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**ASSESSMENT OF ALTERNATIVE LEARNING SYSTEM PROGRAM AND
PERFORMANCE OF GRADUATES IN THE WORLD OF WORK: BASIS FOR
AN ENHANCEMENT MECHANISM**

**A DISSERTATION
Presented to the College of Graduate
Studies and Teacher
Education Research**

**In Partial Fulfillment
of the Requirements for the Degree
DOCTOR OF PHILOSOPHY IN
EDUCATIONAL MANAGEMENT**

MARY ANN I. RONDARIS

OCTOBER 2014

APPROVAL SHEET

In partial fulfilment of the requirements for the Degree of Doctor of Philosophy in Education with Specialization in Educational Management, this dissertation titled “**ASSESSMENT OF ALTERNATIVE LEARNING SYSTEM PROGRAM AND PERFORMANCE OF GRADUATES IN THE WORLD OF WORK: BASIS FOR AN ENHANCEMENT MECHANISM**”, prepared and submitted by **MARY ANN I. RONDARIS**, is hereby recommended for approval and acceptance.

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DEDICATION

This wonderful victory is lovingly and humbly dedicated to

My Sergio Osmeña Sr High School Family;

My T.L.E. Family;

My friends and relatives;

Cynthia;

My parents and sisters Rashel and Anelyn

and

to

GOD ALMIGHTY

ABSTRACT

Researcher: Mary Ann Ibarra Rondaris

Title : ASSESSMENT OF ALTERNATIVE LEARNING SYSTEM
PROGRAM AND PERFORMANCE OF GRADUATES IN
THE WORLD OF WORK: BASIS FOR AN ENHANCEMENT
MECHANISM

Key Concepts: Alternative Learning System
Learning Competencies/Strands
Enhancement Mechanism
Program Assessment

Degree: Doctor of Philosophy

Specialization: Educational Management

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This study was undertaken to assess the Alternative Learning System (ALS) program and the performance of the graduates in the world of work in the Division of City Schools, Quezon City, in order to further strengthen the delivery of ALS services among its target beneficiaries. It employed the descriptive-development research design in order to investigate the existing and prevailing status of the ALS Accreditation and Equivalency (A & E), and the quality of its learners, and to develop an enhancement mechanism.

There were eleven (11) identified key areas in the ALS A & E program, namely: objectives, curriculum, learning materials, ALS teachers, advocacy and social mobilization, learning center, facilities and equipment, capability building, partnership building, resource mobilization and allocation, monitoring and evaluation, and impact. On the other hand, there were five (5) learning competencies/strands under the A & E program included in the study, namely: communication skills; problem solving and critical thinking; sustainable use of resources/productivity; development of self and sense of community; and expanding one's world vision.

Three (3) groups of respondents were identified in the study. The first group was composed of fifty (50) ALS implementers. The second group was composed of one hundred (100) ALS graduates, who have passed the ALS Accreditation and Equivalency Examination. The last group was composed of one hundred (100) ALS graduates' employers. Most of the respondents were chosen purposively from among ALS graduates because some of them were working outside Metro Manila and even abroad, while others continued their studies in higher education on weekdays. Only the ALS implementers were selected using random sampling.

There were two (2) instruments used in the study. One was used to assess the ALS A & E program which was administered to the ALS implementers and graduates. The other one was personally developed by the researcher to assess the graduates' learning competencies in the world of work. The first

instrument has already undergone the full validation process while the other one underwent only first hand validation.

The study employed the descriptive development research design as it attempted to develop an enhancement mechanism. In analyzing the data, frequency count, and percentage were used; Cronbach's Alpha was used to assess the instrument's reliability, weighted mean to find the respondent's perceptions.

Findings of the study revealed the extent of implementation of the ALS Program in the Division of City Schools-Quezon City as perceived by the ALS implementers and graduates. Across the eleven (11) key areas, the program reflected - Evident to a Very Great Extent achievement of the Objectives, Curriculum, Impact, and Capability Building. "Evident to a Great Extent" are Learning Materials, ALS teachers Advocacy and Social Mobilization, Learning Center, Facilities and Equipment, Partnership Building, "Evident to a Moderate Extent" are the Resource Mobilization and Allocation, Monitoring and Evaluation.

The study also revealed the strengths and weaknesses of the ALS Program as perceived by the implementers and graduates. The respondents perceived that the major strengths of the program are Objectives; Curriculum; Learning Materials; Alternative Learning System Teacher; Advocacy and Social Mobilization; Learning Center, Facilities and Equipment, Capability Building; Impact. The major weaknesses are Partnership Building, Monitoring and Evaluation, and Resource Mobilization and Allocation.

It also revealed the level of the graduates' competencies in the world of work as perceived by the employers and the graduates themselves in terms of the competencies/learning strands. The respondents claimed that all the five learning strands/competencies were "Very Often Applied". The respondents perceived that the major strengths as regards the level of application to the job of the graduates' competencies are: (1) Communication Skills; (2) Sustainable Use of Resources/Productivity (3) Development of Self and Sense of Community. The major weaknesses are: (1) Problem Solving and Critical Thinking; and (2) Expanding One's World Vision.

Based on the findings and results of the study, the following conclusions are drawn:

The implementation of the ALS program can be further enhanced in all eleven areas giving priority attention to Monitoring and Evaluation, Partnership Building and Resource Mobilization and Allocation. The program is strong in terms of Objectives; Curriculum; Learning Materials; Alternative Learning System Teacher; Advocacy and Social Mobilization; Learning Center, Facilities and Equipment Capability Building; and Impact.

The Program is weak in terms of Partnership Building, Monitoring and Evaluation and Resource Mobilization and Allocation. There is no problem on the application on the job of the graduates' competencies as perceived by the employers and the graduates themselves. The major strengths of the program

graduates are: (1) Communication Skills; (2) Sustainable Use of Resources/Productivity, and (3) Development of Self and Sense of Community.

The graduates weaknesses are: (1) Problem Solving and Critical Thinking, and (2) Expanding one's World Vision.

Finally, the researcher recommended that the developed enhancement mechanism be adapted, and that future researchers conduct similar studies to address the feedback in this study.

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Chapter I

The Problem and Its Setting

Introduction

Education has become more and more important in the lives of every man/woman because of economic reasons. It is primed to prepare man/woman to take his/her place in the economic environment which is influenced by various changes, and to find his/her way through the maze that life creates around him/her. It is through education that people earn respect and recognition. Education is an indispensable part of life, both personally and socially. However, the unequal standards of education still pose a major problem that needs to be solved. The importance of education is undeniable for every single person. It goes without saying that education has a positive effect on human life. All people need to study. Only through education (formal and informal) can people gain knowledge and enlarge their view of the world. Apparently, people become more useful and civilized if better educated. In areas where residents are not able to receive appropriate education, life cannot be as thriving and prosperous as in locations where there is a high regard for education.

Education plays such a rudimentary role in our society that we cannot even imagine life without it. It is a determined element for the civilization of human society. Not only does it help us develop healthy surroundings, but it also generates an advance community.

Although education has a significant influence on life, average education is not the same in different areas. As a result, strategies are being provided to resolve problems on education. Without education, life would be disastrous and detrimental to a person's wellbeing. Consequently, to this day, everyone is trying his best to make education global and accessible for everyone, particularly the poor and the disabled. In addition, every child should be given equal opportunities to learn and study. Because the development of a country depends vastly on the standard of education, authorities must do everything in its power to improve the educational system.

Furthermore, the development and utilization of an individual as a key component in nation building is provided for in the Philippine Constitution Article XIV, Section 2, which states that the State provides adult citizens, disabled and out-of-school youth with training in civic, vocational efficiency and other skills. When educators speak of education, they refer to the educative process including all components, may it be formal or non formal education, which make it a complete educational delivery system (Fallurin 2005).

Moreover, Filipinos have a deep regard for education. Education occupies a central place in Philippine political, economic, social and cultural life. It has always been strongly viewed as a pillar of national development and a primary avenue for social and economic mobility. A clear evidence of the value placed on education is the proportion of the national government budget going to the educational sector. The Department of Education (DepEd), the country's biggest

bureaucracy, is given the highest budget allocation among the government agencies each year as required by the 1987 Philippine Constitution. The 1987 Constitution likewise guarantees the right to education of every Filipino. It provides that, “The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all.”

The right of every Filipino to quality basic education is further stressed in Republic Act 9155 or the Governance of Basic Education Act of 2001. Along with Republic Act 6655 or the Free Secondary Education Act, these laws reaffirm the policy of the State to protect and promote the rights of all Filipinos by providing children free and compulsory education in the elementary and high school levels. This means free tuition fees for six years in the elementary level for children aged 6 to 11, and free four years of secondary schooling for those aged 12 to 15.

