents (63.6%) respectively.

It is also remarkable in Table 5, that in the Division of Caloocan City, there were 3 (27.3%) ALS implementers working for almost 11-15 years while in the Division of Malabon City and Division of Navotas City there were only 2 (8.7%) and 1 (3.8%) ALS Implementers who were working for the longest possible time in ALS for about 26 years and above.

The result established the fact, that there were more newly hired ALS implementers in the different selected Division of City Schools in NCR. This maybe due to the number of vacant items or plantilla in the Department of Education and numbers of new programs formulated under the ALS. Most of the ALS Implementers hired in the past didn't stay long in their work. This is maybe due to great career opportunities overseas or promotion from the ranks. In summary, there is a great need of personnel that will implement the ALS Programs in the future, given the statistics of high numbers of illiterate people as well as higher number of population per cities and municipalities in the National Capital Region.

Problem No. 2 What were the Alternative Learning System Programs and Projects offered by the Selected Division of City Schools in NCR?

Table 2.1 Functional Literacy Programs of the Alternative Learning System

Programs	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Functional Literacy								
Stage 1-Non Literate Level	2.73	S	3.04	S	2.35	R	2.38	R
Stage 2- Semi-Literate Level	2.82	S	3.22	S	2.65	S	2.52	R
Stage 3- Neo-Literate Level	2.64	S	3.26	S	2.27	R	2.38	R
Lower Elementary Level	3.64	U	3.96	U	2.96	S	2.52	R
Advance Elementary Level	4.55	A	4.04	U	3.38	S	3.81	U
Secondary Level	4.91	A	4.48	A	4.12	U	4.62	A
Others	0	N	1.17	N	1.08	N	1.00	N

Legend: A= Always; U=Usually; S=Sometimes; R=Rarely; N=Never

Table 2.1 shows the different programs of the Alternative Learning System under the Functional Literacy Programs in the different Divisions of City Schools in the National Capital Region. As reflected on the table, in terms of the programs under the basic literacy level, stages 1- Non-literate level, both Divisions of Caloocan City and Malabon City sometimes implemented this program, this can be gleaned from the weighted mean of 2.73 for the Division of Caloocan City and 3.04 for the Division of Malabon City, furthermore as compared to the Division of Navotas City with a mean of 2.35 and the Division of Valenzuela City with a mean of 2.38 respectively, the said program was rarely implemented. In terms of the implementation of stage 2- semi-literate level, the table reveals that it was sometimes implemented in the Division of Caloocan City with a mean of 2.82, Division of Malabon City with a mean of 3.22 and the Division of Navotas City with a mean of 2.65, it was also remarkable that only in Division of Valenzuela City with a mean of 2.52, the said program was rarely implemented.

Furthermore, when regards to stage 3-neo-literate level, the findings suggested that for the Divisions of Caloocan City and Malabon City, they were sometimes implemented. They were able to get a mean of 2.64 and 3.26 respectively. On the other hand, for the Division of Navotas and Valenzuela City, they were rarely implemented, with a mean of 2.27 and 2.38. In addition to this, when regards to lower elementary level, in the Division of Caloocan City and Malabon City it is remarkable that both were usually implemented with mean of 3.64 and 3.96. In contrast, with the Division of Navotas City, with a mean of 2.96 it was sometime implemented while in the Division of Valenzuela City with a mean of 2.52, it was rarely implemented.

In addition to this, when regards to the implementation of the advance elementary level, only the Division of Caloocan City always implemented the said program with a mean of 4.55, the Division of Malabon City and Valenzuela City usually implemented the said program with a mean of 4.04 and 3.38, and the Division of Navotas City wherein it is sometimes implemented with a mean of 3.38.

Furthermore, it was remarkable on table 2.1 on page 131, that there were three divisions where the secondary level program was always implemented, this were the Division of Caloocan City with a mean of 4.91, Division of Malabon City with a mean of 4.48 and the Division of Valenzuela City with a mean of 4.62. Only in the Division of Navotas City, the said program was usually implemented. with a mean of 4.12.

The result established the fact that most of the ALS Implementers doesn't know and implement some of the programs under the functional literacy, particularly the classification of the ALS learners from stages 1 to 3 of the basic literacy level. It is supported by the fact that some of them are new in this field.

In addition to this, ALS implementers should be abreast with the different training programs under the Alternative Learning System. The researcher found out that there were no budget that were allocated in terms of trainings for the ALS implementers particularly from the level of mobile teachers and instructional managers to the literacy volunteers, they were the one shouldering the training fee conducted by the NCR Regional office, except in meritorious cases that they were provided a support fund coming from their Division of City Schools, mayor, vice-mayor or city councillors of the locale where they belong.

2. Other ALS Programs

Table 2.2 Other Programs of the Alternative Learning System

Programs	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Other ALS Programs								
Basic Literacy Program	3.73	U	4.17	U	3.85	U	3.57	U
Accreditation & Equivalency Program	5.00	A	4.61	A	4.88	A	4.62	A
Indigenous People Education	1.27	N	1.70	N	2.08	R	2.33	R
ALIVE in ALS	1.73	N	1.78	N	2.19	R	2.86	S
ALS for Differently-abled Persons	2.00	R	2.13	R	2.12	R	2.71	S
Adolescent Reproductive Health	2.36	R	2.22	R	2.19	R	2.67	S
Parent Education	2.09	R	2.61	S	2.58	R	3.14	S
Family Basic Literacy Program	1.64	N	2.26	R	2.19	R	2.71	S
Informal Education for Disadvantage Children	2.00	R	2.35	R	2.19	R	2.29	R
Mobile Teachers Program	3.00	S	4.13	U	3.42	U	3.10	S
Others	1.00	N	1.09	N	1.04	N	1.19	N

Legend: A= Always; U=Usually; S=Sometimes; R=Rarely; N=Never

Table 2.2 shows the other programs under the Alternative Learning System in the different Divisions of City Schools in the National Capital Region. As reflected on the table, in terms of the other ALS Programs, majority across the four Division of City Schools, Basic Literacy Program and Accreditation and Equivalency Program were the two programs always and usually implemented. It can be gleaned from the table that in terms of the Basic Literacy Program, it was usually implemented in the Division of Caloocan City with a mean of 3.73, Division of Malabon City with a mean of 4.17, Division of Navotas City with a mean of 3.85 and the Division of Valenzuela City with a mean of 3.57. In terms of the Accreditation and Equivalency Program, it was always implemented in the Division of Caloocan City with a mean of 5.00, Division of Malabon City with a mean of 4.61, Division of Navotas City with a mean of 4.88 and the Division of Valenzuela City with a mean of 4.62.

Furthermore, other ALS Programs which were rarely implemented across the three divisions (Caloocan City, Malabon City and Navotas City), were ALS for Differently-abled persons, Adolescent Reproductive Health, Informal Education for Disadvantage Children (this also includes the Division of Valenzuela City). It can also be gleaned from the table that there were two programs in two Divisions (Caloocan City and Malabon City) that never implemented the programs, namely the Indigenous People Education and ALIVE in ALS in addition to this only in the Division of Caloocan City that the Family Basic Literacy Program was never implemented. There were also programs that were specified by the respondents but in terms of their weighted mean, it was never implemented on other Division of City Schools.

It can also be observed that in the Division of Valenzuela City, there were lot of programs that were sometimes implemented namely, ALIVE in ALS, ALS for Differently-Abled Persons, Adolescent Reproductive Health, Parent Education, Family Basic Literacy Program and Mobile Teachers Program.

In summary, across the four Divisions of City Schools, the table reveals that the other ALS Programs were implemented differently. It also established the fact that not all of the ALS Programs were always implemented and it depends on the learning needs and problems of the constituents of the Division of City Schools mentioned. With this result, the researcher developed an impression that period review of the existing programs should always be done, so that allocated budget for this programs can also be allocated to other ALS Programs which needed to be prioritized and implemented for the learning needs of ALS students.

Problem No. 3 What is the degree of implementation of the different Alternative Learning System programs and projects implemented by the selected Division of City Schools in NCR in terms of:

3.1 Planning and Programming

Table 3.1.1 Strategies and Procedures Used in ALS Program

Planning & Programming Strategies & Procedures Used	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Self-Instructional Modules	3.91	MuI	4.35	VMI	4.23	VMI	3.86	MuI
One-on-one Tutorials	3.27	MoI	3.65	MuI	3.81	MuI	3.95	MuI
Group Discussion	4.00	MuI	4.57	VMI	4.27	VMI	4.29	VMI
Audio Based Instruction	1.73	NI	3.00	MoI	3.15	MoI	2.48	FI
Peer Learning	3.28	MoI	4.17	MuI	3.69	MuI	3.81	MuI

Legend: VMI= Very Much Implemented; MuI=Much Implemented; MoI=Moderately Implemented; FI=Fairly Implemented; NI= Not Implemented

Table 3.1.1 shows the strategies and procedures used in the implementation of the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, the very much implemented strategies in the delivery of the ALS Programs was group discussion, it can be observed in the Division of Malabon City (4.57), Division of Navotas City (4.27) and Valenzuela City (4.29), furthermore it was much implemented in the Division of Caloocan City (4.00). Then it was followed by self-instructional modules which were very much implemented in the Division of Malabon City (4.35) and Division of Navotas City (4.23) and much implemented in the Division of Caloocan City (3.91) and Valenzuela City (3.86).

It can also be observed that there were two strategies that were much implemented in three Division of City Schools (Malabon, Navotas and Valenzuela) and moderately implemented in the Division of Caloocan City, namely the peer learning and one-on-one tutorials. It is also remarkable that the strategy of audio-based instruction was least implemented in the four Division of City Schools.

The results established the fact that the ALS Programs were being delivered through the use of modules. The ALS Implementers believed that group discussion was the very much implemented strategy because it can help their ALS Learners to express themselves, as well as it very easy to get their perceptions regarding a subject matter as compared to audio-based instructions which requires communication equipments and gadgets. This will support also the impression of the researcher that allocation of budget in terms of modules and other instructional requirements were also a major concern in the Divisions of City Schools. In summary, whatever strategies and procedures used in the delivery of ALS, one of the important consideration that we need to consider is its effectiveness and capability to change lives and learning needs of the Filipinos.

3.1.2 Directing and coordinating

Table 3.1.2 Directing and Coordinating Processes Used in ALS Program

Planning & Programming	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Directing & Coordinating Processes								
Coordination	4.36	VMI	4.43	VMI	4.15	MuI	3.90	MuI
Funding resources	2.91	MoI	3.57	MuI	3.08	MoI	4.14	MuI
Follow-up and evaluation	3.64	MuI	4.22	VMI	4.23	VMI	4.29	VMI
ALS Progression Scheme	2.82	MoI	4.17	MuI	4.12	MuI	4.19	MuI
Acceptability of ALS in the Community	3.55	MuI	4.39	VMI	4.27	VMI	4.57	VMI

Legend: VMI= Very Much Implemented; MuI=Much Implemented; MoI=Moderately Implemented; FI=Fairly Implemented; NI= Not Implemented

Table 3.1.2 shows the directing and coordinating processes used in the implementation of the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, there were two items that were very much implemented in three Division of City Schools in this area, namely, follow-up and evaluation, which is predominately observed in the Division of Malabon City (4.22), Division of Navotas City (4.23) and Division of Valenzuela City (4.29) wherein it is also much implemented in the Division of Caloocan City (3.64), followed by acceptability of ALS activities in the community also in the Division of Malabon City (4.39), Division of Navotas City (4.27), and the Division of Valenzuela City (4.57), which was also much implemented in the Division of Caloocan City (3.55). Furthermore, in terms of coordination among agencies implementing ALS, it is remarkable from the table that it was very much implemented in the Division of Caloocan City (4.36) and the Division of Malabon City (4.43), while it is also much implemented in the Division of Navotas City (4.15) and the Division of Valenzuela City (3.90).

In addition to this, ALS progression scheme was much implemented in the Division of Malabon City (4.17), Navotas City (4.12) and Valenzuela City (4.19), and was moderately implemented in the Division of Caloocan City (2.82). Overall, it can be observed in the table that the area of directing and coordinating processes is one of the strengths of the ALS implementers. Consequently, most functions of the ALS implementers falls under this category and based on the assumption and impression of the researcher, the ALS Implementers were very eager and motivated to coordinate and evaluate the effectiveness of ALS Programs from the ALS Learners.

