

## **IMPLEMENTATION OF ALTERNATIVE LEARNING SYSTEM: BASIS FOR POLICY REVIEW AND RECOMMENDATION**

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### **ABSTRACT**

This study aimed to determine the impact of Alternative Learning Systems graduates in the Sultan Kudarat division during the 2016-2017 school year. The ALS program was implemented by the Sultan Kudarat division in the Sultan Kudarat Province, and the study used a quantitative research approach. The mobile teachers and district ALS supervisors were the study's participants.

The statistical analysis results of the data collected show that the level of input into the implementation of ALS in terms of aims and objectives was very high. The overall mean rating of provision of life skills was 3.53, which was interpreted as highly attained, and the overall mean rating of increased literacy skills was 3.54, which was interpreted as highly attained. Further, the extent of the implementation process of ALS in terms of pre-implementation, implementation, and post-implementation was described as highly evident (3.53). Moreover, the extent of the implementation of ALS in terms of accreditation and equivalency system was evident, with a mean rating of 3.22.

The ALS program was found to be successful in meeting the basic learning needs of its beneficiaries, with the majority of them passing the A&E test and earning a diploma at a secondary level.

In light of the findings and conclusion in this study, it is strongly recommended that there be a periodic curriculum enhancement and review to ensure that learning experiences may increase the learners' knowledge. Financial support may be given priority to support the implementation of the ALS program. The textbook should be given to the recipients for them to review their lesson in their house in preparation for the acceleration examination. More training, seminars, and workshops for the teachers may be conducted to develop their competency further. Buildings or classrooms may be provided this is to enhance the teaching-learning process.

**Keywords:** *Alternative Learning System, Mobile Teachers, Basic Literacy Program, Pre and Post-Implementation*

### **I. Introduction**

The Alternative Learning System (ALS) is a free learning system that uses non-formal and informal information sources to supplement existing formal education training. This is a relatively recent concept in the Philippine educational system to prevent the country's illiteracy rate from increasing. This effort aims to increase educational opportunities for Filipinos with a wide range of interests, abilities,

demographic characteristics, and socioeconomic levels and meet the needs of the population's marginalized groups. A new trend needs a paradigm shift in how primary education should be given.

It is similar to formal education as a learning system in that it consists of learning strands organized around learning competencies that can be utilized to address the Education for All goals (EFA).

Alternative Learning System (ALS) is a program for out-of-school youth, illiterate adults, and underprivileged Filipinos as an alternative to existing formal education. Currently, the Department of Education (DepEd) oversees the full implementation of this program, including its initiatives.

Republic Act No. 9155, also known as the "Governance of Basic Education Act of 2001," and Republic Act 6655, also known as the "Free Secondary Education Act," serve as the blueprint for protecting and promoting all Filipino citizens' right to education. This education must include non-formal education for out-of-school children and adults and existing formal education instruction. (Principal's Handbook, 2005).

ALS is accountable for meeting demand-driven learning, which has evolved into a global concern since the Declaration of Education for All (EFA) was adopted in 1990 in Jomtien, Thailand. Though it was not officially authorized until 2006, the DepEd began using it as its general planning and policy framework in 2003. (Philippines EFA-MDA).

At the dawn of the twenty-first century, Non-formal education was tailored to provide Filipinos with the necessary knowledge, skills, and attitudes to think critically, innovatively, and humanely to improve the quality of life and their families, communities, and country. This sort of education is a similarly controlled and systematic educational activity that occurs outside of the official system to provide specific types of learning to a subset of the population. (toolkit for New ALS Mobile Teachers, 2004).

In light of this, it is interesting to ascertain the implementation of Alternative Learning Systems in the Sultan Kudarat Division.

### Research Problem

The study aimed to determine the implementation of Alternative Learning Systems graduates and its impact in the Sultan Kudarat Division of the School Year 2016-2017.

Specifically, this study sought to answer the following questions:

1. What is the extent of the Input of the Implementation of Alternative Learning Systems in terms of:

- (a) goals; and
- (b) objectives?

2. What is the extent of the Process of the Implementation of Alternative Learning Systems in terms of :

- (a) Pre-implementation;
- (b) Implementation; and
- (c) Post Implementation?

### Related Literature and Studies

#### On Alternative Learning System

Individuals can now experience an ever-changing work conditions due to the growing acceptance of the workplace as a crucial venue for learning new skills and knowledge. Workers in today's complex market are expected to review their knowledge, skills, and habits frequently to preserve a competitive advantage and employability. (Le Clus, 2011).