Along with “Education for All”, the Philippines also follows eight time-bound and specific targets under the Millennium Declaration which was signed on September 2000. The Declaration, in general, aims to decrease poverty by half in 2015.

Our understanding of acquiring education is usually through formal school where learning takes place in classrooms through teacher and pupil discussions. But there are alternative approaches that parents or individuals can consider aside from formal school, depending on what type of situation they find themselves in.

First of which are programs for out-of-school youth. Many of today's youth go through the pressure of progressing through the educational pipeline, oftentimes unable to handle these challenges due to family problems or financial difficulties. As a result, they often drop out of formal school. Out-of-youth programs are aimed at integrating these drop-outs back into formal school.

Macaranas (2007) cited that Lifelong learning (LLL) is defined by the International Labor Organization (ILO) as "all learning activities undertaken throughout life for the development of competencies and qualifications" where "competencies" cover the knowledge, skills and know-how applied and mastered in a specific context, and "qualifications" mean a formal expression of the vocational or professional abilities of a worker which is recognized at international/national or sectoral levels. In 2005, ILO adopted a new instrument on human resources development with a strong focus on education, training, and LLL called Recommendation 195 as part of an integrated set of policies for economic and employment growth.

While LLL encompasses, according to the Organization for Economic Co-operation and Development (OECD), "all learning occurring between cradle and grave, from early childhood to training of people beyond their retirement," this study hews in more closely to the labor concerns of ILO and the tripartite constituents and other stakeholders' concerns in its Recommendation 195, that delves on education, training and LLL, and its Decent Work Agenda, promoting opportunities for men and women to obtain productive work in conditions of

freedom, equity, security and human dignity – to create not just any job but jobs of acceptable quality.

In the Philippines, the foundations for LLL policy are the requirements of the 1987 Constitution that the State shall:

- “Protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all,” (Article XIV, Section 1)
- “Establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of people and society; ...” (Article XIV, Section 2 [1])
- “Establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age;” (Article XIV, Section 2 [2])
- “Establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged;” (Article XIV, Section 2 [3])
- “Encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs;” (Article XIV, Section 2 [4])

- “Provide adult citizens, the disabled and out-of-school youth with training in civics, vocational efficiency, and other skills.” (Article XIV, Section 2 [5])

Further, Article XII, Section 14 provides: “The sustained development of a reservoir of national talents consisting of Filipino scientists, entrepreneurs, professionals, managers, high-level technical manpower and skilled workers and craftsmen in all fields shall be promoted by the State. The State shall encourage appropriate technology and regulate the transfer for the national benefit. The practice of all professions in the Philippines shall be limited to Filipino citizens, save in cases prescribed by law.”

The goal of giving priority to education, science and technology, arts and culture and sports is enshrined in Article II (Declaration of Principles and State Policies Principles), Section 17, to foster patriotism and nationalism, to accelerate social progress, and to promote total human liberation and development. This right to education, in fact quality education, was not embodied in the 1935 Constitution, while it was cited in the 1973 Constitution merely as a social service which the State is supposed to provide. Such quality education at all levels – elementary, high school, collegiate, both public and private (Article II, Section 12) is addressed through the various government agencies entrusted with their administration, namely the Department of Education (DepEd), Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA)[created by Republic Act or RA 7796].

The 2005-2010 MTPDP recognizes LLL and discusses the knowledge economy where they fit most naturally in many places in the document. However, it does not have an integrating section on LLLP to combine the analysis on the chapters on education and labor, among others. Even within the education chapter, there are few explicit linkages among basic, higher and technical-vocational education sections (high school bridge program, bridging program to college, ladderized interface between TVET [technical/vocational education and training] and higher education). The basic tasks of creating 10 million jobs in the next six years and upgrading education are the Plan's first two concerns in the thematic areas that "beat the odds", a battle cry of the administration of President Gloria Macapagal-Arroyo, but they are not fully integrated into LLL concerns. LLL is in fact not found in the chapter on labor in the Plan although it is mentioned in the second paragraph of the chapter on education. "In a world where knowledge has been a crucial element for nations to prosper and compete, primacy is placed on quality and accessible lifelong learning, from early childhood development to primary, secondary and tertiary learning."

Albarico (2012) cited that the rapid expansion of non formal education in the country is recognition of the importance attached to education by the Government. According to her, it is now a recognized fact that non formal education is not only an add-on and complement of formal education, but is an absolute necessary component of a lifelong learning system. It is also

acknowledged that non formal education plays a very significant role and responsibility in national development.

Furthermore, non formal education is the only powerful way of providing education to the millions of out-of-school youths and adults to enable them to participate more effectively in the various development programs of the government. Non formal education in the Philippines started long before the beginning of the 20th century.

Celespatio (2010), said that it is best to find the origin of an educational system such as the Alternative Learning System to the basic and foundational law of the land. The Philippine Constitution provides for free and compulsory elementary education and free secondary education through the Department of Education. All Filipinos have a constitutional right to quality basic education, and the DepEd is directed to provide this service to all Filipino citizens. In the 1980's, the global community started a campaign called Education for All (EFA) that aimed to eliminate illiteracy and elevate functional literacy for all people of the world. Our country was part of this campaign, and as such, committed to providing education for all Filipinos.

Valledor (1999) cited that literacy is one way of expanding one's choices and opportunities. Thus, the opportunity of the underprivileged to effectively respond to today's social and economic challenges is anchored intensely on literacy. The great challenge is not just to enable a person to write and to read but to improve and enhance his condition by making him functionally literate.

Functional Literacy means acquiring the necessary skills that are sufficient to empower a person to participate fully and efficiently in improving his life, his family, and the community in which he lives.

To help achieve this goal, the Bureau of Alternative Learning System (Formerly Non Formal Education) is tasked to account for its own product. To do this it must market what it produces and check the performance of the graduates in the real job. It must know whether the skills the student acquired are giving them the kind of preparation needed to meet the real world demands.

Alternative Learning System is a parallel learning system that provides a viable alternative to the existing formal education. It encompasses both the non formal and informal sources of knowledge and skills. Basic Education for early childhood education (kindergarten) and elementary education (Grades 1-6) and secondary education (1st-4th year) and ALS (for out-of-school children, youths, adults and those with special needs).

Furthermore, Alternative Learning System plays an effective recourse to the formal and non formal systems of education for the young people, adults and professionals. With its wide scope, the areas of concern encompass general education, to functional literacy and numeracy, and the improvement of family and community, and technical assistance of man power development in occupational skills training (Fallurin, 2005).

Alternative Learning System can surely assure an environment of opportunities and growth for the young and adults so that they may become self

reliant, socially conscious and economically productive. The program on ALS envisions to provide to all members of the population, the capacity to respond with responsibility not only to themselves but to others in their community.

Tabbada (2007) said that Nonformal Education managers have expressed their views on management of human resource, curriculum, and materials. These managers were the participants of the seminar workshop on evolving paradigms in Nonformal Education. The data collected showed the extent to which alternative learning delivery modes are applied in managing non formal education in the country. Human resource's gaps identified are lack of NFE workers mobile facilitators, lack of commitment and dedication of NFE facilitators and inactive participation among stakeholders. Curriculum's gaps are vague curriculum in other NFE programs, insufficient curriculum designed for different target learners. Gaps in terms of resources are lack of learning materials in other regions, and the utilization of modules. Means and the system's gaps are lack of systematic advocacy and social mobilization, advocacy of NFE program, lack of coordination between DepEd and LGUs.

The above statements are supported in the study of Cunanan (2012) who recommended that all ALS teachers should manifest flexibility in carrying out their roles and functions, internalize commitment and passion toward this kind of apostolic vocation among the out of school youth and adults who wish to realize their educational goals. Both Deped and LGU should exert effort in establishing

a strategic alliance and partnership with corporate entities/organizations for possible logistic support to ALS.

Furthermore, the Quezon City government through its City Schools Division considers ALS A & E Program as one of the most important programs because of its extensive benefits and impact among its target beneficiaries. Quezon City has been one of the strong allies of DepEd in implementing the ALS A & E program, among others, yet the ALS performance indicators, namely: participation rate, absorption rate, achievement rate, and completion rate remain in question. Thus, it is just high time to assess the extent of implementation of the ALS A & E program and come up with a possible mechanism in order to further strengthen its practices as related to standards and expectations.

Finally, with all these concepts in mind, the researcher feels the need to conduct an assessment of the Alternative Learning System's program and the performance of the graduates in the world of work. Follow up of the ALS students who graduated and passed the accreditation and equivalency examination will yield useful and helpful contributions to the total formation of the graduates. This will enable a passer to be integrated into formal education and also give him/her the chance to enroll in a college degree or in technical and vocational courses or pursue a career in the world of work.