3.1.3 Staffing and organizing procedures

Table 3.1.3 Staffing and organizing procedures used in ALS Program

Planning & Programming	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Staffing and organizing								
Professionally trained implementers	4.82	VMI	4.74	VMI	3.77	MuI	4.81	VMI
Task and responsibilities are well-defined	4.34	VMI	4.78	VMI	4.35	VMI	4.71	VMI
There are permanent items for assigned ALS implementers	4.36	VMI	3.83	MuI	3.85	MuI	3.19	MoI
There is provision of promotion and re-ranking	3.91	MuI	3.13	MoI	3.19	MoI	3.38	MuI
There is stable organizational structure	4.18	MuI	4.52	VMI	4.27	VMI	4.05	MuI

Legend: VMI= Very Much Implemented; MuI=Much Implemented; MoI=Moderately Implemented;

FI=Fairly Implemented; NI= Not Implemented

Table 3.1.3 shows the staffing and organizing procedures used in the implementation of the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, majority of the four Divisions in the National Capital Region said that in the area of well-defined task and responsibilities it was very much implemented as seen in the Division of Caloocan City (4.34), Division of Malabon City (4.78), Division of Navotas City (4.35) and the Division of Valenzuela City (4.71). Furthermore, in the area of professionally trained implementers, it was very much implemented in the Division of Caloocan City (4.82), Division of Malabon City (4.74) and the Division of Valenzuela City (4.81) while it was much implemented in the Division of Navotas City (3.77).

In addition to this, in terms of stable organizational structure, it was very much implemented in the Division of Malabon City (4.52) and the Division of Navotas City (4.27) while it was much implemented in the Division of Caloocan City (4.18), and the Division of Valenzuela City (4.05). It was also remarkable in the table, that only in the Division of Caloocan City (4.36), in the area of permanent items assigned to ALS implementers it was very much implemented, as compared to other Division which had varied implementation of the said area, in the Division of Malabon City (3.83) and the Division of Navotas City (3.85) it was much implemented, and in the Division of Valenzuela City (3.19) it was moderately implemented.

Overall, this area is also one of the strengths of the ALS Implementers. Their respective divisions showed how much staffing and organizing procedure were valued. It can be gleaned from the table how the administration of every Division of City Schools value the importance of the ALS Implementers in providing quality education. In return, the areas that were discussed under this item is also a motivating factor for the ALS implementers to hang-on and stay on their respective job assignments.

3.1.4 Resources and facilities used

Table 3.1.4 Resources and facilities used in ALS Program

Planning & Programming	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Resources and Facilities Used								
Adequate provision of funds for ALS	3.55	MuI	3.26	MoI	2.88	MoI	4.29	VMI
Functional and quality equipment used	3.09	MoI	3.35	MoI	2.69	MoI	3.81	MuI
Spacious and well-ventilated rooms	3.00	MoI	3.74	MuI	2.97	MoI	3.33	MoI
Adequate resource materials	3.36	MoI	3.30	MoI	2.81	MoI	3.52	MuI

Legend: VMI= Very Much Implemented; MuI=Much Implemented; MoI=Moderately Implemented; FI=Fairly Implemented; NI= Not Implemented

Table 3.1.4 shows the resources and facilities used in the implementation of the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, it was very remarkable that in terms of adequate provision of funds for the ALS Programs, it was very much implemented in the Division of Valenzuela City (4.29), much implemented in the Division of Caloocan City (3.55), and moderately implemented in the Division of Malabon City (3.26) and the Division of Navotas City (2.88). It can also be gleaned from the table that when regards to functional and quality equipment used and adequate resource materials for the ALS Programs, it was much implemented in the Division of Valenzuela City (3.81), (3.52) and was moderately implemented in the Division of Caloocan City (3.09), (3.36), Division of Malabon City (3.35), (3.30) and the Division of Navotas City (2.69), (2.81). Furthermore, when regards to spacious and well-ventilated rooms, it was remarkable that only in the Division of Malabon City (3.74), it was much implemented, and in contrast moderately implemented in the Division of Caloocan City (3.00), Division of Navotas City (2.97) and the Division of Valenzuela City (3.33). Overall, in terms of the four areas enumerated above it is foreseen that only in the Division of Navotas City (2.88), (2.69), (2.97), (2.81) it was all moderately implemented.

In summary, when the researcher compared all of the four major areas, resources and facilities used for ALS is one of the major weakness of the four Divisions mentioned, except for the Division of Valenzuela City wherein in the area of provision of funds it was very much implemented. The result establishes the fact and based on the interviews conducted by the research, he found out that they have scarcity in terms of the resource materials and the provision of their well-ventilated and own classrooms. Most of the ALS implementers conducted their classes on Saturdays, and they only done it on classrooms being provided temporarily by elementary and high school principals. They have no permanent classrooms for conducting their ALS classes. In terms of resource materials, the researcher was foretold that they have only given one set of resource materials which were being used by all ALS

implementers. Because of this, sometimes resource materials were lost when they provided it to the ALS Learners. They automatically pay for it and sometimes they photocopied it at their own expense. This findings suggested that on this area, the DepEd particularly the ALS Division, should provide immediate solutions on these problems so that the delivery of alternative learning mode will not be hampered or affected. This may also a contributing factor which may demotivate the ALS Implementers to teach and the ALS Learners to learn.

Problem No. 3.2 Learners participation and performance in the five learning strands

Table 3.2. Learner's Participation and Performance in the Attainment of Five Learning Strands of ALS Program

Learner's Participation & Performance	Division of Caloocan		Division of Malabon		Division of Navotas		Division of Valenzuela	
	WM	VI	WM	VI	WM	VI	WM	VI
Five Learning Strands	3.18	SA	3.52	VSA	3.37	SA	3.45	VSA
Communication Skills	3.13	SA	3.45	VSA	3.32	SA	3.12	SA
Critical Thinking & Problem Solving	3.08	SA	3.64	VSA	3.53	VSA	3.22	SA
Sustainable Use of Resources/Productivity	3.16	SA	3.89	VSA	3.64	VSA	3.55	VSA
Development of Self and a Sense of Community	3.09	SA	3.57	VSA	3.51	VSA	3.53	VSA
Expanding One's World Vision								

Legend: WM= Weighted Mean; VI=Verbal Interpretation; EA= Excellently Attained; VSA= Very Satisfactorily Attained; SA=Satisfactorily Attained; FA=Fairly Attained; PA= Poorly Attained

Table 3.2 shows the learner's participation and performance in the attainment of five learning strands of the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, it is observed that in the learning strands of development of self and a sense of community and expanding one's world vision, there were three Divisions that very satisfactorily attained their objectives, namely the Division of Malabon City (3.89),(3.57), Division of Navotas City, (3.64),(3.51), and the Division of Valenzuela City, (3.55),(3.53). In contrast, only in the Division of Caloocan City, (3.16), (3.09), both in the two areas mentioned, the objectives were satisfactorily attained. In terms of sustainable use of resources/productivity and communication skills, the objectives were very satisfactorily attained in the Division of Malabon City (3.64),(3.52), and the Division of Navotas City, (3.53), (3.37), as compared to the Division of Caloocan City (3.08), (3.18), and the Division of Valenzuela City (3.22), (3.45), were the objectives were satisfactorily attained. It was also remarkable that in terms of critical thinking and problem solving, the objectives were very satisfactorily attained in the Division of Malabon City (3.45), as compared to the Division of Caloocan City (3.13), Division of Navotas City (3.32) and the Division of Valenzuela City (3.12).

It can also be gleaned from the table, it is very remarkable that in the five areas of learning strands, the objectives were satisfactorily and very satisfactorily attained in the Division of Caloocan City and Malabon City, as compared to different attainments reached in the Division of Navotas City and Valenzuela City.

Overall, in the four Divisions of City Schools, the ALS Implementers satisfactorily attained the objectives set by the five learning strands of the ALS Program. The results established the fact of the effectiveness of the ALS Implementers in the delivery of teaching methodologies to their ALS Learners. The dedication, passion and service of the ALS Implementers were unparalleled, reaching out the out-of-school youth as well as those people who needs to be educated to make changes on their lives. The ALS Learner's strength in attaining their goals in developing themselves and their sense of community as well as expansion of their one's world vision are the two strong points of the ALS Program that will help them to develop their sense of service to humanity and love of country.

Problem No. 4 What were the problems encountered by the ALS Coordinators, Mobile Teachers and Instructional Managers in the implementation of ALS Program?

Table 4.1 Problems Encountered in Planning and Programming by the ALS Implementers in the Implementation of ALS Program

Planning and Programming Problems Encountered	Division of Caloocan			Division of Malabon			Division of Navotas			Division of Valenzuela		
	WM	VI	Rank	WM	VI	Rank	WM	VI	Rank	WM	VI	Rank
Lack of planning skills	2.27	NS	3	1.91	NS	5	2.35	NS	3.5	1.71	NP	2
ALS Programs are not given adequate budget	3.00	SS	1	2.78	SS	1	3.38	SS	1	1.71	NP	2
Activities conducted for the learner	2.36	NS	2	2.17	NS	2	2.35	NS	3.5	1.67	NP	4
Implementers have lukewarm attitude	1.91	NS	5	1.96	NS	4	2.27	NS	5	1.62	NP	5
Implementers are not involved	2.18	NS	4	2.04	NS	3	2.46	NS	2	1.71	NP	2

Legend: WM= Weighted Mean; VI= Verbal Interpretation; VS=Very Serious; S=Serious; SS=Slightly Serious; NS=Not Serious; NP=No Problem

Table 4.1 shows the problems encountered by the ALS Implementers in terms of Planning and Programming of the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, there was slightly serious problem in terms of allocation of budget for ALS Programs in the Division of Caloocan City (3.00), Division of Malabon City (2.78) and the Division of Navotas City(3.38), wherein there is no problem encountered in the Division of Valenzuela City (1.71). It is also the most problem (rank 1) encountered among the three divisions mentioned. They had various ranking levels when regards to the other problems encountered mentioned. There were no serious problem In terms of lack of planning skills, doesn't meet the actual objectives of learners' learning and training needs, ALS implementers have lukewarm attitude and non-involvement of the ALS implementers in the planning process in the Division of Caloocan City, Division of Malabon City and the Division of Navotas City. It is very remarkable in the table that when regards to all of the five areas of problems encountered in terms of planning and programming of ALS, the Division of Valenzuela City have no problems encountered.

With this result, the researcher developed an impression that provision of budget is a common problem in the implementation of the ALS Program. The fact was showed by the respondents to the researcher during his actual visit to their respective locales. It is imperative that the educational administrators should give emphasis and allocation of the budget of the ALS programs that needs to be prioritized. It is a common problem of a department in a government. Even the big allocation of national budget is given to the educational sector, this remains a big problem of the government officials. Education officials should also realized that budget is a necessity in the effective implementation of the ALS Program. An ALS Implementer cannot do his/her task without the resources and budget needed that should be given to them in the effective implementation of the ALS Program.

4.2 Directing and coordinating processes

Table 4.2 Problems Encountered in Directing and Coordinating Processes by the ALS Implementers in the Implementation of ALS Program

Directing and Coordinating Problems Encountered	Division of Caloocan			Division of Malabon			Division of Navotas			Division of Valenzuela		
	WM	VI	Rank	WM	VI	Rank	WM	VI	Rank	WM	VI	Rank
No close linkage and coordination among GO's and NGO's	1.52	NP	3	2.39	NS	1	2.31	NS	2	1.52	NP	3
ALS Activities were only organized subject to availability of funds	1.67	NP	1	2.26	NS	2	2.35	NS	1	1.67	NP	1
ALS Activities were confusing to the learners	1.57	NP	2	1.87	NS	4	1.92	NS	4	1.57	NP	2
There was no close follow-up and evaluation	1.38	NP	5	1.96	NS	3	1.85	NS	5	1.38	NP	5
There is absence of career progression scheme	1.48	NP	4	1.83	NS	5	2.15	NS	3	1.48	NP	4

Legend: WM= Weighted Mean; VI= Verbal Interpretation; VS=Very Serious; S=Serious; SS=Slightly Serious; NS=Not Serious; NP=No Problem

Table 4.2 shows the problems encountered by the ALS Implementers in terms of Directing and Coordinating Processes of the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, in terms of this area, the ALS Programs are only organized subject to the availability of funds and ranked 1 among the three divisions, and was considered as the most common problem encountered by the ALS Implementers. It was considered to be a not serious problem in the Division of Malabon City (2.26) and Division of Navotas City (2.35). It is very remarkable that when it comes to the five areas of this section, there were no problems encountered for both Division of Caloocan City and Division of Valenzuela City, as compared to the Division of Malabon City and Division of Navotas City which have no serious problems encountered in the five areas of this section.