Learning is viewed as something that happens as a result of work-related opportunities that allow workers to gain knowledge through apprenticeship and increased participation in a community of practice. According to Billett (2001), workplaces and educational institutions are essentially various manifestations of social activities in which involvement facilitates learning." Learning on the job, particularly in the workplace, is critical to the workers' everyday activities.

Four out of every five school dropouts, according to Doronila (2001), occur between Grades three and five, with Grade four having the highest prevalence. A literacy test found that roughly 16% of these dropouts increased their literacy level by two to five grades, while the rest (84%) saw their knowledge and abilities degrade by 2nd-grade levels. Retrogression is more likely if a student drops out of school in third grade or lower.

Doronila's (2001) study stressed that literacy is interwoven in the daily lives of individuals and communities rather than being a separate concept. The concept of informal learning inspired the practice of Recognition of Prior Learning as it shows itself in the workplace, community, and daily life (RPL). PLAR stands for a cluster of approaches and methodologies for identifying, defining, and showing the entire range of accomplishments

and capacities. Prior experience and informal learning (whether accredited or not) can be used to meet the official standards of vocational colleges and institutions of higher education using these processes.

### **Alternative Learning System Goals**

The ALS program's primary purpose is to provide opportunities for students who cannot benefit from traditional schooling due to several factors. A more specific goal is to create an educational atmosphere that encourages students to stay in school rather than drop out or re-enroll students who have already dropped out. Flexibility, rigorous behavioral support, self-regulation, and emotional support may help people with ALS. Students will get intensive training and remediation to help them satisfy national and institutional graduation criteria. It provides a one-of-a-kind route for children to meet the same high educational standards as the rest.

Students may be accepted into ALS programs/schools based on a specific theme or innovative pedagogical practices. ALS may also include programs that allow students who have been suspended or expelled from school for an extended period to get a diploma. Behavior management via positive behavioral intervention may be emphasized in some Alternative Education programs/schools. Long-term exclusions from school may be transferred to the ALS program to address behavior as a subject of education and mitigate the pupils' educational loss.

ALS can serve students for an extended period, depending on the nature and goal of the program and the needs of the children served. It may be used to keep children in school until they graduate or reintegrate them into a traditional middle or high school.

### **Alternative Learning System Objective**

ALS seeks to expand educational possibilities for Filipino individuals with a variety of interests, capacities, socioeconomic origins, and positions and address the needs of underprivileged populations. The approach drastically reduces the time it takes to finish high school and the costs associated with it. It gives hope to those who are less fortunate, but it

also provides possibilities for Out-of-School Learning. The program also provides instructional managers and coordinators training and assists learners with their accreditation and equivalency (A&E) reviews.

According to Pauso (2010), the scope and aim of ALS are currently in flux. She also stated that attempting to depict the current state of ALS in the United States generates mixed results. Over time, individual groups or social organizations have developed pockets of practices.

It satisfied the program's learning objectives and was receptive to learning resources and skills to be taught at all levels of learning comparable to the ALS program in Kayapa, Nueva Vizcaya, because of its good facilities. (Puyao 2001).

According to a recent study, ALS is so successful because it emphasizes both academic accomplishment and the development of life skills literacy. According to another study, considerable work remains to be done to ensure that Alternative Learning System programs efficiently develop clientele's livelihood and life-long skills that they may utilize to better their quality of life. (Bogwana, 2006).

The goal of livelihood programs is to improve the learner's socioeconomic status by focusing on the learner's needs and interests. Those who have chosen to strengthen their moral and social values to survive have made community development possible.

On the other hand, according to Lai (2011), mobile teachers can employ open-ended activities, real-world or "genuine" problem situations and poorly structured problems that demand students to do more than recall or restate previously taught information to foster learners' critical thinking.

### **Concerning Basic Literacy**

Literacy is a measure of how adults engage with written information in their daily lives, and it is more than just an essential reading ability (McMullen, 2004). Adults and adolescents should learn the literacy and lifelong skills required to find a solid job, earn a living salary, and access high-quality educational opportunities. Countries that succeed in providing literacy and lifelong skills to their

population are often better prepared to meet the economic demands of a global digital economy. A highly educated population is better suited to deal with governance challenges in a diverse society.

Illiteracy is harmful to a country's economic prosperity, according to UNESCO. A stated goal of the Dakar Framework was to reduce adult illiteracy by half. It will, however, be much missed, as 800 million people globally, primarily in South Asia and Sub-Saharan Africa, are unable to read or write their names. As mentioned earlier, the economic situation in the countries has been compounded by poverty linked to illiteracy.