The researcher believes that the findings will be beneficial not only to herself as researcher but also to the implementers and stakeholders. This will

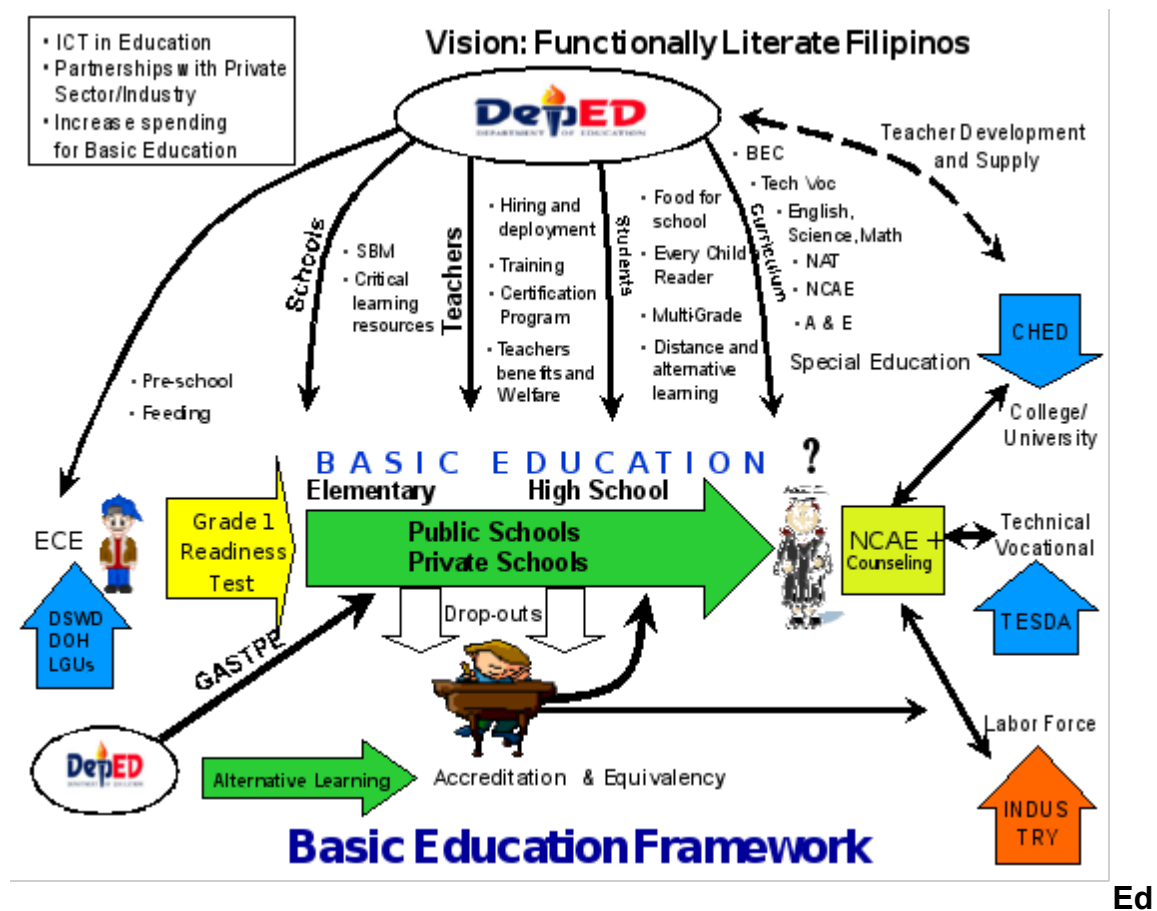
serve as an eye opener and will provide valuable inputs to planning, decision making, policy formulation and an enhanced mechanism program.

Background of the Study

On September 13, 2004, the Office of the President of the Philippines renamed the DepEd's Bureau of Nonformal Education to the Bureau of Alternative Learning System (BALS), through Executive order no. 356. This order reiterates the Bureau's mandate to address the learning needs of marginalized learners and it also directs the Bureau to provide a systematic and flexible approach to reach all types of learners outside the formal school system. By virtue of Executive Order No. 356, the Bureau of Alternative Learning System has been given the stewardship to guide the development of the Alternative Learning System in the country.

Furthermore, in 2004, the government of the Philippines again committed to participate in the global campaign, developed the Philippine Plan of Action for the Education for All by the year 2015. In this plan, one of the major goals is "transforming all nonformal and informal education interventions into Alternative Learning System to yield more EFA benefits. This plan also prescribes urgent tasks like the Eradication of Illiteracy (EOI) 356 and ultimately achieve the vision of the Philippine as provided in the Constitution. It embodies the various programs, projects, and activities necessary to achieve the goals of quality Alternative Learning System for all marginalized Filipino learners.

Guerrero (2007) stresses that the principal area of reform in the field of Nonformal Education in the Philippines, was the shift in the concept from Nonformal Education to Alternative Learning System which is generally recognized now as “the other side of basic education”, where one side is formal education.



Education System in the Philippines

Source: Guerrero (2005)

Figure 1. Basic Education Framework

The Department of Education (DepEd) is the principal government agency responsible for education and manpower development. Its primary responsibilities are the formulation, planning, implementation and coordination of the policies, standards, regulations, plans, programs and projects in the areas of formal and nonformal education. It also supervises all basic education institutions, both public and private, and provides for the establishment and maintenance of a complete, adequate and integrated system of education relevant to the goals of national development (Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology [SEAMEO-Innotech] {2003, online}).

The Department of Education envisions each learner to be functionally literate, equipped with skills, appreciative of the arts and sports, and imbued with the desirable values of *makabayan*, *makatao*, *makakalikasan* and *maka-Diyos*. In connection with this vision, the Department of Education has the mission to provide quality basic education that is equitably accessible to all and to lay the foundation for lifelong learning and service for the common good. To actualize a gracious life in this changing world, Filipino learners need an educational system that empowers them for lifelong learning or enables them to be competent in learning how to learn anywhere even when they are left to themselves. Lifelong learning “meets the challenges posed by a rapidly changing world,” but it is nearly impossible today for anybody without functional literacy to attain this. Identified also in that article are two bureaus of the Department of Education.

. The Bureau of Basic Education is responsible for providing access and quality elementary education and secondary education. The other Bureaus such as, the Bureau of Alternative Learning System or BALS (formerly Bureau of Nonformal Education or BNFE) are responsible for contributing to the improvement of the poor through literacy and continuing education programs.

The Department of Education (2007) in the Philippines defined Alternative Learning System (ALS) as a parallel system that provides a practical option to the existing formal instruction. When one cannot have access to formal education in schools, ALS is an alternative option. It includes both nonformal and informal sources of knowledge and skills. It is flexible- an anytime, anywhere

learning. It uses interactive modules. Learning sessions are usually conducted at community learning centers at an agreed upon schedule between the learners and the facilitator. In addition, ALS was considered as the new pathway of learning in order to acquire quality basic education – elementary and secondary, during the 2005 Educators Congress

There are two programs on ALS that are being implemented by the Department of Education. One is the Basic Literacy Program and the other is Accreditation and Equivalency (A & E) Program.

The Basic Literacy Program is a program aimed at eradicating illiteracy among out-of-school youth and adults by developing the basic literacy skills of reading or the ability to read with comprehension, writing or the ability to write simple messages, and numeracy or the ability to compute simple problems, creative thinking and problem solving. The target learners of the BLP are the out-of-school children, out-of-school youth and adults who are illiterates. These learners can have access to BLP through recruitment, assessment, selection of appropriate basic literacy learning materials and supplementary materials that are relevant to the learners' learning needs, conduct of learning sessions and monitoring of the learners' learning process. The learning process of the BLP is carried out through activity (experience), analysis (processing), abstraction (generalization) and application (try-out of new skills). The learning sessions are conducted by facilitators, mobile teachers and District ALS Coordinators. Assessment of learning in BLP is done through (1) authentic assessment, and (2)

portfolio assessment. Completers of the Basic Literacy Program are able to enlist in the Accreditation and Equivalency (A & E) Program, mainstream to formal school, and enter the world of work.

The Accreditation and Equivalency (A & E) Program may be DepEd-delivered, DepEd- procured or Non-DepEd delivered. DepEd-delivered refers to the implementation arrangement where the program is directly carried-out by DepEd ALS implementers such as the ALS Mobile Teachers and the ALS District Coordinators. DepEd-procured refers to the implementation arrangement where the program is contracted by DepEd to service providers such as non-government organizations and other government organizations. Non-DepEd delivered refers to the implementation of the ALS Programs by non-DepEd organizations such as local government units (LGUs), non-government organizations (NGOs) and other government organizations (GOs), international donor agencies, church-based organizations and others (DepEd, 2007).