Over-all, consistently lacking of funds is considered a big problem in the execution of direction and coordination of the ALS Programs. Delivery of ALS Programs are very important to meet its objectives and slightly help in the eradication of illiteracy problems in the country. ALS Implementers had given a task to coordinate the programs from regional to the barangay units of cities and municipalities. School administrators should spearhead in looking for other options to solve the problems with close coordination with the ALS implementers.

4.3 Staffing and organizing procedures

Table 4.3 Problems Encountered in Staffing and Organizing Procedures by the ALS Implementers in the Implementation of ALS Program

Staffing and Organizing Procedures	Division of Caloocan			Division of Malabon			Division of Navotas			Division of Valenzuela		
	WM	VI	Rank	WM	VI	Rank	WM	VI	Rank	WM	VI	Rank
Inadequacy of profession-ally trained implementers	2.00	NS	3	1.91	NS	3	2.15	NS	4	1.33	NP	4
There was overlapping functions and responsibilities of ALS Implementers	2.45	NS	1	1.78	NP	4	2.31	NS	3	1.43	NP	3
There was no permanent items for designated and assigned ALS Implementers	2.00	NS	3	1.96	NS	2	3.00	SS	1	1.86	NS	1.5
There was no provision of promotion and ranking scheme	2.00	NS	3	2.22	NS	1	2.58	NS	2	1.86	NS	1.5

Legend: WM= Weighted Mean; VI= Verbal Interpretation; VS=Very Serious; S=Serious; SS=Slightly Serious; NS=Not Serious; NP=No Problem

Table 4.3 shows the problems encountered by the ALS Implementers in terms of Staffing and Organizing Procedures Used in the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, the overlapping functions and responsibilities of ALS implementers. In contrast with the Division of Malabon City, they have no problem in terms of overlapping functions and responsibilities but they considered the three other items of this section as not a serious problem, furthermore in the Division of Navotas City, it is remarkable that they considered the permanency of their ALS Implementors, as a slightly serious problem as compared to other three items as not serious problems. On the other hand, when it comes to the Division of Valenzuela City, they have no problems encountered in inadequacy of professionally trained staff and personnel and their overlapping functions and responsibilities. They considered permanency and provision of ranking and promotion as a non-serious problem in their division.

Over-all, permanency and promotion schemes were considered mostly as a not serious problem, but an existing problem that needs to be addressed and resolved. The results establishes the fact that most of the ALS Implementers were working for temporary basis only but they considered promotion and ranking schemes as a motivating and inspiring factor for them work and love their calling and passion.

4.4 Resources and facilities used

Table 4.4 Problems Encountered in Terms of the Resources and Facilities Used by the ALS Implementers in the Implementation of ALS Program

Resources and Facilities Used	Division of Caloocan			Division of Malabon			Division of Navotas			Division of Valenzuela		
	WM	V I	R a n k	WM	VI	R a n k	WM	VI	Ra n k	WM	V I	R a n k
Inadequate provision of funds for ALS	2.91	S S	1.5	2.35	N S	3	3.35	S S	3	1.47	NP	4
Inadequate and non-functional equipments	2.64	S S	3	2.74	S S	2	3.54	S	1	1.76	NP	3
Unspacious and not well-ventilated rooms or place	2.91	S S	1.5	1.91	N S	4	3.08	S S	4	2.10	NS	1
Inadequate resource materials for ALS	2.34	N S	4	3.00	S S	1	3.42	S	2	1.81	NS	2

Legend: WM= Weighted Mean; VI= Verbal Interpretation; VS=Very Serious; S=Serious; SS=Slightly Serious; NS=Not Serious; NP=No Problem

Table 4.4 shows the problems encountered by the ALS Implementers in terms of Resources and Facilities Used in the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, in the Division of Navotas City, they considered inadequate resource materials and equipments used in ALS as serious problems encountered in their Division, it ranks 1 and 2 respectively. On the other hand, in the Division of Caloocan City, three items were considered as slight serious problems, this were the inadequate provision of funds, inadequate and non functional equipments and unspacious and not well-ventilated rooms for the ALS Programs. In the Division of Valenzuela City, they have no problems encountered in terms of inadequate provision of funds and inadequate and not functional equipments. Furthermore, they have no serious problems in terms of unspacious and not-well ventilated rooms and inadequate resource materials. Finally, in the Division of Malabon City, they have slightly serious problems with regards to inadequate and not functional equipments and inadequate resource materials for ALS.

In summary, resources and facilities use, are very important factors in the effective implementation and service delivery of ALS Programs. If there is no adequate budget, no well-ventilated rooms, non-functional equipments and inadequate resource materials, the ALS Implementers will not able to deliver the programs of the Alternative Learning System. Effective teaching methodologies requires a conducive environment for the teaching and learning process.

Problem no. 5. Is there a significant difference in the evaluation of the ALS Coordinators, Mobile Teachers, Instructional managers and Literacy Volunteers as to the degree of the implementation and evaluation of the planning and programming of ALS in the different Division of City Schools in NCR?

5.1 Strategies and procedures used

Table 5.1 One-Way Analysis of Variance Between ALS Implementers And Strategies and Procedures Used

STRATEGIES AND PROCEDURES USED	DIVISION OF CALOOCAN			DIVISION OF MALABON			DIVISION OF NAVOTAS			DIVISION OF VALENZUELA		
	CRITICAL VALUE of F= 5.12 DFb= 1 Dfw= 9 @5% Level of Significance			CRITICAL VALUE of F= 2.93 DFb= 4 Dfw= 18 @5% Level of Significance			CRITICAL VALUE of F= 3.05 DFb= 3 Dfw=22 @5% Level of Significance			CRITICAL VALUE of F= 3.55 DFb= 2 Dfw= 18 @5% Level of Significance		
	COMPUTED F	DECISION	VERBAL INTERPRETATION	COMPUTED F	DECISION	VERBAL INTERPRETATION	COMPUTED F	DECISION	VERBAL INTERPRETATION	COMPUTED F	DECISION	VERBAL INTERPRETATION
Self-instructional modules	3.68	Accepted Ho=	Not Significant	1.97	Accepted Ho=	Not Significant	2.27	Accepted Ho=	Not Significant	.839	Accepted Ho=	Not Significant
One-on-one tutorials	3.11	Accepted Ho=	Not Significant	.318	Accepted Ho=	Not Significant	.421	Accepted Ho=	Not Significant	.588	Accepted Ho=	Not Significant
Group Discussion	0.00	Accepted Ho=	Not Significant	1.22	Accepted Ho=	Not Significant	.209	Accepted Ho=	Not Significant	.396	Accepted Ho=	Not Significant
Audio-Based Instruction	1.04	Accepted Ho=	Not Significant	1.87	Accepted Ho=	Not Significant	.695	Accepted Ho=	Not Significant	.960	Accepted Ho=	Not Significant
Peer Learning	.20	Accepted Ho=	Not Significant	.632	Accepted Ho=	Not Significant	.822	Accepted Ho=	Not Significant	.042	Accepted Ho=	Not Significant

Table 5.1 shows the one-way analysis of variance among ALS Implementers and strategies and procedures used in the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, in all of the areas of this section, the computed value is less than the critical value of f, which means that null hypothesis is accepted, therefore there is no significant difference in the evaluation among ALS Coordinators, Mobile Teachers, Instructional Managers and Literacy Volunteers among the four Division of Caloocan City, Malabon City, Navotas City and Valenzuela City.

The ALS Implementers have the same perceptions and response in terms of the their strategies and procedures used in the implementation of ALS Programs.

5.2 Directing and coordinating processes

Table 5.2 One-Way Analysis of Variance Between ALS Implementers and Directing and Coordinating Processes Used

DIRECTING AND COORDINATING PROCESSES	DIVISION OF CALOOCAN CRITICAL VALUE of F= 5.12 DFb= 1 Dfw= 9 @5% Level of Significance			DIVISION OF MALABON CRITICAL VALUE of F= 2.93 DFb= 4 Dfw= 18 @5% Level of Significance			DIVISION OF NAVOTAS CRITICAL VALUE of F= 3.05 DFb= 3 Dfw=22 @5% Level of Significance			DIVISION OF VALENZUELA CRITICAL VALUE of F= 3.55 DFb= 2 Dfw= 18 @5% Level of Significance		
	COMPUTED F	DECISION	VERBAL INTERPRETATION	COMPUTED F	DECISION	VERBAL INTERPRETATION	COMPUTED F	DECISION	VERBAL INTERPRETATION	COMPUTED F	DECISION	VERBAL INTERPRETATION
Coordination among agencies	.818	Ho= Accepted	Not Significant	.972	Ho= Accepted	Not Significant	.413	Ho= Accepted	Not Significant	.008	Ho= Accepted	Not Significant
Funding resources	3.26	Ho= Accepted	Not Significant	.990	Ho= Accepted	Not Significant	.875	Ho= Accepted	Not Significant	.015	Ho= Accepted	Not Significant
Follow-up and evaluation	4.83	Ho= Accepted	Not Significant	.350	Ho= Accepted	Not Significant	.392	Ho= Accepted	Not Significant	.134	Ho= Accepted	Not Significant
ALS Progression Scheme	3.62	Ho= Accepted	Not Significant	.358	Ho= Accepted	Not Significant	.387	Ho= Accepted	Not Significant	.511	Ho= Accepted	Not Significant
Acceptability of ALS Activities	2.27	Ho= Accepted	Not Significant	6.55	Ho= Rejected	Significant	.836	Ho= Accepted	Not Significant	.694	Ho= Accepted	Not Significant

Table 5.2 shows the one-way analysis of variance among ALS Implementers and directing and coordinating processes used in the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, in all of the areas of this section, the computed value is less than the critical value of f, which means that null hypothesis is accepted and the alternative hypothesis is rejected, therefore there is no significant difference in the evaluation among ALS Coordinators, Mobile Teachers and Instructional Managers among the four Division of Caloocan City, Malabon City, Navotas City and Valenzuela City. It is very remarkable in the table of the Division of Malabon City, in terms in the area of acceptability of ALS

Activities in the community, wherein the computed F value of 6.15 is greater than the critical F value of 2.93 at 0.5 level of significance. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, therefore it is significant, which means that the ALS Coordinators, Mobile Teachers and Instructional Managers in the Division of Malabon City have difference in terms of evaluating the acceptance of ALS activities in the community. ALS Implementers in this area, should spearhead measures and campaign different ALS Programs, so that it will be embraced and accepted by all levels of society focusing on out-of-school and illiterate youth and adults.

Overall, the researcher established the fact that the ALS Implementers have the same perceptions and response in terms of their directing and coordinating processes used in the implementation of ALS Programs.

5.3 Staffing and organizing procedures

Table 5.3 One-Way Analysis of Variance Between ALS Implementers and Staffing and Organizing Procedures

STAFFING AND ORGANIZING PROCEDURES	DIVISION OF CALOOCAN			DIVISION OF MALABON			DIVISION OF NAVOTAS			DIVISION OF VALENZUELA			
	CRITICAL VALUE of F= 5.12	CRITICAL VALUE of F= 2.93	CRITICAL VALUE of F= 3.05	CRITICAL VALUE of F= 3.55	COMPUTED F	DECISION	VERBAL INTERPRETATION	COMPUTED F	DECISION	VERBAL INTERPRETATION	COMPUTED F	DECISION	VERBAL INTERPRETATION
	DFb= 1 Dfw= 9	DFb= 4 Dfw= 18	DFb= 3 Dfw=22	DFb= 2 Dfw= 18									
	@5% Level of Significance One-tailed	@5% Level of Significance One-tailed	@5% Level of Significance One-tailed	@5% Level of Significance One-tailed									
Profession-ally trained implementers	.818	.180	.860	.140	Accepted	Not Significant	Not Significant	Accepted	Not Significant	Not Significant	Accepted	Not Significant	Not Significant
Task and responsibilities are well-defined	3.08	.128	.504	.396	Accepted	Not Significant	Not Significant	Accepted	Not Significant	Not Significant	Accepted	Not Significant	Not Significant
There are permanent items	2.19	2.82	.717	1.63	Accepted	Not Significant	Not Significant	Accepted	Not Significant	Not Significant	Accepted	Not Significant	Not Significant
Provision of promotion and re-ranking	.028	.689	.198	1.06	Accepted	Not Significant	Not Significant	Accepted	Not Significant	Not Significant	Accepted	Not Significant	Not Significant
Stable organizational structure	5.10	.679	.384	.268	Accepted	Not Significant	Not Significant	Accepted	Not Significant	Not Significant	Accepted	Not Significant	Not Significant

Table 5.3 shows the one-way analysis of variance among ALS Implementers and staffing and organizing procedures used in the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, in all of the areas of this section, the computed value is less than the critical value of f, which means that null hypothesis is accepted and the alternative hypothesis is rejected, therefore there is no significant difference in the evaluation among ALS Coordinators, Mobile Teachers and Instructional Managers among the four Division of Caloocan City, Malabon City, Navotas City and Valenzuela City.