The Philippines is not exempt from poverty-related economic crises. According to Mercene (2012), the Philippines has one of the highest poverty rates in Southeast Asia, with 15.5 percent of the population living on less than one U.S. dollar per day, or Php 32.00 per day. Out-of-School Children, Out-of-School Youth, and Out-of-School Adults make up the large majority of Filipinos impoverished due to a lack of educational opportunities.

Poverty was a major cause of the rapid expansion of out-of-school youth, according to a 2004 NSO assessment. As a result, the Philippines has established ALS as a critical component of Philippine education to ensure that everyone has access to quality primary education and to help reduce the country's illiteracy rate. ALS is a parallel learning system that uses non-formal and informal sources of information and skills to provide a viable alternative to existing formal education instruction.

Out-of-school kids and adults can benefit from the ALS Program by improving their reading abilities and overall quality of life. In ALS, the Accreditation and Equivalency (A&E) Program is essential. The Accreditation and Equivalency Test is given once the modules are completed to give students several options for continuing their education in the formal school system. After completing the examination, test takers gain certification of learning achievements at two different levels of learning, elementary and secondary, comparable to the formal school system. However, data show that the passing percentage of ALS A & E

exam takers fell short of the Department of Education's standard passing rate in the last five (5) years.

Bogwana (2007) states that issues impede the full implementation of the ALS curriculum that require the immediate attention of appropriate authorities and ALS Curriculum implementers. He also showed that there is more work for stakeholders in terms of program execution to ensure that the ALS program is successful and responsive in generating livelihood and life-long skills for clients that they can utilize to become successful individuals. Inadequate funding for purchasing, producing, and learning materials was the primary reason for the lack of materials required for implementing the ALS program. The difficulties faced by NFE implementers differ according to the program being implemented and their educational background (Copsiyan, 2001). The respondents-stakeholders explain their trouble with teaching approaches to the interruption in their education, which requires challenging school work changes.

Verzosa (2006) stated that a lack of modules and inadequate learning center facilities were frequent issues during the implementation of the ALS A&E program. Additionally, Lua (2012) reported that several people who participated in the ALS Program are now involved in their local churches and take the lead in civic events. The data revealed that the ALS A&E program substantially impacted the learners' lives.

The technique gained popularity at the same time as non-formal education was launched in the 1960s–1970s to make education more accessible to the general public and address the shortcomings of formal education (Valk, 2009).

## II. Methods

The descriptive approach of research was used in this study. This is relevant in this study since it sought to describe how Alternative Learning Systems graduates in Sultan Kudarat Division were implementing them during the 2016–2017 school year.

Descriptive research is described as a statement of current events that does not consider the researcher's control over the

variables. Furthermore, descriptive research can be defined as the process of determining, describing, or identifying what is, whereas analytical research aims to establish why something is the way it is or how it came to be, whereas descriptive research aims to establish why something is the way it is or how it came to be (Ethrige, 2004).

Descriptive research tries to shed light on present difficulties or problems using a data-gathering methodology to explain the situation more than feasible without utilizing it more fully (Fox & Bayat, 2007).

Additionally, the study employed a quantitative design, incorporating the Sultan Kudarat Division in the Sultan Kudarat province, responsible for administering the ALS A&E program. All surveyed were mobile instructors (MTs), district ALS coordinators (DALCs), successful ALS A&E passes, and the division ALS supervisor.

Total complete enumeration was utilized in determining the mobile teachers and district ALS coordinators. Further, 75% of the total number of ALS learners were identified.

Moreover, the instrument was a self-created survey questionnaire. The questionnaire

3.50 - 4.00	-	Highly Attained
2.50 - 3.49	-	Attained
1.50 - 2.49	-	Less Attained
1.00 - 1.49	-	Least Attained

The means of the data for Basic Literacy program such as pre-implementation, implementation and post-implementation and the A&E Accelerated system, the ranges was used in interpretation were as follows:

3.50- 4.00	-	Highly Evident
2.50 - 3.49	-	Evident
1.50 - 2.49	-	Less Evident
1.00 - 1.49	-	Least Evident

### III. Results and Discussions

**Table 1 The extent of the Attainment of ALS A&E Goals on Provision of Life Skills**

Items	Mean	Description
1. Self Awareness	3.71	Highly Attained
2. Problem Solving	3.50	Highly Attained

was objectively formulated to suit the purpose of the study. It was subjected to content and face validity by external experts. The reliability test of the questionnaire was done by conducting a pilot study on the 20 teachers who were excluded as respondents of this study through item-total analysis and split-half method. The instrument yielded .89, which interpreted high reliability.