Conceptual Framework

Figure 2 underscores conceptual underpinnings related to Alternative Learning System or Alternative Education in a broader sense with its legal bases in the Philippines and beyond, and connects ALS to one of its major programs, the Accreditation and Equivalency (A & E), with its corresponding key areas identified in the study. Likewise, it highlights the ALS learning strands/competencies for learners/graduates to demonstrate in the world of work.

Every Filipino has the right to free quality basic education and this is further emphasized in Republic Act 9155 or the Governance Basic Education Act of 2001. Along with Republic Act 6655 or the Free Secondary Education Act, these laws reaffirm the policy of the State to protect and promote the rights of all Filipinos by providing children free and compulsory education in the elementary and high school levels. This means six years of free tuition fees for children aged 6 to 11, in the elementary school level, and free four years of secondary schooling for those aged 12 to 15. But many Filipinos fail to avail of this opportunity. This issue can be addressed through an alternative education.

The Declaration, in general, aims to reduce poverty by half in 2015. With the adoption of the Declaration, the Philippines likewise affirmed its commitment to the Millennium Development Goals (MDG) geared towards decreasing poverty, hunger, diseases, illiteracy, environmental degradation and discrimination against women. These goals have been mainstreamed in the country's Medium Term Philippine Development Plan (MTPDP) 2004-2010, including policies and plans related to children, access to primary education and gender equality. Specifically, Part IV of the MTPDP focused on "Education and Youth Opportunity."

In 1990, there was a World Declaration on Education for All (EFA) which prescribed that Basic Learning Needs shall be realized for all by various means. In answer, the Philippines crafted and executed/implemented the 10-year EFA Philippine Plan of Action covering the period 1991-2000. The EFA plan

expressed the country's national goals, objectives, policies and strategies. Also included are the regional programs for implementation for the first decade of the EFA movement.

In 2000, the Philippines, as a reassertion of the vision set in the 1990 World Declaration, committed itself to following EFA 2015 Goals at the World Education Forum in Dakar. Based on the Dakar Framework for Action, the country came up with the Philippine EFA 2015 National Action Plan entitled "Functionally Literate Filipinos, An Educated Nation." While the MTPDP is for economy, the current EFA is the comprehensive framework for basic education. The EFA 2015 Plan accentuates the need to provide basic quality education for all and expand in dimension beyond what has been thus far almost exclusively school-based education. Furthermore, it is directed towards an "urgent need to answer the learning needs of youth and adults who either have never been to school, have dropped out, reverted to illiteracy, or need basic or advanced skills to find jobs." It suggests a "viable alternative learning system" to formal schooling that, together with the schools, can ensure that "minimum learning achievement will be a reality for all Filipinos." Thus, the EFA 2015 Plan signifies that educational opportunities are passages of learning which can become effective conduits of values orientation, consciousness and information useful and relevant to a wide range of social goals.

Furthermore the Medium Term Philippine Development Plan 2001-2004 guided the implementation of the alternative learning systems in the country to

permit variable entry of learners in both formal and non-formal/informal streams of basic education and assure their upward social mobility. In addition, it is expected to demonstrate the social and economic viability of non-school-based learning channels.

The historical context of Alternative Learning System in the Philippines includes the 1987 Philippine Constitution which provides in Article XIV, Section 2, that the State shall: encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs; and provide adult citizens, the disabled and out-of-school youth with training in civics, vocational efficiency, and other skills. In 2001, the Philippine Congress passed a law that defined the governance of basic education. Among its provisions, this law recognizes the ALS as a complement of formal education and a major component of basic education with a clearly defined role within the overall educational goals.

Other legal bases include the first four sections of RA 9155, which defines some critical features of ALS, and clearly recognize the role of ALS as a complement to the formal education system aimed to achieve the stated goal of quality education for all. ALS is an indispensable component of a lifelong learning system. It is the only effective way of providing education to the millions of out-of-school youths and adults to enable them to participate more effectively in the various development programs of the government. Moreover, it is in the

Implementing Rules and Regulations of RA 9155 where the intent to operationalize ALS was mentioned.

RA 9155 also defines several critical features of ALS such as: 1. Alternative Learning System (ALS) is a parallel learning system to provide a viable alternative to the existing formal education instruction. It encompasses both the non-formal and informal sources of knowledge & skills; 2. Informal Education (INFED) is a lifelong process of learning by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences at home, at work, at play, and from life; 3. Non-Formal Education (NFE) is an organized, systematic, education activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population; 4. A Learner is an individual seeking basic literacy skills and functional life skills or support services for the improvement of the quality of his/her life; 5. Learning Facilitator is the key learning support person who is responsible in supervising and facilitating the learning process and activities of the learner; and 6. Learning Center is a physical space that houses the learning resources and facilities of a learning program for out-of-school youth and adults. It is a venue for face-to-face and multi-media learning and activities and other learning opportunities for community development and improvement of the people's quality of life. The Governance Act for Basic Education (RA 9155) stipulates the establishment of ALS to provide out-of-school children, youth, and adult population with basic education. Section 12.1 Rule XII of RA 9155

stipulates that “the Alternative Learning System is a parallel learning system to provide a viable alternative to the existing education instruction, encompassing both the nonformal and informal sources of knowledge and skills”.

Executive Order No 117 of 1987 decreed the creation of the Bureau of Non-Formal Education (BNFE). The Bureau focused on teaching-learning in non-formal settings for the marginalized sectors. It prescribed the powers and functions of the reorganized Ministry of Education, Culture and Sports to implement and coordinate the policies, plans, programs and projects for non-formal and vocational/technical kinds of education, among others.

Executive Order No. 356 of 2004, “The Bureau of Alternative Learning System (BALS)” of the Department of Education in its present form, was created in September 2004 under Executive Order No. 356–Renaming the Bureau of Non-Formal Education to Bureau of Alternative Learning System. EO 356 reiterated the definition of ALS and it also directed BALS to “provide a systematic and flexible approach to reach all types of learners outside of the formal school system.

In 2006, the Department of Education formulated the Basic Education Sector Reform Agenda (BESRA), a comprehensive package of policy reforms that are expected to create critical changes to accelerate, broaden, deepen and sustain the improvement of basic education in the country. According to Bacani (2010), BESRA promotes basic education not only through formal schooling but also through alternative learning systems (ALS), and alternative delivery modes

(ADMs). It also formulated the corresponding necessary guidelines to strengthen BALS as an institution entrusted to steward BALS as an institution entrusted to steward the development of ALS in the Philippines and address the national goal of universal access to quality education.

In line with DepEd thrust of ensuring access and quality of basic education in the Philippines, the Bureau of Alternative Learning System (BALS) conceived and implemented the Accreditation and Equivalency (A & E) Program. Accreditation is a planned systematic review process carried out by an organization, institution or program to determine whether national published standards are met, maintained, and enhanced. Also, it is a process by which institutions or programs continuously upgrade their educational quality and services through self-evaluation and the judgment of peers. On the other hand, Accreditation, according to the Education Commission Report (1990), is a voluntary, non-government process conducted by groups of peers to periodically evaluate and hold one another accountable to achieve appropriate goals and to determine the extent to which they are meeting established standards. (Cunanan 2012).

The ALS A & E Vision is to empower the Filipino out-of-school youth and adults to continue to learn on their own so they may improve the quality of their life, their family, community, and country at large. ALS A & E Mission is to provide the out-of -school youth and adults with learning opportunities where they may gain knowledge, skills, attitudes, and values that will enable them to think

critically and creatively, act innovatively and humanely, and achieve their goals in order to become contributing members of a Filipino society. The ALS Accreditation and Equivalency (A&E) program aims to: a) offer an alternative pathway by which learners earn an educational qualification comparable to that gained through the formal school system; b) provide a national accreditation and equivalency system for assessing levels of literacy and non-formal achievement system.

Thus in this study, assessment involved looking into the extent of implementation of ALS A & E program in the Division of City Schools-Quezon City, in terms of the eleven (11) key areas:

1. Objectives refer to a major component of the ALS A & E program which specify its overall intents for the clientele or its target beneficiaries
2. Curriculum refers to a set of competencies taught in ALS which are parallel and comparable to those in the formal school system.
3. Learning Materials refer to a collection of instructional materials (both print and non-print) used to optimize teaching and learning.
4. ALS Teacher, as used in the study, refers to any of the following: Mobile Teacher, District ALS Coordinator, and Instructional Manager involved in literacy works in communities.
5. Advocacy and Social Mobilization refer to the activities undertaken in order to communicate and promote the ALS A & E program and its mission to its target clientele, stakeholders, and the general public

6. Learning Center, Facilities and Equipment refer to the physical structure of the learning center, infrastructure, facilities, and equipment needed to implement the A & E program.