In summary, ALS implementers in all four Divisions had the same perception in terms of evaluation of staffing and organizing procedures in the implementation of ALS Programs in their localities, which means that they are all aware and oriented about the policies and systems which regards to this area.

5.4 Resources and facilities used

Table 5.4 One-Way Analysis of Variance Between ALS Implementers and Resources and Facilities Used

RESOURCES AND FACILITIES USED	DIVISION OF CALOOCAN			DIVISION OF MALABON			DIVISION OF NAVOTAS			DIVISION OF VALENZUELA						
	CRITICAL VALUE of F= 5.12	CRITICAL VALUE of F= 2.93	CRITICAL VALUE of F= 3.05	CRITICAL VALUE of F= 3.55	COMPUTED F	DECISION	VERBAL INTERPRETATION	COMPUTED F	DECISION	VERBAL INTERPRETATION	COMPUTED F	DECISION	VERBAL INTERPRETATION			
	DFb= 1 Dfw= 9	DFb= 4 Dfw= 18	DFb= 3 Dfw=22	DFb= 2 Dfw= 18												
	@5% Level of Significance One-tailed	@5% Level of Significance One-tailed	@5% Level of Significance One-tailed	@5% Level of Significance One-tailed												
Provision of funds for ALS is inadequate	.082	Accepted	Ho= Significant	Not Significant	2.89	Accepted	Ho= Significant	Not Significant	.384	Accepted	Ho= Significant	Not Significant	1.62	Accepted	Ho= Significant	Not Significant
Not Functional and inadequate equipment used	.045	Accepted	Ho= Significant	Not Significant	4.81	Rejected	Ho= Significant	Significant	.346	Accepted	Ho= Significant	Not Significant	1.42	Accepted	Ho= Significant	Not Significant
Unspacious and not well-ventilated rooms	.000	Accepted	Ho= Significant	Not Significant	1.97	Accepted	Ho= Significant	Not Significant	1.00	Accepted	Ho= Significant	Not Significant	.078	Accepted	Ho= Significant	Not Significant
Inadequate resource materials for ALS	.553	Accepted	Ho= Significant	Not Significant	4.50	Rejected	Ho= Significant	Significant	.785	Accepted	Ho= Significant	Not Significant	1.77	Accepted	Ho= Significant	Not Significant

Table 5.4 shows the one-way analysis of variance among ALS Implementers and resources and facilities used in the Alternative Learning System in the different Division of City Schools in the National Capital Region. As reflected on the table, in the Division of Caloocan City, Navotas City and Valenzuela City, the computed value is less than the critical value of *f*, which means that null hypothesis is accepted and the alternative hypothesis is rejected, there is no significant difference in the evaluation of ALS Coordinators, Mobile Teachers, Instructional Managers and Literacy Volunteers in terms of resources and facilities used. In contrast, in the Division of Malabon City, when regards to inadequate and not functional equipment used and resource materials, the ALS Implementers have significant difference in terms of their evaluation. This means that they have different perceptions and concerns regarding this matter. The computed *F* value is greater than the critical *F* value, therefore the null hypothesis is rejected and the alternative hypothesis is accepted at 5% level of significance.

In summary, the researcher consistently observed that resource materials and equipments were considered concerns of the ALS Implementers. The DepEd officials should do their part in continuous periodic evaluation of their resource materials as well at the availability of it and equipment used in the delivery of ALS Programs to the ALS Learners.

Problem no.6. What learning programs and teaching methodologies can be proposed and suggested for the enhancement of the existing curriculum of the ALS Program?

The ALS Implementers among the Division of City Schools proposed and suggested the following learning programs and teaching methodologies in their localities. Through this research study, they fervently hope that the education officials should do their part and improve the existing execution of the ALS Programs to the ALS Learners.

Table 6. Suggested and Proposed Learning Programs and Teaching Methodologies of ALS Implementers Per Division

DIVISION OF CALOOCAN	DIVISION OF MALABON	DIVISION OF NAVOTAS	DIVISION OF VALENZUELA
1. Additional trained livelihood implementers and adequate resource materials. 2. Sports activities for the learners wherein they are interested. 3. Replication of e-Eskwela project in Community Learning Centers 4. Support from the school administrators in terms of mobile teacher-school based program. 5. More computers to be installed.	1. The education administrators should provide us our own ALS Learning Centers. 2. Provide seminars for ALS Implementers. 3. Spearhead the use of multi-media approach in every learning centers. 4. Provide flyers for the ALS Programs. 5. Short courses such as cosmetology, baking and basic electronics should be incorporated in the ALS curriculum.	1. Adopt the Enhancement Reading Assistance Program. 2. The ALS Implementers should be provided with Computer-Aided Instructional materials to lessen their preparations and reproduction of hard copies of modules. 3. A room or place for ALS Program and adequate budget and teaching materials/modules.	1. Coordination of parents and the ALS Division in pushing their children/students to continue and finish their ALS Program. 2. One-on-one tutorials with ALS students. 3. Coordination with the barangay officials and community leaders for the improvement of the ALS Program. 4. There should be a permanent classroom for the ALS Program.

Table 6. Suggested and Proposed Learning Programs and Teaching Methodologies of ALS Implementers Per Division (continuation)

DIVISION OF CALOOCAN	DIVISION OF MALABON	DIVISION OF NAVOTAS	DIVISION OF VALENZUELA
<p>6. Internet connections should be provided to enhanced e-learning.</p>	<p>6. Additional incentives whether it is monetary or in the form of award or recognition should be given to ALS Implementers to motivate them. 7. Encourage learners to do more research work regarding their lessons. 8. Availability and accessibility of all ALS Learners to the computer and e-learning program offered. 9. Engage the ALS Learners in community projects, service and development.</p>	<p>4. Adapt a modified ALS Class. 5. Implementation of ALS Student Tracking System. 6. More support from LGU's. 7. Provide the ALS Implementers a complete set of modules. 8. Implementation of the ALS Bridge Program for those who already passed the A & E Test. 9. More funds to be allocated for the ALS Programs. 10. Appropriate teaching guide to be used in teaching. 11. Translate the existing module to Filipino language. 12. Exposed ALS Learners to E-Learning Program.</p>	<p>5. The ALS Program must be paralleled to the challenges imposed by the K+12 program of the government. 6. Conduct more seminars to enhance the knowledge of ALS Implementers.</p>

CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSIONS

This section presents the summary of the findings and conclusions arrived at by the researcher based on the problems presented in Chapter 1. The study attempted to evaluate the Alternative Learning System and its implementation towards program improvement.

Summary of Findings

1. Demographic Profile of Respondents according to:

1.1 Age

In the Division of Caloocan City, the average weighted mean was 39.32 with standard deviation of 2.03, in the Division of Malabon City, the average weighted mean was 42.37 with standard deviation of 9.14, in the Division of Navotas City the average weighted mean was 42.27 with a standard deviation of 10.90, while in the Division of Valenzuela City, the average weighted mean was 39.36 with a standard deviation of 9.61.

1.2 Gender

In terms of the gender of the respondents, a total of 18 males and 63 females participated in this research study.

1.3 Highest Educational Attainment

In terms of the highest educational attainment of the respondents, a total of 35 respondents have Bachelor's Degree, 41 respondents have earned Master's Units, 4 respondents have Master's Degree and 1 respondent had earned doctoral units and no respondent had earned a doctoral degree.

1.4 Position title

In terms of the position title of the respondents, a total of 10 respondents were ALS Coordinators, 12 respondents were Mobile Teachers, 57 respondents were Instructional Managers and 2 respondents were Literacy Volunteers.

1.5 Length of Service

In terms of the length of service of the respondents, in the Division of Caloocan City, the average weighted mean was 6.18 years with standard deviation of 4.62, in the Division of Malabon City, the average weighted mean was 8 years with a standard deviation of 8.92, in the Division of Navotas City, the average weighted mean was 5.94 years with a standard deviation of 11.88 and finally in the Division of Valenzuela City, the average weighted mean is 5.14 years with a standard deviation of 4.05.

2. Programs of the Alternative Learning System

2.1 Functional Literacy Programs

Secondary Level under FLP were always implemented in the Divisions of Caloocan City, Malabon City and Valenzuela City while Advance Elementary Level was usually implemented in the Division of Malabon City and Valenzuela City. In terms of classifying the ALS Learners in this program, it was sometimes and rarely implemented in the four Divisions of City Schools.

2.2 Other ALS Programs

In terms of the other ALS Programs, Basic Literacy Program and Accreditation and Equivalency Program were always and usually implemented in the four Division of City Schools out of the 11 other ALS Programs mentioned. The other 9 programs were usually, rarely and sometimes implemented in the four Division of City Schools.

3. Degree of implementation

3.1 Planning and Programming

3.1.1 Strategies and procedures used

Group Discussion was the very much implemented strategies and procedures used in the delivery of ALS Programs to the four Division of City Schools and the Audio-based instruction was fairly implemented. Group Discussion encourages the ALS Learners to express themselves and their opinions regarding the topic or subject.

3.1.2 Directing and coordinating processes

Follow-up and evaluation of the ALS Programs and Acceptability of the ALS in the community were very much implemented and much implemented in the four Division of City Schools while funding resources were moderately implemented.

3.1.3 Staffing and organizing procedures

Professionally trained implementers and well-defined responsibilities were very much implemented under this area while promotion and re-ranking of ALS Implementers were moderately implemented.

3.1.4 Resources and Facilities Used

Adequate resource materials and provision of funds were moderately implemented in the three Division of City Schools but remarkably very much implemented in the Division of Valenzuela City.

3.2 Learner's participation and performance in five learning strands

Development of self and a sense of community, communication skills and expanding one's world vision were the three learning strands wherein the ALS Implementers perceived that they were able to attained very satisfactorily in their objectives, while they satisfactorily attained their objectives in the area of critical thinking and problem solving in the four Division of City Schools.

4. Problems encountered in the implementation of ALS Programs

4.1 Planning and Programming

There was slightly serious problem that the respondents perceived in the area of allocation of budget and they considered their lukewarm attitude as not a serious problem in the four Division of City Schools.

4.2 Directing and coordinating processes

The respondents considered the ALS Activities and Projects were only organized in terms of the availability of funds as a not serious problem in the Division of Malabon and Navotas City, but it ranked first in the areas of concern in this section. This means that budget allocation was still a problem again in this area. On the other hand, in terms of the five mentioned areas of this sections, there were no problems encountered in the Division of Caloocan City and Valenzuela City.

4.3 Staffing and organizing procedures

The respondents considered that non-provision of permanent items/positions among them as not a serious problem but ranked one among the areas of this section in the four Division of City Schools, while inadequate professional trained staff and personnel ranked the least.

4.4 Resources and Facilities Used

The respondents considered inadequate resource materials as slightly serious problem and ranked first while unspacious and not-well ventilated rooms to be the least among the four Division of City Schools.

5. Significant Difference in the Evaluation of the ALS Implementers as to the degree and extent of the implementation of the ALS Programs.

In the section of strategies and procedures, there were no significant difference in the evaluation of the ALS Implementers, in the section of directing and coordinating processes there were no significant difference in the evaluation of ALS Implementers except in the Division of Malabon City wherein there is a significant difference in terms of the ALS Implementers' evaluation of the acceptability of ALS Activities in the community. Furthermore, in terms of staffing and organizing procedures there were no significant difference in terms of evaluation in this area, then in the area of resources and facilities, there were no significant difference in the evaluation of the ALS Implementers in the Division of Caloocan City, Malabon City and Valenzuela City. It is only very remarkable that in the Division of Navotas City, there were significant difference in the area of non-functional equipments and inadequate resource materials for ALS Programs and Projects.