The questionnaire was composed of two parts. The first part asked about attaining the ALS program's Goals and Objectives. The second part elicited the implementation of the Basic Literacy program, such as pre-implementation, implementation, and post-implementation. Moreover, the third part asked about the A&E Accelerated system.

Mean was used in describing the attainment of the Goals and Objectives of the ALS Program, Basic Literacy programs, such as pre-implementation, implementation, and post-implementation.

The means of the attainment of the Goals and Objectives of the ALS Program the ranges used in interpretation were as follows

3. Empathy	3.55	Highly Attained
4. Decision - making	3.56	Highly Attained
5. Effective communication	3.53	Highly Attained
6. Interpersonal Relationship skills	3.51	Highly Attained
7. Creative thinking	3.50	Highly Attained
8. Coping with stress	3.48	Attained
9. Critical Thinking	3.51	Highly Attained
<b>Total</b>	<b>3.53</b>	<b>Highly Attained</b>

Legend:

- 3.50 - 4.00 –Highly Attained
- 2.50 – 3.49 - Attained
- 1.50 - 2.49 – Less Attained
- 1.00 - 1.49– Least Attained

The overall mean rating of provision of life skills was 3.53, which was interpreted as highly attained. The mobile teachers and the supervisors considered the learners' portfolios, test results, and reflection journals as they determined the extent of the acquisition of life skills among the learners. The average rating was taken to represent the extent of attainment in the provision of life skills.

Self-awareness had highly extended attainment with a mean of 3.71. The learners, mobile teachers, and coordinators understand their own needs, desires, failings, habits, and everything else that makes them tick. The more they know about themselves, the better they can adapt to life changes that suit their needs. The coping with stress had the lowest extent of attainment with a mean of 3.48, which means that the respondents are leaving with a high level of stress and need to undergo more training on stress management. It could be deduced that the activities given to the learners were complex, and they could not cope with challenges and struggles in life.

The overall total mean of attainment of the provision of life skills was highly attained. The program has facilitated the development of most of the life skills that the learners need to

survive. When ask during interview, one of the learner said, "Dami kong natutunan sa pag attend ko dito s ALS program.(I learn a lot in attending here in ALS program) I am not ashamed to face people anymore. Mam tonina Mangimlas, the ALS mobile teacher, said, "That is true our learners, especially those who passed the A&E test, have enhanced their life skills necessary to live comfortably. They have gained entrepreneurship skills that allowed them to earn a living day to day.

Recent research has indicated that one of the reasons Alternative Learning Systems are so effective is that they focus on the learners' academic achievement and their development of life skills and functional literacy. (2006) (Felipe) According to another study, considerable work remains to ensure that Alternative Learning System programs are efficient at developing clientele's livelihood and life-long skills that they may utilize to better their quality of life. (Bogwana, 2006). Livelihood programs are centered on the learner's needs and interests and aim to improve the learner's socioeconomic status. Community development is made possible by citizens who have chosen to strengthen their moral and social values to achieve economic survival. (Paydo-en, 2007).

**Table 2 Mean Rating on the Extent of the Attainment of the ALS A&E Objectives on Increase Literacy Skills**

Items	Mean	Description
1. Provides opportunities for Filipino citizens in terms of:		
a. Interest	3.50	Highly Attained
b. Capabilities of democratic characteristics	3.51	Highly Attained
c. Socio-Economic origins and status	3.62	Highly Attained
2. Addressing the needs of marginalized group.	3.53	Highly Attained
<b>Total</b>	<b>3.54</b>	<b>Highly Attained</b>

**Legend:**

- 3.50 - 4.00 –Highly Attained
- 2.50 – 3.49 - Attained
- 1.50 - 2.49 – Less Attained
- 1.00 - 1.49– Least Attained

The striking point of the attainment of the ALS A&E objectives on Increase Literacy was the Socioeconomic origins and status, which was rated 3.62 and interpreted as highly attained. The low point of achieving the ALS A&E objectives on Increase Literacy was the Capabilities of democratic characteristics, which was rated 3.51 and interpreted as highly attained. Based on the result, it was proven that the ALS mobile teachers, coordinators, and implementers do not base the learner's socioeconomic status as long as they are willing to enroll in the program.