7. Capability Building refers to activities undertaken which enhance and sustain the competencies of ALS workers to effectively and efficiently implement the A & E program

8. Partnership Building refers to activities undertaken in order to generate and sustain support from LGUs, NGOs, CBOs, Academe, and other stakeholders for program support and sustainability.

9. Resource Mobilization and Allocation refers to activities undertaken in order to generate financial support and budget allocation intended to sustain the program.

10 Monitoring and Evaluation refer to activities undertaken to generate feedback about the progress of the program and to judge the value of what the program has achieved, particularly in relation to the program's overall objectives.

11. Impact refers to certain conditions and effects in the lives of the target beneficiaries after their participation in the ALS A & E program.

On the other hand, it also involved looking into the graduates' level of application of the five (5) learning competencies/strands acquired in the ALS program in the world of work.

1. Communication Skills which refer to the skills in listening, speaking, reading and writing.

2. Problem Solving and Critical Thinking which refer to numeracy and scientific thinking skills.

3. Sustainable Use of Resources/Productivity which refer to skills or the ability to earn a living as an employed or self employed individual, sustainable resources and productivity.

4. Development of Self and Sense of Community refers to the skills on self development, sense of personal identity, national history, identity, cultural pride and recognition/understanding of civil and political rights.

5. Expanding One's World Vision which refers to the following skills: knowledge respect/ appreciation for diversity, peace, non-violent resolution of conflict, and global awareness and solidarity.

The assessment findings as perceived by the ALS Implementers, graduates, and their employers provided useful information towards development of an enhancement mechanism which is the output of this study, specifying the key areas of the ALS A & E program and learning strands/competencies their corresponding objectives, activities, person involved, supplies and materials , funding requirements and success indicators in order to further strengthen and continuously ensure program effectiveness and efficacy in the Division of City Schools-Quezon City.

EFA Goal

1987 Constitution

MDG

DepEd's Alternative Learning

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**Accreditation and
Equivalency (A&E) Program
Components**

- A. Objectives
- B. Curriculum
- C. Learning Materials
- D. Alternative Learning System Teacher
- E. Advocacy and Social Mobilization
- F. Learning Center, Facilities and Equipment
- G. Capacity Building
- H. Partnership Building
- I. Resource Mobilization and Allocation
- J. Monitoring and Evaluation
- K. Impact

**ALS Learning
Competencies/Learning
Strands**

- A. Communication Skills
- B. Problem Solving and Critical Thinking
- C. Sustainable Use of Resources/Productivity
- D. Development of Self and Sense of Community
- E. Expanding One's World Vision

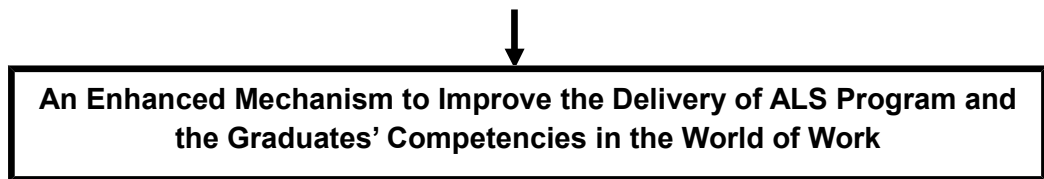


Figure 2. Conceptual Paradigm of the Study

Statement of the Problem

The research study looked into the Alternative Learning System program and the quality of graduates as manifested through their application of competencies acquired in the program in the world of work.

Specifically, it sought answers the following questions:

1. What is the extent of implementation of the ALS program in the Division of City Schools-Quezon City, as perceived by the implementers and the graduates in the following areas:

- a. Objectives;
- b. Curriculum;
- c. Learning Materials;
- d. Alternative Learning System Teachers;

- e. Advocacy and Social Mobilization;
- f. Learning Center, Facilities and Equipment;
- g. Capability Building;
- h. Partnership Building;
- I Resource Mobilization and Allocation;
- j. Monitoring and Evaluation; and
- k. Impact?

1.1. What are the strengths and weaknesses of the ALS program as perceived by the implementers and the graduates in the above cited areas?

2. What is the graduates' level of application of the competencies acquired in the ALS program in the world of work as perceived by the employers and the graduates themselves in terms of the following competencies/learning strands?

- a. Communication Skills;
- b. Problem Solving and Critical Thinking;
- c. Sustainable Use of Resources/Productivity;
- d. Development of Self and Sense of Community; and
- e. Expanding one's World Vision?

2.1. What are the strengths and weaknesses of the ALS program as regards the level of application of the competencies in the world of work as perceived by the employers and the graduates themselves in the above competencies/learning strands?

3. Based on the findings of the study, what enhancement mechanism can be proposed to make ALS programs and graduates competitive in the world of work?

Significance of the Study

Since education (be it formal, nonformal, informal, or alternative learning system) is a social responsibility, it is but fitting and proper to highlight the benefits of this study to the following:

ALS graduates. The findings of this study will uncover the graduates' strengths and weaknesses on the job which will serve as springboard to improve their craft in order to realize organizational effectiveness.

Instructional Managers. The findings will enable them to obtain feedback on the outcomes of their works. The findings will also help them look for new strategies and other options to revisit their androgogical competencies for the benefits of their learners. The results of the study will also serve as eye opener for them to improve further and become better implementers of the program.

ALS District Coordinators. The findings will aid them in the review of existing policy guidelines and strategies to improve the delivery of the ALS A & E program and the learner-centered instruction to further enhance the competencies of the ALS learners who will also be graduates under the ALS curriculum.

ALS Administrators/officials. The findings of the study will give them the chance to consider and adjust the enhancement program to be implemented in the division.

Future researchers. The findings of this study may inspire future researchers to conduct similar researches in their respective divisions/regions to consider the possible factors of employability of ALS graduates or conduct researches towards the alignment of DepEd, TESDA and CHED curricular offerings.

Scope and Delimitation of the Study

This study sought to assess the ALS program and the quality of graduates as manifested in their application of competencies acquired in the world of work. Alternative Learning System has various programs and projects nationwide. However, this study looked into the quality assurance of the ALS Accreditation and Equivalency Program, a major program of the ALS. Furthermore, the ALS curriculum/learning strands were also considered in order to identify the competencies applied by graduates in the world of work. The study was conducted in the Division of City Schools-Quezon City in Metropolitan Manila; with the end in view of proposing an enrichment mechanism to strengthen the delivery of ALS services in the Division and further improve the competencies of ALS graduates in the world of work.

There were eleven (11) identified key areas of the ALS A & E program, namely: objectives, curriculum, learning materials, ALS teachers, advocacy and social mobilization, learning center, facilities, and equipment, capability building,

partnership building, resource mobilization and application, monitoring and evaluation, and impact. On the other hand, the learning competencies/learning strands for ALS include: a.) Communication Skills, b.) Problem Solving and Critical Thinking, c.) Sustainable Use of Resources/Productivity, d.) Development of Self and Sense of Community, and e.) Expanding One's World Vision.

Three (3) groups of respondents were identified in the study. The first group was composed of fifty (50) implementers. The second group was composed of one hundred (100) employers of graduates, and the third group was composed of one hundred (100) ALS graduates. They were those who had already passed the ALS Accreditation and Equivalency Examination.

The graduates of ALS considered in this study were those who graduated in calendar years 2010- 2012.

Definition of Terms

To ensure clarity and better understanding of terms, the following concepts are defined as used within the context of the study.

Accreditation and Equivalency (A & E) Program. It refers to a major program of the Alternative Learning System of DepEd, aimed at providing an alternative pathway of learning for out-of-school youth and adults who are basically literate but who have not completed the ten years of basic education. Through this program, school dropouts are able to complete elementary and secondary education outside the formal school system.

Advocacy and Social Mobilization. It refers to the activities undertaken in order to communicate and promote the ALS A & E program and its mission to its target clientele, stakeholders, and the general public.

Alternative Learning System. It is a parallel learning system that provides a viable alternative to the existing formal education instruction. It encompasses both the non-formal and informal sources of knowledge and skills (R.A. 9155).

ALS Graduate. It refers to a learner who has completed the A & E program and passer of the A & E Examination, with a certificate signed by the Secretary of Education.

ALS Teachers. As used in the study, they refer to any of the following: Mobile Teacher, District ALS Coordinator, and Instructional Manager involved in literacy works in communities.

Assessment. It refers to the process of documenting, usually in measurable terms knowledge, skills, attitudes, and beliefs. In this study, program assessment of the ALS Accreditation and Equivalency Program of DepEd.

Capability Building. It refers to the activities undertaken which enhance and sustain the competencies of ALS workers to effectively and efficiently implement the A & E program.

Communication Skills. They refer to listening, speaking, reading and writing skills.

Critical Thinking. It refers to scientific thinking.