6. The following were the most common suggested learning programs and teaching methodologies of the ALS Implementers:

- a. More allocation of budget for ALS Programs and Projects
- b. There should be a permanent classrooms for ALS Learners
- c. More allocation of ALS resource materials
- d. Incorporation of E-Learning Program and more allocation of computers for the service delivery of this program.
- e. Bridging program and equivalency of the ALS Program to the K+12 Program of DepEd

Conclusions

1. Demographic Profile of Respondents according to:

1.1 Age

Overall, in terms of age, majority of the respondents (14) belongs to the 46-50 years of age with an average weighted mean of 40.83 years and standard deviation of 7.92. Most of the ALS Implementers are particularly in the Middle Adulthood Stage and already been in the field of education for many years.

1.2 Gender

Majority of the respondents were female. This result establishes the fact that the educational system in the Philippines were dominated and led by the female teachers. Regardless of whatever education program we have, we can observe that most of the teaching personnel were female. This is maybe due to the fact, that female teachers have more patience, flexible and happy for whatever blessings and teaching assignments that they have.

1.3 Highest Educational Attainment

Majority of the respondents belongs to those who have earned Master's units particularly in Education. The ALS Implementers have doing their best to study and enrol in the graduate school to enhance their competencies in teaching, be abreast with the latest trends and issues in education as well as to have better opportunities in the future by means of promotion and salary increase.

1.4 Position title

Majority of the respondents were Instructional Managers, they have the direct contact with the ALS Implementers, They assist in the development, monitoring, and revision of the learner's individual learning agreement and learning portfolio. They were also the one that facilitates and conducts learning group sessions. As compared to a Literacy Volunteer, an Instructional Manager is under the organizational structure of DepEd while the Literacy Volunteers are part-timers and under the supervision of Barangay Officials. In summary, the Instructional Managers have the most number because they are the one that saturates potential ALS Learners in a barangay, city and municipality. On top of that, it is considered as a first- entry level in the plantilla of ALS Division.

1.5 Length of Service

Majority of the respondents had rendered a general weighted average of 6.32 across the 4 Division of City Schools with a standard deviation of 7.37. This establishes the fact that that there were many newly hired ALS implementers. Given the number of out-of-school youth right now in the Philippines as indicated in the 2008 Functional Literacy, Education and Mass Media Survey, the Philippines had a huge number of illiterates and out-of-school youth. Therefore, the rate of the illiterate people should be commensurate to the number of new hired ALS Implementers in order to achieve the ALS objectives of lessening or eradicating the illiteracy problems in our country.

2. Programs of the Alternative Learning System

2.1 Functional Literacy Programs

There were only 2 programs that were commonly implemented under the Functional Literacy Program, this were the Advance Elementary Level and Secondary Level. The other programs was not familiar with the ALS Implementers and sometimes and rarely implemented in their Division of City Schools.

2.2 Other ALS Programs

ALS Implementers were not aware of the other programs under ALS. They were only focus on the 2 ALS Programs (BLP, A & EP) which were always implemented. Indigenous People Education and ALIVE in ALS were the two programs that were rarely and never implemented in the four Division of City Schools mentioned.

3. Degree of implementation

3.1 Planning and Programming

3.1.1 Strategies and procedures used

Group Discussion was the very much implemented strategies and procedures used in the delivery of ALS Program and audio-based instruction was the least. Since budget allocation is a problem in three Division of City Schools, it established the fact that audio-based instruction was the least due to lack of paraphernalias and gadgets needed for the said teaching methodology.

3.1.2 Directing and coordinating processes

. Overall, budget allocation is still a problem under this area. ALS Implementers were eager to do their tasks but one concern that may demotivate them is budget allocation. Furthermore, the ALS Implementers in the four Division of City Schools were very excellent in making a follow-up to their ALS Learners as well as, it is well accepted in the community because of close coordination with barangay officials.

3.1.3 Staffing and organizing procedures

In conclusion, regardless of professional training and well-defined task and responsibilities, the ALS Implementers were still aiming for promotion and re-ranking but in reality it was moderately implemented. The researcher had the impression that promotion and re-ranking will have an equivalent salary increase which may also affect the budget allocation of the ALS Division.

3.1.4 Resources and facilities used

Overall, there was a problem in the allocation of funds and resource materials. But this can be resolve with the fund support and motivation of the local government units. The City Government Official should do their part in closely coordinating and collaborating with ALS Implementers for the effective implementation of the ALS Programs.

3.2 Learner's participation and performance in five learning strands

The ALS Learners were prepared to develop themselves in terms of their communication skills, nationalistic and community involvement. They were also prepared to appreciate cultural diversity and their importance as member of the society. In contrast, it is a reality right now that one of the weaknesses of the children today is their competency in terms of critical thinking and problem solving. In spite of the efforts of the ALS Implementers to enhanced their skills and competency in this area, the ALS Learners had still problem with this. It is perceived by the researcher that focus and drills are the two important factors that needs to be incorporated to the ALS Learners during their classroom discussion in order to enhance their skills in the area of critical thinking and problem solving.

4. Problems encountered in the implementation of ALS Programs

4.1 Planning and Programming

The problem regarding budget allocation is consistently shown in this research study. Therefore, it should be taken seriously and be given priority by the ALS Division Head because it will entirely affect the operations of the ALS Programs.

4.2 Directing and coordinating processes

. Fund allocation is still a major concern and factor for the effective implementation of the ALS Activities and Projects as well as for effective directing and coordinating processes.

4.3 Staffing and organizing procedures

Most of the ALS Implementers were part-timers and they are still striving for permanency in their ALS stint. On the part of the administrators, it will pose a problem in terms of budget allocation because permanency means additional manpower and operational cost.

4.4 Resources and Facilities Used

Since allocation of budget is a slightly serious problem in other areas of this section, it has a domino effect in terms of allocation of resources and facilities used. It is an important consideration that the administrative officials should be addressed and resolve immediately because it may affect the teaching needs of the ALS Implementers and the learning needs of the ALS Learners.

5. Significant Difference in the Evaluation of the ALS Implementers as to the degree and extent of the implementation of the ALS Programs.

Mostly there were no significant difference in the evaluation of the ALS Coordinators, Mobile Teachers, Instructional Managers and Literacy Volunteers in the three Division of City Schools except in the Division of Malabon City, in terms of acceptability of ALS activities in the community, not functional and inadequate equipment used and inadequate resource materials. This means that all ALS Implementers were consistent in their evaluation of the implementation of the ALS Programs.

6. The following were the most common suggested learning programs and teaching methodologies of the ALS Implementers:

E-learning program was the most common suggested learning program by the ALS Implementers. This can only push through if there is sufficient allocation of funds and computers to enhance the technical skills and competitiveness of the ALS Learners.

CHAPTER VI IMPLICATIONS

The findings of the study should be taken into consideration and seriously accounted for by the stakeholders and educational administrators of the ALS Division. The ALS Program is one of the great programs being implemented by the Department of Education in their continuous pursuit for quality education, illiteracy eradication and reaching out the out-of school youth and adults.

As revealed in the findings of the study, the researcher seriously accounted for the following problems:

- a. Inadequate allocation of budget for ALS Programs and Projects. This problem had a domino effect in the areas of motivation of the ALS Implementers, areas of learning of ALS Learners and conducive learning environment for both parties. This may affect the service delivery of ALS Programs and Projects.
- b. Rarely and never implemented ALS Programs. There were lots of programs implemented for the ALS by the DepEd Central Office but not known by the ALS Implementers. This may result for the confusion of the execution of ALS Programs and Projects by the ALS Implementers, as well as meeting the learning needs of the ALS Learners.
- c. Non-permanency of ALS Implementers. Most of the manpower requirements for the ALS Program was for part-time basis only. Since the ALS Implementers were working part-time only, there is a possibility that ALS Implementers may not fully implement and be focus in all of the ALS Programs and Projects.
- d. Inadequate resource materials in the form of modules. This problem should be addressed immediately because it may affect the learning needs of the ALS Learners. The researcher found out that there is a limited number of modules given to the ALS Implementers per Division. Sometimes, the ALS Implementers are the one reproducing the modules at their own expense. Eventhough, they are excited to teach their students, it posed a major problem during class discussion. Since the ratio of the students is higher than the number of modules, it may affect the schedules of the implementation of the lessons of the ALS implementers.
- e. The ALS Implementers perceived that they only satisfactorily attained their objectives in enhancing the critical thinking and problem solving skills of the ALS Learners. This means that they not properly enhanced the skills of the ALS Learners in this area. This will result for not passing in the Accreditation and Equivalency test given to all ALS Learners.

Implications to MCU:

1. In the future, if the Alternative Learning System will be extended to private elementary and high school institutions, this study will be of great help in determining the weak points in terms of the implementation of the program. The school administrators will be aware of the common problems affecting the ALS Program.
2. ALS Program will be of great help to MCU in terms of reaching out-of-school youth and adult learners who wish to push thru their studies. This can be an integral part of the University Integrated Community Extension Programs and Services.

CHAPTER VII RECOMMENDATIONS

From the foregoing findings and conclusions of the study, the researcher wishes to present the following recommendations and proposed improvement of ALS programs:

1. The ALS Division should encourage more newly graduates of BSEducation to be part of the ALS System. This will give a fresh start of a more dynamic and young ALS Implementers to be part of the organization.
2. The ALS Division should hire more male teachers so that there will be an equal distribution of teachers in the ALS Community Learning Centers.
3. The ALS Supervisors and Division Superintendents should encourage their ALS Implementers to enrol in the Graduate School and earned Master or Doctoral Degrees for professional development, promotion and salary increase.
4. The ALS Supervisors and Division Superintendents should hire more ALS Coordinator given the number of districts per Division of City Schools. There should be close supervision of the said City Schools but should be based on the educational qualifications and professional competence.
5. The ALS Supervisors and Division Superintendents should provide incentive schemes, awards and recognitions to ALS Implementers so that they will stay long in their respective jobs.
6. ALS Division should have a periodic evaluation of all of the programs that they implemented. Prioritize the programs that is really needed by the ALS Learners in their localities.
7. Innovative teaching methodologies should be incorporated more in the existing ALS Curriculum
8. There should be more allocation and equal distribution of budget to the different programs of Alternative Learning System. Budget is very important in the delivery of services of the ALS Implementers, as well as for its effective implementation.
9. The ALS Division should create regular hiring of staff in their division, so that there will be less attrition and resignations of ALS Implementers. The researcher developed an impression that security of tenure is very important to the ALS Implementers. This will ensure them of benefits and perks given to a regular government employee.
10. Training programs and seminars regarding programs offered by the ALS Division should be provided. This will help the ALS Implementers to be abreast with the current trends and issues affecting the ALS Program Implementation. The researcher suggest that this should be free and at the expense budget of the Division of City Schools.
11. ALS Division should provide a regular classroom for ALS Learners. Some of the ALS Implementers were frustrated on this area, because they are only occupying a temporary classroom for their ALS Learners.
12. ALS Division should provide conducive classrooms to the ALS Implementers and ALS Learners for an effective teaching-learning process.
13. More resource materials in the forms of modules should be given per Division of City Schools. This will enhanced the competency and learning capability of the ALS Learners. The ALS Division should account the ratio of the ALS Learners and Implementers per Division of City Schools.
14. Rewards and recognition program to motivate the ALS implementers for their service delivery for the effective implementation of the ALS Projects and Programs.
15. Promotion and ranking scheme should be revisited. This should be based on their qualifications and competencies. This is also a motivating factor for the ALS Implementers to be enthusiastic and be encouraged to teach their ALS Learners.
16. Standard salary increases, insurance benefits and transportation allowance should be given to all ALS Implementers. There are different salary schemes that were given per Division of City Schools which result to demotivation of the ALS Implementers for the effective service delivery of the program. This will also lessen their comparison of salaries per Division of City Schools. Their exposure to the community will also pose a big threat in their health and personal security and safety.
17. Allocation of more computers and incorporate e-learning programs in the classroom. This will enhanced the technical competency and competitiveness of ALS graduates.
18. Incorporation of traditional (lecture, group discussion, one-on-one instruction) and non-traditional teaching methodologies (gaming, simulation, computer-assisted instruction, demonstration and return demonstration and e-learning) in the ALS Programs with conducive classrooms for learning. This will lessen the boredom of the ALS Implementers as well as the ALS Learners during classroom activities.