The overall mean rating of increased literacy skills was 3.54, which was highly attained. This result shows that the ALS program tended to the need and was able to increase the literacy capability of the learners.

According to the 2004 NSO report, poverty was the critical factor in the rapid

growth of out-of-school youth. However, due to a lack of education and the dangerous circumstances that resulted in poverty, the OSY phenomenon persists among the poor. As a result, the Philippine government, through the Department of Education, has established the Alternative Learning System as a critical component of Philippine education in order to ensure that every individual has access to quality primary education and to help reduce the country's illiteracy rate, as envisioned in the Education for All (EFA) 2015 Philippine Plan of Action. According to Section 12.1 of Rules XII of R.A. 9155, ALS is a parallel learning system designed to provide a viable alternative to existing formal education instruction by using non-formal and informal sources of information and skills.

**Table 3 Mean Rating on the Extent of the Program on Pre-Implementation**

Items	Mean	Description
1. Advocacy and Social Mobilization.		
a.1 Listing of potential learners	3.41	Evident
a. 2 Selection of Service Providers	3.41	Evident
a.3 Contract signing using LSCS with		

qualified service providers.	3.52	Highly Evident
b. Community Literacy Mapping	3.41	Evident
c. Recruitment and Selection of Beneficiaries		
a. House to House visit	3.49	Evident
b. Screening of Learners	3.50	Highly Evident
c. Conduct of Functional Literacy Test (FLT)	3.50	Highly Evident
d. Preparation of Individual Learning	3.53	Highly Evident
e. Agreement (ILA)	3.51	Highly Evident
<b>Total</b>	<b>3.47</b>	<b>Evident</b>

**Legend:**

3.50 - 4.00 –Highly Evident

2.50 – 3.49 - Evident

1.50 - 2.49 – Less Evident

1.00 - 1.49– Least Evident

Table 3 shows the result of the extent of the Basic Literacy Program on Pre-Implementation. The respondents rated evident in the listing of potential learners (3.41), selection of service providers (3.41), community literacy mapping (3.41), and house-to-house visits (3.49). When asked about it, it was found that the respondents surveyed areas that might have potential learners. They also conduct house-to-house visits to see if the potential learner is willing to enroll in the program.

Also, the respondents rated highly evident on the items Contract signing using LSCS with qualified service providers (3.52), screening of learners (3.50), the conduct of Functional Literacy Test (FLT) (3.50), preparation of individual learning (3.53) and agreement (ILA) (3.51). When asked about it, it was found out that before choosing the learner, they must go through the proper screening and interviews required by the program.

The overall mean rating of pre-implementation was 3.47, which was interpreted as evident. This result shows that the needed learners are well screened and chosen in pre-implementing the program.

The ALS potential student undergoes a screening process to ascertain any past learning through the Functional Literacy Test (FLT). This assessment will aid the Learning Facilitator in developing a customized teaching and learning plan for a specific learner. The FLT is made up of five (5) components. The Personal Information Sheet (PIS), 2) Listening and Speaking, 3) Reading, 4) Writing, and 5) Numeracy are the five components.

Bogwana (2007) states that issues impede the full implementation of the ALS curriculum that require the immediate attention of appropriate authorities and ALS Curriculum implementers.

**Table 4 Mean Rating on the Extent of the Program on implementation**

Items	Mean	Description
1. Assessment of Learning		
a. Keeping individual learner's assessment and learning progress form	3.41	Evident
2. Utilization of Learning Materials		



a. Development of localized learning materials	3.43	Evident
b. Adoption of ALS	3.56	Highly Evident
c. ILA-based modules	3.48	Evident
d. Color-coded, vertical page layout-modules	3.46	Evident
e. Tracking of modules finished	3.55	Highly Evident
3. Conduct of Learning Sessions		
a. Flexible schedule	3.70	Highly Evident
b. Use of Andragogy	3.34	Evident
4. Monitoring and Supervision		
a. Tracking of learner's progress	3.43	Evident
b. Use of Learner's Progress Chart	3.56	Highly Evident
c. Use of Learner's Portfolio	3.48	Evident
d. Conduct of summative evaluation	3.46	Evident
e. Conduct of remediation	3.55	Highly Evident
5. Recording and Reporting	3.53	Highly Evident
<b>Total</b>	<b>3.49</b>	<b>Evident</b>

**Legend:**

- 3.50 - 4.00 – Highly Evident  
 2.50 – 3.49 - Evident  
 1.50 - 2.49 – Less Evident  
 1.00 - 1.49– Least Evident

Table 4 shows the extent of the Basic Literacy Program on Implementation. The respondents rated evident on the items keeping individual learner's assessment and learning progress form (3.41), development of localized learning materials (3.43), ILA-based modules (3.48), color-coded, vertical page layout modules (3.46), use of andragogy (3.34), tracking of learner's progress (3.43), use of Learner's Portfolio (3.48), and conduct of summative evaluation (3.46). During the observation, it was found out that the teacher is evaluating their students and sees the progress of learners in literacy.