Curriculum. It refers to a set of competencies taught in the ALS program which are parallel and comparable to those in the formal school system. The ALS A & E program has five learning strands, namely: communication skills, critical thinking and problem solving, sustainable use of resources and productivity, development of self and sense of community, and expanding one's world vision.

Development of Self and Sense of Community. It refers to the skills on self development, sense of personal identity, national history, cultural pride and recognition/understanding of civil and political rights.

District ALS Coordinator. It refers to the formal school teacher who is locally designated to coordinate the ALS program/project implementation in the district and conducts learning sessions among ALS learners.

Enhancement Mechanism. It refers to the program to improve the delivery of ALS program and graduates' competencies in the world of work.

Expanding One's World Vision. It refers to the activities undertaken to have knowledge respect/appreciation for diversity, peace, non-violent resolution of conflict, and global awareness and solidarity.

Evaluation. It refers to the activities to generate feedback about the progress of the program and judge value of what the program has achieved particularly in relation to the program's overall objective

Functional Literacy. It refers to a range of skills and competencies-cognitive, affective, and behavioral, which measure an adult's potential or capacity for various levels of thinking.

Impact. It refers to certain conditions and effects in the lives of the target beneficiaries after their participation in the ALS A & E program.

Instructional Manager. It refers to the ALS teacher who is a graduate of any baccalaureate degree and who serves as teacher of the ALS service providers.

Learning Center, Facilities and Equipment. They refer to the physical structure of the learning center, infrastructure, facilities, and equipment needed to implement the A & E program.

Learning Materials. They refer to a collection of instructional materials [both print and non-print] used to optimize teaching and learning.

Mobile Teacher. As used in the study, it refers to an ALS licensed regular teacher hired to teach in the Alternative Learning System in different learning centers.

Monitoring. It refers to the activities to watch and check about the progress of the program and judge value of what the program has achieved particularly in relation to the program's overall objectives. In this study, M & E Forms 1-5 of BALS were used to carry-out ALS A & E monitoring and evaluation.

Objectives. They refer to a major component of A & E program which specifies the overall intents for the clientele or target beneficiaries.

Partnership Building. It refers to the activities undertaken in order to generate and sustain support from LGUs, NGOs, CBOs, Academe, and other stakeholders for program sustainability.

Problem Solving. It refers to the skills on numeracy.

Resource Mobilization and Allocation. It refers to the activities undertaken in order to generate financial support and budget allocation intended to sustain the program.

Sustainable Use of Resources/Productivity. It refers to the skills or ability of the graduates to earn a living as employed or self employed individual for sustainable resources and productivity.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the conceptual and research literature reviewed by the researcher. Thematic presentation and discussion of key concepts relevant to the problem statement of this research are observed in this chapter. This includes the effectiveness of the program in terms of quality assurance and competent performance of graduates.

Context of the Alternative Learning System Program

As Dib Zaki (1987) mentioned, educative system classification proposal comprises of formal, non-formal and informal education. Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically and curricularly organized and require from students a minimum classroom attendance.

In Nonformal education, the adopted strategy does not require student attendance, decreases the contacts between teacher and student, and most activities take place outside the institution - as for instance, home reading and paperwork. Informal education is quite different from formal education and, particularly, from non-formal education, although in certain cases it is capable of

maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed in the traditional curricula. It is intended for students, as much as the public at large, and imposes no obligations whatever their nature. There generally being no control over the performed activities, informal education does not, of necessity, confer degrees or issue diplomas; it merely supplements both formal and non-formal education.

According to Guerrero (2007), Nonformal Education (NFE) is any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population, while Informal Education is a lifelong process of learning by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences at home, at work, at play and from life itself.

In the Philippines, formal basic education consists of elementary education from Grades One to Six, and secondary education which covers four year levels. This is the traditional view of delivering education, which is through the school system (De Guzman, 2001). With the full cycle of implementation of the K to 12 curricular program of the Department of Education, the educational landscape in the Philippines will be changed by the year 2018.

Ideas were generated for what was to become a widely read analysis of the increasing world educational crisis. There was concern about inappropriate

curricula: a realization that educational and economic growth were not necessarily in step and that jobs did not emerge directly as a result of educational inputs. Countries were finding it hard to pay for the increase in the budgetary need for the maintenance of formal education. Some non-socialist countries turned to the idea of mass non-formal education. This was because of the increasing problem of illiteracy. It is also understandable that economic and social development rely on bringing about changes in the thinking of many people. Nonformal education is one important solution to the stated problems. It is significantly one of the educational services offered to the population, particularly to the out-of-school youth and adults, who cannot afford the formal school system. Nonformal education became part of the international discourse on education policy in the late 1960's and early 1970s. In the 1970s, four characteristics related to non-formal education were suggested. They are: importance to the needs of disadvantaged groups, concern with specific categories of person, a focus on clearly defined purposes and flexibility in organization and methods (Fordham 1993). Russia, Cuba, Tanzania, Somalia, Ethiopia and Nicaragua were often quoted as having organized mass campaigns, particularly in respect of literacy (Coles 1988).

Simkins (1977) analyzed non-formal education program with regard to purpose, timing, content delivery systems and control, and contrasted these with formal educational programs. The ideal types provide a useful framework and bring out the extent to which non-formal education initiatives are achieved, while

flexibility, localness and responsiveness remain within a curricula form of education. Furthermore, one of the significant themes in the literature of non-formal education has been that the education provided should be in the interest and welfare of the learners and that the organization and curriculum planning should preferably be undertaken by the learners themselves; that it should be “bottom up”. This should also make learners understand the important changes in the social structure around them.

In UNESCO (2006), the significant of synergies between formal and non-formal systems has been talked about through the years in order to develop a comprehensive learning system for promoting lifelong learning. The Equivalency programmes (EPs) are alternative education programmes equivalent to the formal system not only in terms of curriculum and certification, but also in regard to policy support mechanisms, mode of delivery, staff training, and support activities such as monitoring, evaluation and the assessment of learning. To attain the goal of EFA and promote lifelong learning, there is an essential need to strengthen formal and non-formal education through the development of EPs for out of-school children, youth and adults. These programmes will enable them to obtain basic education and continuing education in order to improve their level of learning. The out-of-school population can continue their studies to obtain education certificates and diplomas equivalent to those awarded by formal schools. Furthermore, at the community level, coordination between formal schools and learning centres has taken place to share buildings, teachers and

other resources. But this cooperation often depends on local initiatives, rather than on any systematic mechanisms.

In nonformal education where the program is understood to be a means to liberate and help people to attain development independently, monitoring and evaluation would address summative issues and questions that will contribute jointly and individually to the empowerment of the poor. In this sense, monitoring and evaluation would be able to contribute in generating information not only for decision-making, rather it would have the rare opportunity of providing information critical to strengthening the ontological and epistemological premises upon which nonformal education is anchored.

For Rivera (2003), non formal education is rooted on the beneficiaries it intends to serve. These beneficiaries similarly contribute actively to the ideas that are put to work. Collaboration, therefore, is an important feature of the design, development, and implementation of a nonformal education program. This collaborative character allows programs to evolve, to be shaped, particularly by those who would benefit from them. It is also clear that nonformal education addresses and responds to differing development needs, differing contexts, and differing interest and priorities, and employs different and multiple approaches and methods. All these exert tremendous pressures on nonformal education. For these reasons, given the nature and conduct of nonformal education, the appropriate monitoring and evaluation methods that it requires in all program stages should be innovative.

Legal Bases of Nonformal Education

The source of an educational system, like the Alternative Learning System in the Philippines, can be traced to the basic and fundamental law of the land, the Philippine Constitution. Article 14, Sec. 2 of the 1987 Constitution provides that the State shall “encourage nonformal, informal and indigenous learning system, as well as independent self-learning, and out-of-school study programs”. Nonformal Education has a long history in the Philippines and has been called by different names through the years (NFE Vision and Mission, 1993). In 1936, Commonwealth Act No. 80 was passed creating the Office of Adult Education, under the Department of instruction. After eleven years, the Office was converted into the Adult and Community Education under the Bureau of Public Schools.

The Philippine Constitution of 1973 created the position of Undersecretary for Nonformal Education. In 1932, Batas Pambansa 232, also known as the Education Act of 1982, created the Bureau of Continuing Education under the Office of Nonformal Education. The Bureau of Continuing Education was renamed Bureau of Nonformal Education through Executive Order No. 117, s. 1987.