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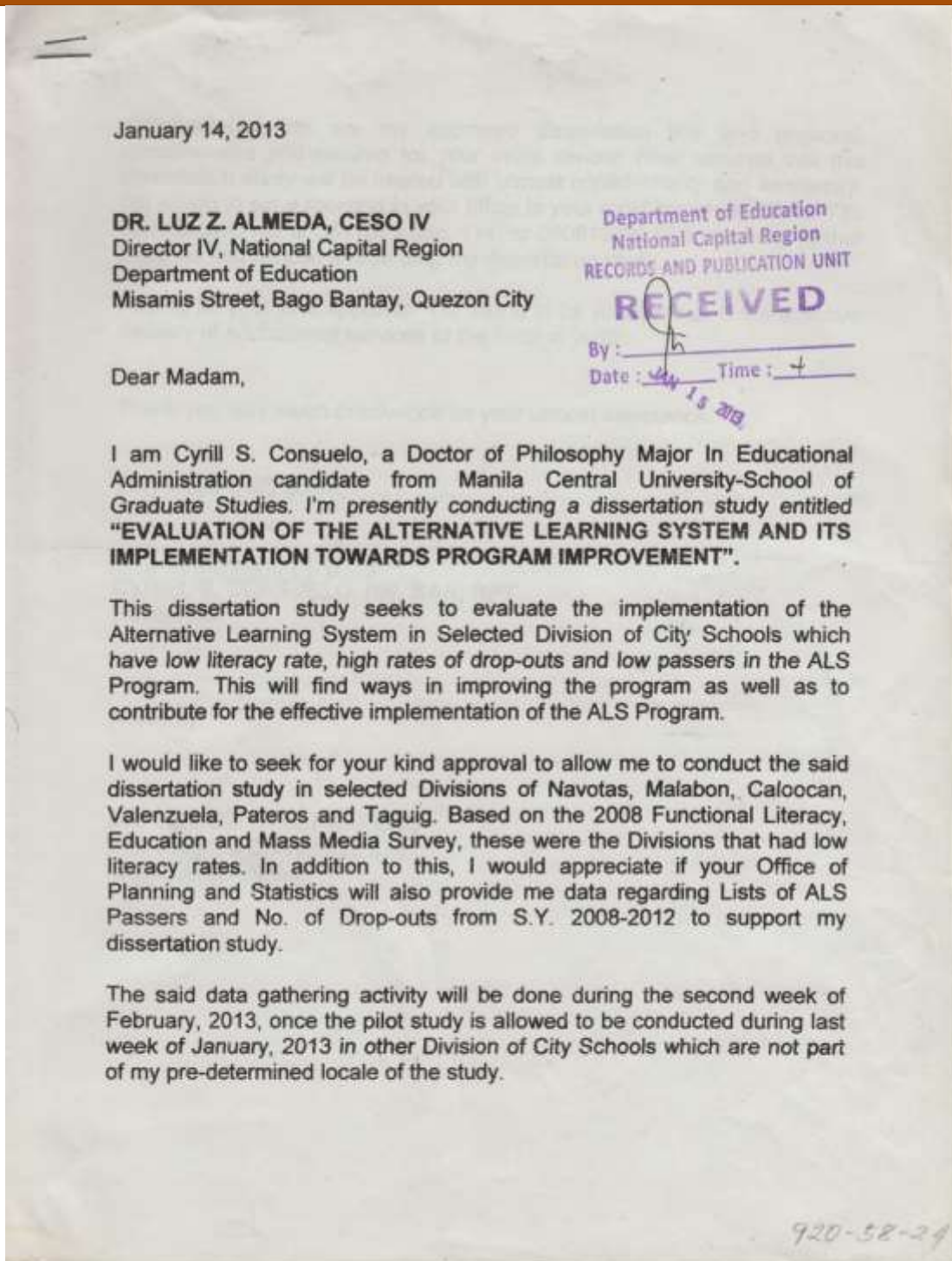
APPENDIX A

SAMPLE QUESTIONNAIRE

APPENDIX B

**LETTER OF PERMISSION TO CONDUCT A STUDY AND APPROVAL OF THE NCR REGIONAL DIRECTOR, ALS
CHIEF AND SCHOOL SUPERINTENDENT PER DIVISION OF CITY SCHOOLS**

**LETTER OF PERMISSION TO CONDUCT STUDY IN THE NATIONAL CAPITAL REGION
ALTERNATIVE LEARNING SYSTEM DIVISION**



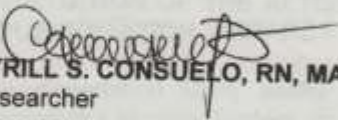
**LETTER OF PERMISSION TO CONDUCT STUDY IN THE NATIONAL CAPITAL REGION
ALTERNATIVE LEARNING SYSTEM DIVISION**

Attached herewith are my approved dissertation title and proposal, questionnaire and resume for your initial review. Rest assured that this dissertation study will be treated with utmost confidentiality and anonymity. I'm willing to set a meeting in your office in your most convenient time. You can reach me at 3641071 (loc. 114) or 09081339319 if you have further inquiries and concerns regarding my dissertation study.

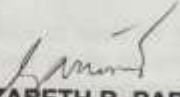
Hoping for your kind approval. I'm willing to be your partner in the effective delivery of educational services to the Filipino youth.

Thank you very much in advance for your utmost assistance.

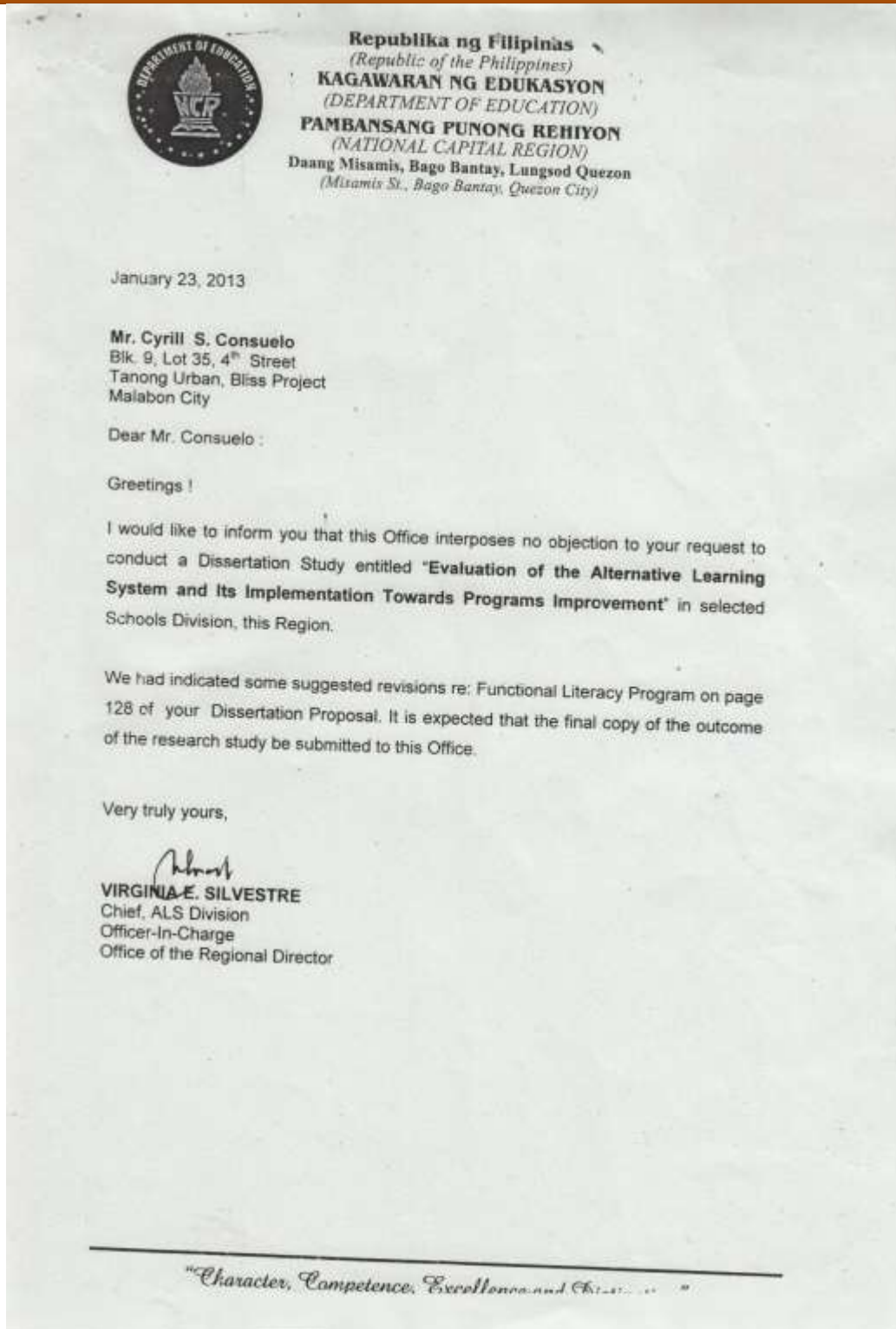
Very respectfully yours,


CYRILL S. CONSUELO, RN, MAN, RPT
Researcher

Noted by:

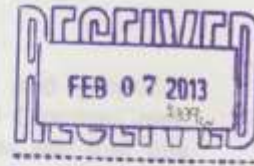

DR. ELIZABETH B. PARREÑO
PhD Program Coordinator and
Dissertation Adviser

APPROVAL TO CONDUCT STUDY FROM THE OIC, NCR DEPED REGIONAL DIRECTOR AND CHIEF OF ALS DIVISION



LETTER OF PERMISSION TO CONDUCT STUDY IN THE DIVISION OF CALOOCAN CITY

February 6, 2013



DR. CORAZON GONZALES
School Division Superintendent
Division of City Schools, Caloocan City
Department of Education
P. Sevilla St. 10th Avenue, Caloocan City

Thru: **MS. NIMFA HERNAEZ**
ALS Supervisor
Division of City Schools-Caloocan City

Dear Mesdames,

I am Cyril S. Consuelo, a Doctor of Philosophy Major In Educational Administration candidate from Manila Central University-School of Graduate Studies. I'm presently conducting a dissertation study entitled **"EVALUATION OF THE ALTERNATIVE LEARNING SYSTEM AND ITS IMPLEMENTATION TOWARDS PROGRAM IMPROVEMENT"**.

This dissertation study seeks to evaluate the implementation of the Alternative Learning System in Selected Division of City Schools which have low literacy rate, high rates of drop-outs and low passers in the ALS Program based on the Functional Literacy, Education and Mass Media Survey (FLEMMS Survey 2008). This will find ways in improving the program as well as to contribute for the effective implementation of the ALS Program.

Upon the recommendation and approval of Dr. Virginia E. Silvestre, Chief of the ALS Division and the current OIC, DepEd NCR Regional Director. I will be conducting the data collection for the said dissertation to all of your ALS Supervisor and Coordinators in your Division. This will be conducted from February 18-22, 2013.

I would like to seek for your kind approval and endorsement to allow me to conduct the said data collection.

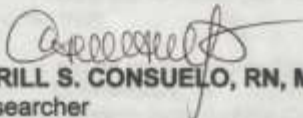
LETTER OF PERMISSION TO CONDUCT STUDY IN THE DIVISION OF CALOOCAN CITY

Attached herewith are my approved dissertation title and proposal, questionnaire, letter from the DepED NCR OIC-Regional Director/Chief, ALS Division and resume for your initial review. Rest assured that this dissertation study will be treated with utmost confidentiality and anonymity. You can reached me at 3641071 (loc. 114) or 09081339319 if you have further inquiries and concerns regarding my dissertation study.

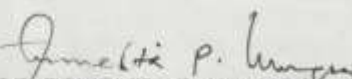
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Thank you very much in advance for your utmost assistance.