Further, the respondents rated highly evident on the adoption of ALS (3.56), tracking of modules finished (3.55), flexible schedule

(3.70), Use of Learner's Progress Chart (3.56), the conduct of remediation (3.55), and recording and reporting (3.53). When asked about it, the respondents said that they do the remedial class for their learners in order for the learners to understand the lesson properly.

The overall mean rating of implementation was 3.49, which was rated evident. This result shows that the ALS teachers are organized in producing their instructional materials. They also assess the students' learning progress. The Implementation Strategy is intended to increase awareness and develop in the various stakeholders a positive attitude and empowerment to advocate for alternative learning System Programs in learners' communities.

**Table 5 Mean Rating on the Extent of the Program On Post-Implementation**

Items	Mean	Description
1. Assessment of Literacy Gained	3.53	Highly Evident
2. Reporting	3.51	Highly Evident
<b>Total</b>	<b>3.52</b>	<b>Highly Evident</b>

**Legend:**

- 3.50 - 4.00 –Highly Evident
- 2.50 – 3.49 - Evident
- 1.50 - 2.49 – Less Evident
- 1.00 - 1.49– Least Evident

Table 5 shows the extent of the basic literacy program post-implementation. The respondents rated highly evident on the items Assessment of Literacy Gained (3.53) and Reporting (3.51). When asked about it, the respondents said they allowed their learners to report on a particular topic and guided them in delivering it.

The overall mean rating of post-implementation was 3.52, which was interpreted as highly evident. The result showed that the ALS teacher assesses their students' progress to see if there would be a need to re-assess in presenting their lessons.

The post-implementation support system is comprised of three components: graduation/completion ceremonies, counseling, and referral. The Secretary of the Department of Education signs the certificates at elementary and secondary levels. The ALS Accreditation and Equivalency (ALS A&E) test were designed to provide learners with two distinct learning outcomes at two distinct stages of study – elementary and secondary. It is a paper-and-pencil test that includes multiple-choice and composition writing components. The test items are based on the learning competencies found in the ALS Curriculum's five learning strands.

The mean post-implementation assessment was 3.52, which was evaluated as highly evident. The result indicated that the ALS teacher examines their students' progress to determine whether they should be re-assessed prior to presenting their courses.

The post-implementation support system is comprised of three components: graduation/completion ceremonies, counseling, and referral. The Secretary of the Department of Education signs the certificates at elementary and secondary levels.

### Conclusion

The Alternative Learning System successfully and effectively met the beneficiaries' basic educational demands and

grew their life skills. As they continue their studies, the program has improved their lives. It demonstrates that learners can continue to learn and build life-long competencies even when they are not enrolled in a traditional school system. ALS was a viable choice for those seeking to improve their quality of life. All learners believe that the ALS education will prepare them for future college education or work applications. The majority of respondents feel that the knowledge gained via their ALS education is helpful in their household and is necessary for surviving in society. The majority of respondents believe that their education will improve their quality of life, mainly if they can obtain jobs that use their skills and knowledge in the future. Over half of respondents indicate that they rarely regret becoming a part of the ALS program. This area of alternative learning has partially achieved its goal of developing the individual to be self-reliant, self-sufficient, and self-disciplined enough to participate in all activities and become productive citizens in their country's development efforts, not just in their lives but also in their communities.

The Department of Education's Alternative Learning System Program gives a once-in-a-lifetime treasure to its recipients, serving as a model and key to a new and better life. This means that if you enroll in ALS and pass the equivalency test, you will acquire an elementary or high school credential, which will enable you to seek further education in a technical-vocational or higher education institution, obtain better employment, and increase your self-confidence.

### Recommendation

In light of the study's conclusion, it is strongly recommended that the curriculum be enhanced and reviewed periodically to ensure that learning experiences increase students' knowledge. Financial support should be prioritized to support the implementation of the ALS program; textbooks should be distributed to

recipients so they can review their lessons at home in preparation for the acceleration examination; and additional training and seminars.

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