At the advent of the year 2000, Nonformal education took a great leap in its mandate that used to focus on the development of the economic status of the people livelihood skills training. The paradigm shift in the curriculum of Nonformal Education emerged in the year 2000 when the Accreditation and Equivalency Program was developed. The program provides an alternative

means of certification of learning to out-of-school youth 15 years old and above and adult learners, who are basically literate and who are unable to avail of the formal elementary or secondary school education. The targets of this program are the completers of basic literacy program, unemployed/underemployed, elementary and secondary school dropouts and industry-based and domestic workers. These learners register for ALS Accreditation & Equivalency (A & E) Test. This is a test designed to measure the competencies of those who have not finished either the formal elementary or secondary education. After passing this test, an elementary level passer can enrol as high school freshman. For secondary school drop-outs, they can enrol in post-secondary courses and will have the opportunity to acquire eligibility to serve in the government under Civil Service Commission Resolution No. 499.

Coombs (1968) describes non-formal education in his widely read analysis of the “World Educational Crisis”. He has the hopeful belief that nonformal education would be a solution for many of schooling problems. There was a bewildering assortment of nonformal education and training activities that constitute and complement formal education in any nation’s total education efforts. These activities go by different names – “adult education”, “continuing education”, “on-the-job training,” “accelerated training”, and “extension services”. These activities touch the lives of people and, when well-aimed, have a high potential for contributing substantially to individual and national development.

These can also contribute to the enrichment of culture and to individual self-realization.

In addition, the industrialized countries of Europe and North America have increasingly come to recognize that formal education-to whatever level-must be followed by appropriate forms of “continuing education” throughout each person’s life. Life-long education is important in a rapidly progressing and changing society because of three primary reasons: first, to ensure the employment mobility of individuals, and to make the unemployable “drop-outs” of the past employable: second, to keep already well-trained people abreast of new knowledge and technologies essential to their continued high productivity in their respective fields; and third, to improve the quality and satisfaction of individual lives by culturally enriching their expanding leisure time.

Exactly the same phenomenon has occurred in Western Europe, though not as much as in the United States. The accomplishments of the Scandinavian countries in the field of adult education have been noteworthy. The French government has given increased attention to special training and retraining programs for adults.

The USSR and other socialist countries of Europe have all along attached high importance to continuing education and have made impressive strides in its pursuit. They have gone farther than most Western nations in breaking down the artificial barriers that have been perpetuated for too long, and the unwholesome separation between formal and nonformal education. As a result, there is a

continuing dialogue in the socialist countries. The educational systems in these countries have an unusually close relationship between work and study. Thus, about half the students enrolled in university engineering programs in the Soviet Union are part-time students with regular jobs. They do much of their learning by correspondence, and more recently by television as well, along with periodic study periods at the University.

The development process is in fact an educational process. The people cannot therefore conceive development in the absence of education any more than education in the absence of development. (McGivney & Murray, 1991).

Education- For- All (EFA) Plan for 2015

In the 1980's, the global community started a campaign called Education for All (EFA) that aimed to eliminate illiteracy and promote functional literacy for all peoples of the world. Our country was part of this and, committed to providing education for all Filipinos.

EFA was launched in the 1990 Jomtien World Conference which aimed to give every child in the world quality basic education by the year 2000. Following a decade of EFA, the five World Convenors – the UNICEF, UNDP, UNFPA, UNESCO and the World Bank – initiated the worldwide EFA 2000 Assessment. Its objective was to determine the progress made by the participating countries in attaining their EFA goals and targets.

The state of the Philippine primary education was presented in the Executive Summary of Philippines Education for All: Philippine Assessment

Report (1999). The report revealed that the country's basic education system is characterized by high levels of participation and access, except in pre-school; high basic literacy rate but relatively lower functional literacy rate; and low levels of internal efficiency and learning outcomes. Because participation rates were high, there were no significant gender or rural-urban differences but repetition, dropout and survival rates were high, alongside huge gaps in gender and urban-rural performances. In the same report, the Philippine EFA goals and targets were detailed in the Philippine Plan for Action. Before the 10-year mark ended, this plan for action had undergone two revisions. The first resulted from the mid-decade review in 1994 and revisions were made by the Department of Education. The second revision was done for the 1999 update of the Philippine Medium-Term Development Plan.

In April 2000, the World Education Forum in Dakar, Senegal adopted the Dakar Framework of Action, Education For All: Meeting Our Collective Demands. In this Framework, the participants reaffirmed the vision articulated in the Jomtien Conference. The goals of this second EFA were expansion and improvement of Early Childhood Care and Education; access and completion of primary education, particularly the disadvantaged, by 2015; access to learning and life skills for youth and adults; 50% improvement in adult literacy by 2015; gender equity in primary and secondary education by 2005, and gender equality by 2015; and improvement of quality of education.

Quality must catch up with quantity and substance with numbers. This, in gist, is the main challenge of the Philippines Education for All (EFA) Program (Philippine Assessment Report 2000). The Constitution's mandate to ensure universal access to education was fulfilled with EFA's birth. But the system's capability to keep pupils in school and to ensure that they will effectively absorb and retain what they have learned are areas for improvement. Simple literacy among citizens 15 years old and above is on the high side. Functional literacy is on the low side. This is partly explained by the low number of pupils who have mastered Reading, Writing, Mathematics and Life Skills. Disease and nutrition leave many children poorly prepared to manage, much less survive, primary school.

Education for All (2000) in the Philippines has the following recommendations: 1.) bring outreach programs to marginalized and difficult-to-reach areas instead of just concentrating on static training venues. As literacy programs strengthen and literacy rates rise, illiteracy will soon be confined to a hardcore segment that either refuses to attend or is hard to reach; 2.) support the Non-formal Education Accreditation and Equivalency (A & E) program as an alternative pathway for out-of-school youth and adults over 15 years old to earn education credits. The program uses innovative non-formal learning strategies designed to break down the traditional learning barriers of time, accessibility and resources; 3.) integrate livelihood skills components to enhance access and participation in literacy programs; 4.) establish community learning centres and

provide literacy materials for completers to enhance their new skills. The lack of practise in using reading and writing skills make literacy graduates slide back to illiteracy.

To achieve these goals, the Education for All–Philippine for Action (PPA) 2015 was developed. The Alternative Learning System (ALS) plays a major role towards achieving those goals whose targets are the same sectors that they had been serving–adult illiterates. The levels of ALS performance indicators were categorized into two: learning outcomes, and processes and immediate results. Learning outcomes were measured in terms of accessibility, efficiency, quality and equity. Processes and immediate results were manifested through strengthened learning centres, improved teaching effectiveness, enhanced learning environment and effective and efficient support services.

Shaeffer (2006) stresses that to meet the goals of Education for All (EFA), it is important to provide education not only through schools, but also through non-formal education programmes for children, youth and adults who have not completed their basic education. Nonformal education (NFE) is a way to compensate for the lack of full formal schooling by giving opportunities to those who cannot continue their formal education. Within the context of learning throughout life, learning is undertaken in a variety of settings: informal, nonformal and formal. Because of this, it is particularly important to recognize learning outcomes and establish equivalencies between what is learned through formal and nonformal education. Some countries have developed equivalency

programmes (EPs) that can promote the flexibility of student entry to and from formal and non-formal channels of education at primary and secondary education levels. EPs can develop systematic linkages between various NFE programmes and the existing formal, general or vocational education systems. These programmes can play a significant role in expanding the learning time and space for learners by providing them with appropriate recognition and certification of their achievement as incentives for them to continue learning throughout their lives.

In view of the limited resources available in the education sector in many countries, EFA strategies should ensure synergies between formal and non-formal education, rather than foster competition for available human and material resources. This means equivalency in terms of not only curricula and certificates, but also in other important aspects of the two systems. These are policy support, delivery mechanisms in schools and community learning centres (CLCs), and training personnel to administer EPs, including monitoring and learning assessment. UNESCO Bangkok supported India, Indonesia, the Philippines and Thailand—countries which have considerable experience designing and implementing EPs - to undertake research studies to identify different EP models. These models were shared with six other countries like Bangladesh, Cambodia, China, Lao PDR, Myanmar and Mongolia during a regional workshop held in Manila, Philippines.

De Guzman (2001) lists the overall strategies, modalities and factors which have contributed to the success of the NFE A & E System: They are :(1) partnership or linkages with other organizations (NGOs, GOs, LGUs, state and private universities, colleges and the like) for funding, implementation and management of A & E Programs in their respective localities; (2) flexible learning philosophy or the approach which gives learners as much control and choice as possible regarding the content, sequence, time, place and method of learning within constraints of limited resources; (3) range of alternative delivery modes that maximize the flexibility of the program and meet individual learning needs and learning styles; (4) focused learner target group - the out-of-school youth and adults who are basically literate and who are 15 years old and above; (5) linkages and articulation agreements formed through a series of formal memorandum of agreement with a range of institutions; (6) high standards and quality assurance to establish the legitimacy, credibility and acceptability of the program; (7) intensive capability building program that is an on-going and continuous capability building process within the program implantation cycle; (8) strong advocacy and social mobilization efforts so that learners will be attracted to join or remain in the program; (9) high quality learning materials which incorporate proven adult learning principles and high standards of instructional design in order to ensure that they are affective, relevant and appropriate to the everyday life contexts and learning needs of target learners; (10) strong management systems to support the program through effective A & E monitoring

and evaluation system and responsive management information system; (11) strong level of government support by virtue of Administration Order No. 116 which mandates all government agencies and local government units to support the A & E System; (12) support from international agencies; (13) access to effective technical assistance that produces real outputs; (14) commitment and dedication of staff which equates their personal conviction that A & E is a program that can help improve the quality of life of its learners; and (15) innovation to present such a unique nonformal alternative learning system (ILO, 2007).