Very respectfully yours,

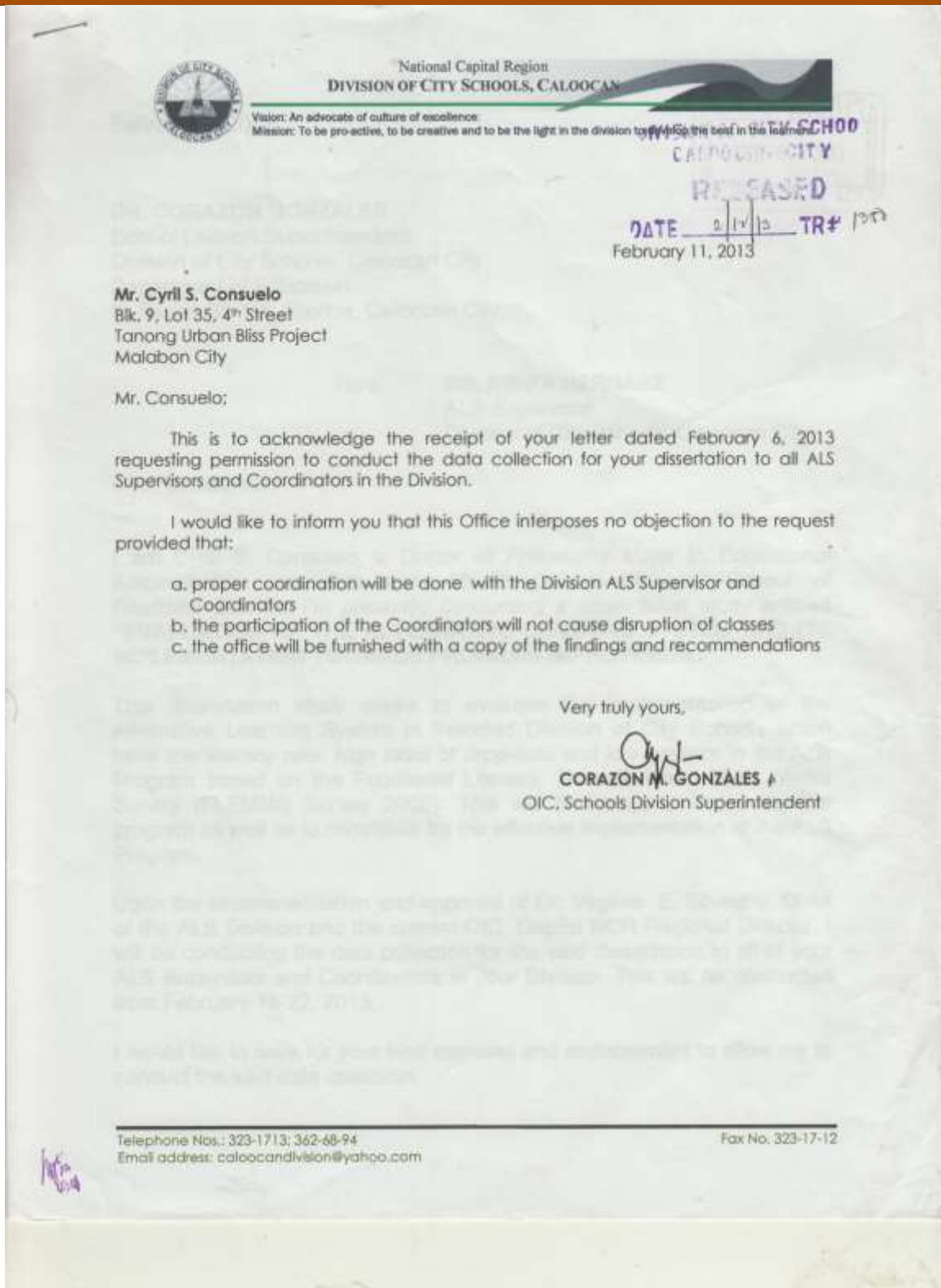

CYRILL S. CONSUELO, RN, MAN, RPT
Researcher

Noted by:

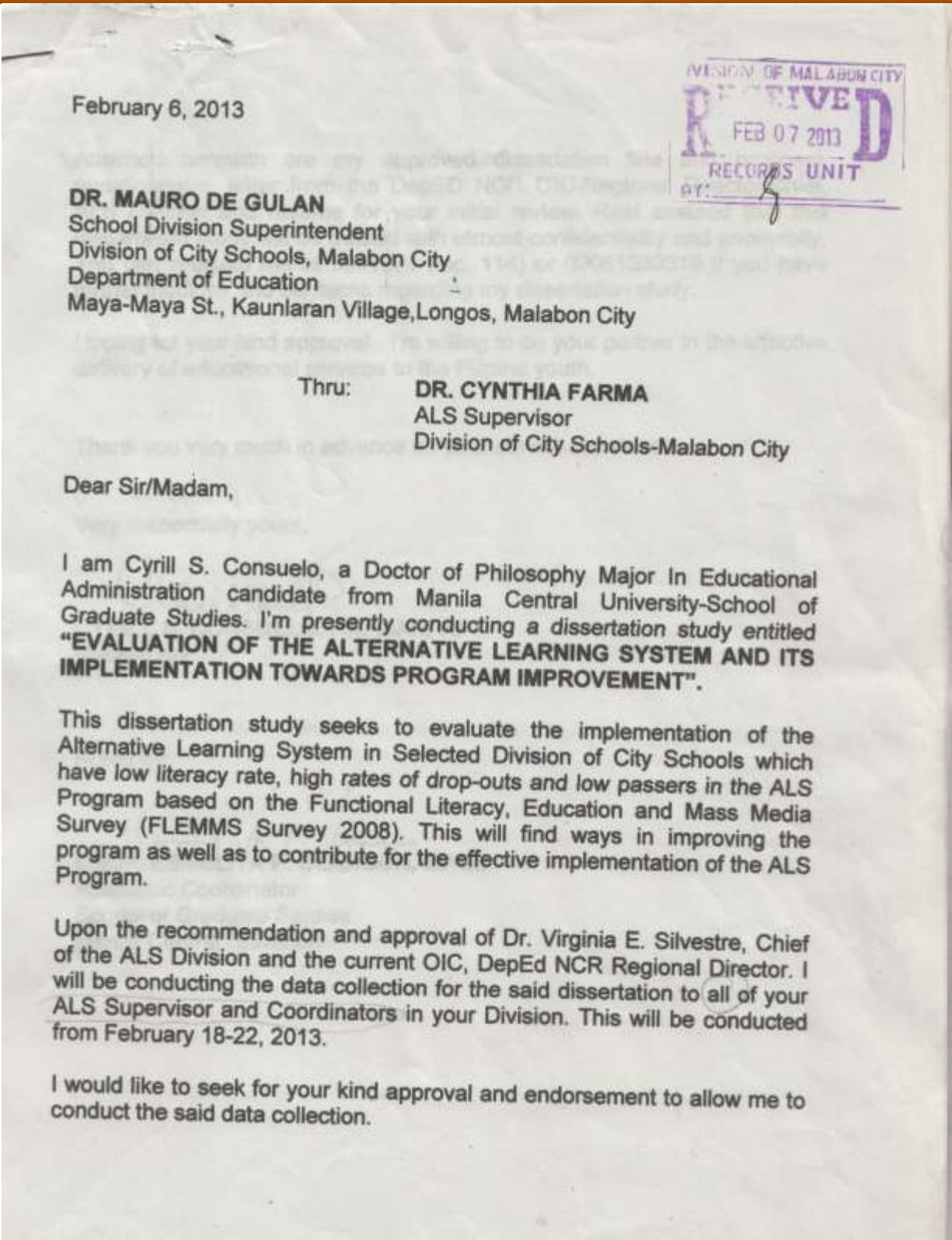

PROF. ESMELITA P. ULANGCA, MAEd
Academic Coordinator
School of Graduate Studies
Manila Central University



APPROVAL OF THE DIVISION SUPERINTENDENT OF CALOOCAN CITY



LETTER OF PERMISSION TO CONDUCT STUDY IN THE DIVISION OF MALABON CITY



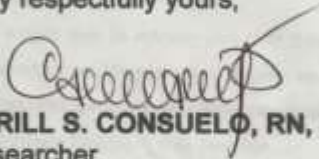
LETTER OF PERMISSION TO CONDUCT STUDY IN THE DIVISION OF MALABON CITY

Attached herewith are my approved dissertation title and proposal, questionnaire, letter from the DepED NCR OIC-Regional Director/Chief, ALS Division and resume for your initial review. Rest assured that this dissertation study will be treated with utmost confidentiality and anonymity. You can reached me at 3641071 (loc. 114) or 09081339319 if you have further inquiries and concerns regarding my dissertation study.

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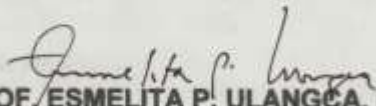
Thank you very much in advance for your utmost assistance.

Very respectfully yours,



CYRILL S. CONSUELO, RN, MAN, RPT
Researcher

Noted by:



PROF. ESMELITA P. ULANGCA, MAEd
Academic Coordinator
School of Graduate Studies
Manila Central University

APPROVAL OF THE DIVISION SUPERINTENDENT OF MALABON CITY




Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF MALABON CITY
Ninoy Aquino Elementary School Compound
Maya-maya St., Kaunlaran Village, Lungsod
Malabon City

1st Indorsement
February 18, 2013

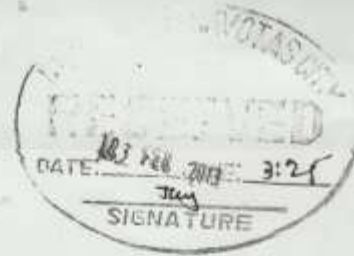
Respectfully returned to **MR CYRILL S. CONSUELO**, RN, MAN, RPT, Researcher, Manila Central University-School of Graduate Studies, interposing no objection to the request to administer questionnaires to Alternative Learning System (ALS) Implementers in the Division of Malabon City in connection with the study entitled: **"EVALUATION OF THE ALTERNATIVE LEARNING SYSTEM AND ITS IMPLEMENTATION TOWARDS PROGRAM IMPROVEMENT"**, provided that the policies on Engaged Time-on Task and NO disruption of classes /sessions are strictly complied with.

Mr. Consuelo is advised to make arrangements with the District Supervisors/ Principal Consultants of the Division Alternative Learning System Centers (DALSCs) so that the schedules of administration of questionnaire can be worked out.


MAURO C. DE GULAN
Asst. Schools Division Superintendent
Officer-In-Charge
Office of the Superintendent

LETTER OF PERMISSION TO CONDUCT STUDY IN THE DIVISION OF NAVOTAS CITY

February 6, 2013



DR. LORETA TORRECAMPO
School Division Superintendent
Division of City Schools, Navotas City
Department of Education
M. Naval St., Sipac Almacen, Navotas City

Thru: **MS. GEMMA VILLALUNA**
ALS Supervisor
Division of City Schools-Navotas City

Dear Mesdames,

I am Cyrill S. Consuelo, a Doctor of Philosophy Major In Educational Administration candidate from Manila Central University-School of Graduate Studies. I'm presently conducting a dissertation study entitled **"EVALUATION OF THE ALTERNATIVE LEARNING SYSTEM AND ITS IMPLEMENTATION TOWARDS PROGRAM IMPROVEMENT"**.

This dissertation study seeks to evaluate the implementation of the Alternative Learning System in Selected Division of City Schools which have low literacy rate, high rates of drop-outs and low passers in the ALS Program based on the Functional Literacy, Education and Mass Media Survey (FLEMMS Survey 2008). This will find ways in improving the program as well as to contribute for the effective implementation of the ALS Program.

Upon the recommendation and approval of Dr. Virginia E. Silvestre, Chief of the ALS Division and the current OIC, DepEd NCR Regional Director. I will be conducting the data collection for the said dissertation to all of your ALS Supervisor and Coordinators in your Division. This will be conducted from February 18-22, 2013.

I would like to seek for your kind approval and endorsement to allow me to conduct the said data collection.

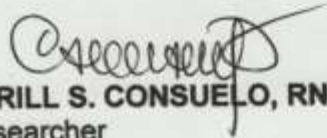
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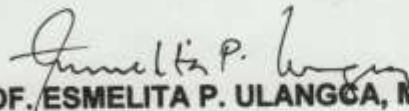
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Very respectfully yours,



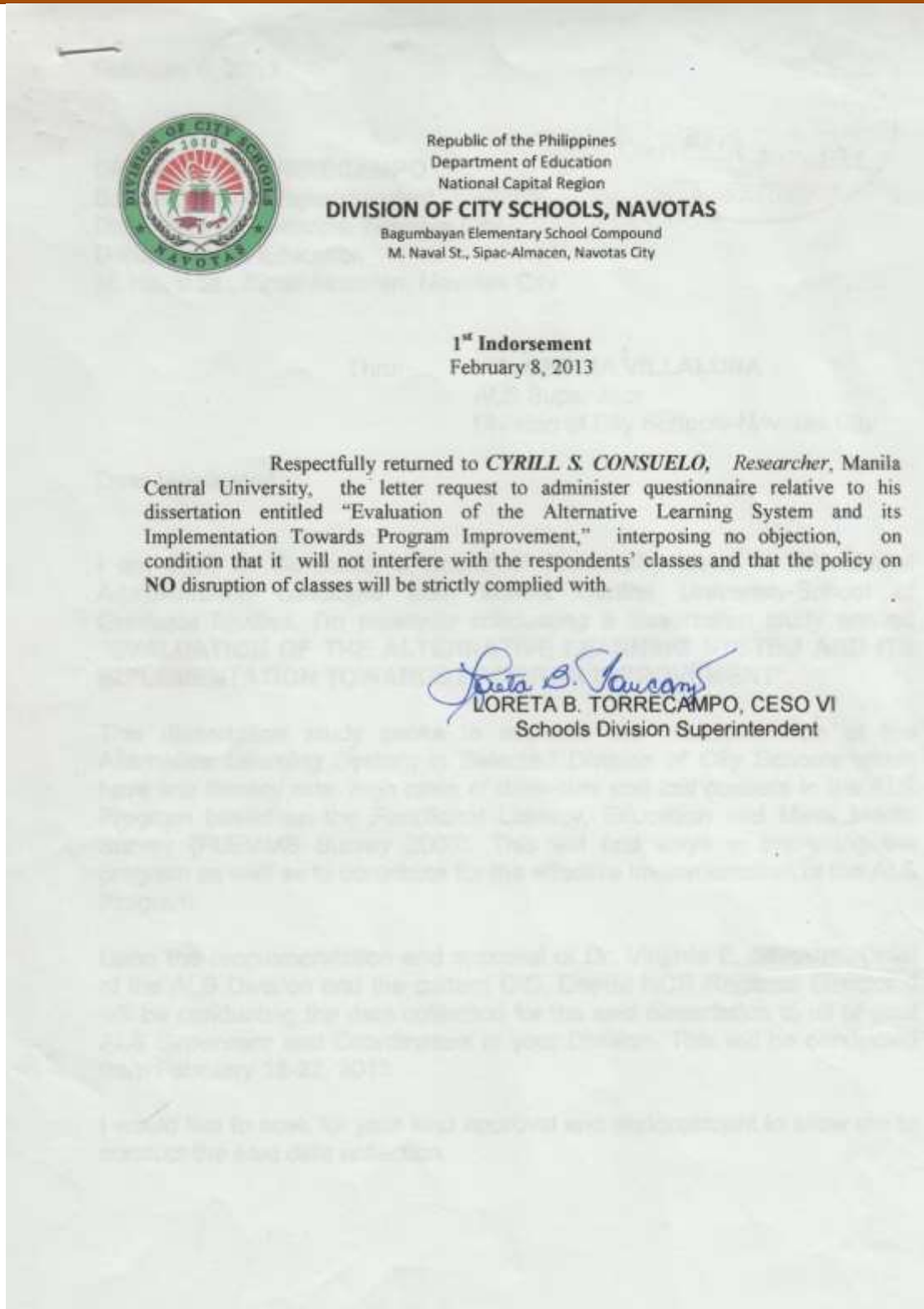
CYRILL S. CONSUELO, RN, MAN, RPT
Researcher

Noted by:

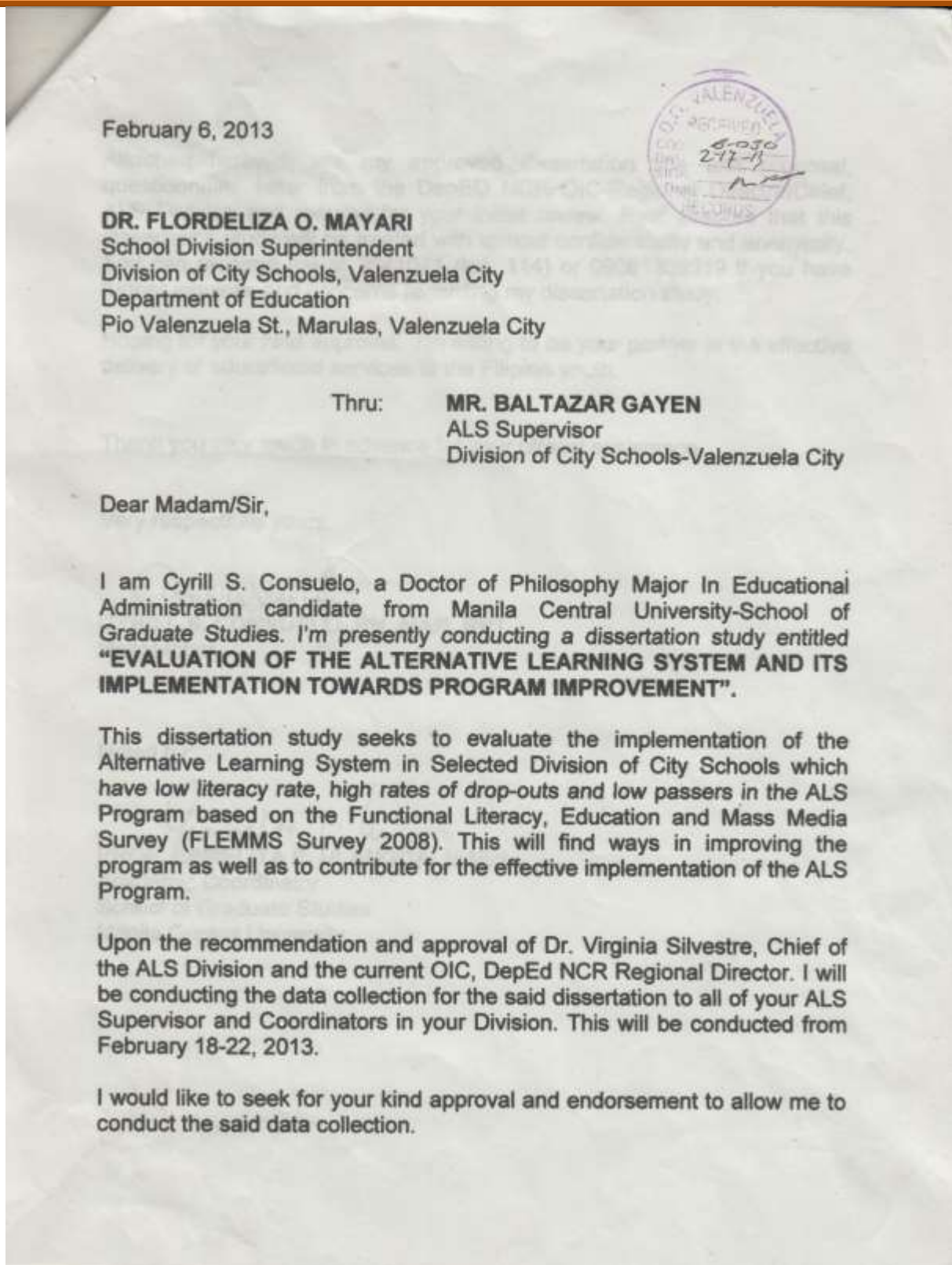


PROF. ESMELITA P. ULANGCA, MAEd
Academic Coordinator
School of Graduate Studies
Manila Central University

APPROVAL OF THE DIVISION SUPERINTENDENT OF NAVOTAS CITY



LETTER OF PERMISSION TO CONDUCT STUDY IN THE DIVISION OF VALENZUELA CITY



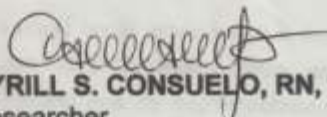
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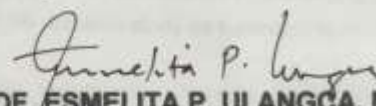
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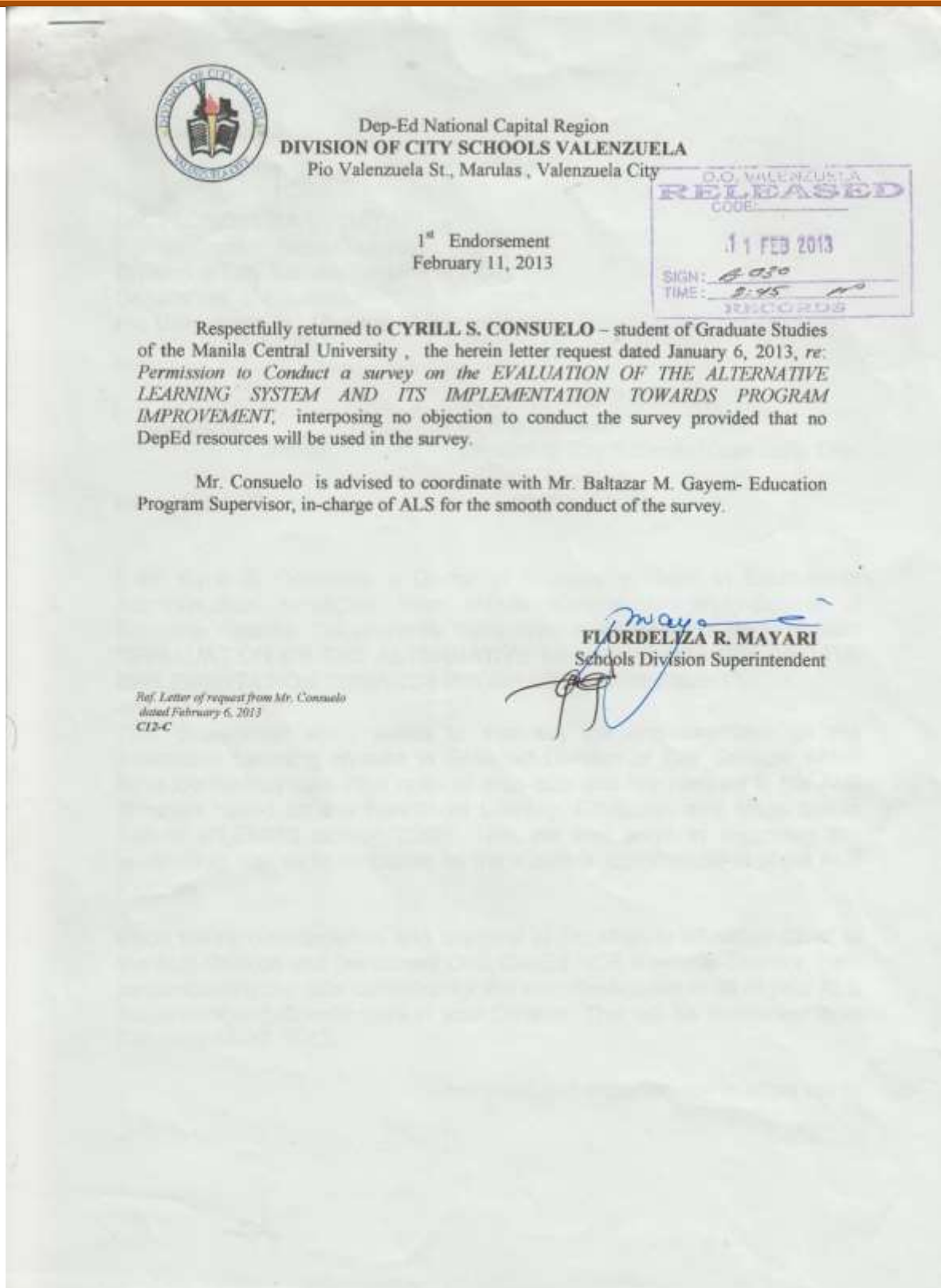
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CYRILL S. CONSUELO, RN, MAN, RPT
Researcher

Noted by:


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Academic Coordinator
School of Graduate Studies
Manila Central University

APPROVAL OF THE DIVISION SUPERINTENDENT OF VALENZUELA CITY



APPENDIX C
RELIABILITY TESTING RESULTS OF
THE ALS QUESTIONNAIRE

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded ^a	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.947	82

APPENDIX D
RESPONDENTS OF THE STUDY
PER DIVISION OF CITY SCHOOLS

APPENDIX E
RESPONSIBILITIES OF ALS IMPLEMENTERS