Partnerships – While the Philippine Government is constitutionally mandated to provide quality basic education to its citizenry, it was recognized that education is much too important to be left to the Department of Education alone. Nonformal education, which serves millions of youth and adults, has a very limited budget for its programs and therefore, cannot win the fight against functional illiteracy on its own. The BNFE, therefore, had to link with non-government organizations, local government organizations, local government units, state and private universities and colleges, community-based organizations, in partnership. They do not only fund the nonformal education programs but they also implement and manage the NFE A & E programs in their respective localities. These partnerships were institutionalized through the use of a Service Contracting Scheme called Learning Support Delivery System (LSDS) to provide learning support services to NFE A & E learners.

Flexible Learning Philosophy – Flexible learning is an approach to learning, which gives learners as much control and choice as possible regarding the content, sequence, time, place and method of learning within the constraints of limited resources. This includes allowing multiple entry and exit points, using a range of alternative delivery modes which support self-paced study options, having flexible program requirements, encouraging the formulation and renegotiation of individual learning goals, individual learning plans and individual learning agreements, using learning portfolios and other authentic assessment methodologies and providing access to appropriate interactive learning resources.

Range of Alternative Delivery Modes – NFE A & E uses a range of alternative delivery modes in order to maximize the flexibility of the program and meet individual learning needs and learning styles. These include the use of facilitator-aided and interactive self-instructional print and audio-based learning materials, video tapes, face-to-face structured learning groups, unstructured discussions, one-on-one tutorials, study groups or circles, and self-learning groups, demonstration sessions, home visits, mentoring and remediation.

Focused Learner Target Group – The NFE A & E specifically targets out-of-school youth and adults who are basically literate and who are 15 years old and above. The NFE A&E is thereby clearly defined as a second chance education for those who either were unable to avail of the educational services of the formal

school system when they were younger, or who had dropped out of school for a significant period of time.

Linkages and Articulation Agreements – The BNFE recognizes that in order to institutionalize the NFE A & E as a truly alternative learning system, linkages and articulation agreements with other stakeholders of the Philippine Basic Education System had to be established. This was accomplished through the negotiation of a series of formal memoranda of agreement with a range of institutions, which duly recognize the Elementary and Secondary Certificates of the NFE A & E System as legitimate and comparable forms of certification to that of the formal school system.

High Standards of Quality Assurance – In order for the NFE A & E System to be effective as a recognized alternative pathway to elementary and secondary certification, it had to avoid being regarded as an easy or inferior option to a qualification. The BNFE, therefore, prioritized the institutionalization of high standards of quality assurance in order to establish the legitimacy, credibility and acceptability of the NFE A & E as an alternative learning system. This involves using strict policies and procedures throughout every phase of the NFE A & E testing, registration and administration processes to ensure the credibility and academic integrity of the NFE A & E Certification System.

Intensive Capability Building Program – The NFE A & E System is utilizing an array of innovative strategies in providing basic education. In order to successfully operationalize these innovations, an intensive and comprehensive

Capability Building Program for program implementers and stakeholders is needed. Training programs are not provided as one of the interventions but they are institutionalized as an on-going and continuous capability building process within the program implementation cycle.

Strong Advocacy and Social Mobilization Efforts – Advocacy and social mobilization is a very critical factor in attaining success in the program because unless there is a strong advocacy and social mobilization support, learners will not be attracted to join or remain in the program. Advertisements in newspapers, broadsheets, tabloids and radio plugs proved very effective in the recruitment of learners and test takers. Advocacy efforts have also involved soliciting community, private sector and government support for the NFE A & E System through consultations, orientations, networking, development and dissemination of Information, Communications and Education (IEC) materials, community meetings, conduct of contests, securing LGU and business sponsorships and media press releases.

High Quality Learning Materials – The NFE A & E instructional and facilitator-aided learning materials incorporate proven adult learning principles and high standard instructional design in order to ensure that they are effective, relevant and appropriate to the everyday life contexts and learning needs of NFE learners. Some 232 interactive learning modules provide the principal source of learning in the NFE A & E System. They provide a comprehensive coverage of the competencies of the NFE A & E Curriculum Framework which is a vehicle for

the development of learning to learn skills. The modules are clustered around five learning areas or learning strands, which are based on the new national definition of functional literacy. In view of the bilingual policy of the DepEd, these modules are now available in both Filipino and English. Audio and video tapes accompany some of the learning modules.

Strong Management System – In building the NFE A & E as an alternative learning system, it was essential that the program has strong management support systems such as an effective NFE A & E monitoring and evaluation system, and a responsive management information system. A systematic monitoring and evaluation system has been established for each level of project implementation (from Instructional Managers and Service Providers through each of the DepEd organizational levels up to the national office). A fully integrated computerized NFE MIS has been developed in cooperation with SEAMEO INNOTECH, which provides an information backbone for the entire NFE A & E System.

Strong Level of Government Support – Strong support from the highest levels in the DepEd and the Government for the NFE A & E System during its embryonic years contributed greatly to the success of the program. The former President issued Administration Order No. 116, which mandates all government agencies and local government units to support the NFE A & E System. The Chairmen of the Committee on Education in both the Senate and Congress demonstrated their support and commitment to the program, and the provincial

governors and local government officials provided a high level of political, financial, and administrative support to the local activities conducted in their respective communities.

Support from International Agencies – The development of the NFE A & E System was made possible due to the funding support from the ADB, under the Philippine Nonformal Education Project. Administrative and financial supports from other international funding agencies have also helped in the success of the programs. Small grants from UNESCO-PROAP have helped expand and institutionalize the NFE A & E as a component of a broader alternative learning system. UNICEF has provided pencils to all the NFE A & E test takers in order to facilitate the test administration process. ACCU has provided training and financial assistance for NFE materials development, translation and reproduction. The materials, both print and audio, are made available to the learners in both project and non-project sites. These assistance and grants have a big impact on the implementation of NFE programs considering that the BNFE only receives about 0.0007% of the budget of the DepEd.

Access to Effective Technical Assistance – Responsiveness and high quality technical assistance from international consultants at critical points during the development of the NFE A & E System contributed greatly to the success and innovative dimensions of the Program. The Consultants did not merely provide technical advice but produced real outputs, which helped propel the program development process forward. Having access to long term full-time project

consultant also helped provide continuity of technical assistance staff and management. In the early years of the project, short term assignments were given to consultants, but this strategy was not found to be effective.

Commitment and Dedication of Staff – A group of hard-core dedicated BNFE staff who spend long hours beyond regular official time is a foundation of the success of this program. Their dedication, commitment and personal conviction that NFE A & E is a program that can help improve the quality of life of its learners provide the energy and momentum for continuous development and improvement of the program in the face of great challenges of limited resources and working in the Philippine Government's largest bureaucracy. The staff dimension they are working on at present is the expansion of the NFE Assessment and Certification System to include more authentic assessment methodologies.

Innovation – The driving force behind the successful development of the NFE A & E System as a uniquely nonformal learning alternative learning system has been innovation. Major innovations include: development of the new national definition of functional literacy by the Literacy Coordinating Council; development of a truly nonformal NFE A & E Curriculum Framework; development of new alternative delivery mechanisms for the provision of learning support services; development of state-of-the-art self-instructional learning materials which incorporate the principles of adult learning, the four pillars of education (learning to know, learning to do, learning to be and learning to live together); development

and use of learner-centered technologies such as flexible learning strategies, individual learning agreements, learning portfolios and project-based learning; development of nonformal equivalency testing and authentic assessment methodologies; development of a computerized NFE MIS and management support system. Below are the similarities and differences between the formal school system and the Accreditation and Equivalency (A & E) program:

In the formal school system, teaching-learning is conducted primarily in the school, whereas in the A & E program, learning occurs in the community learning centers (CLC) which may either be a barangay hall, church, chapel, factory, reading center, or at home. Generally, the learners meet in the CLCs as a group according to an agreement they themselves have set with the instructional manager or facilitator. The rest of the time, learners take home their learning materials to study at their own time.

In formal education, the teacher is called a teacher who is a college graduate with either a BSEEd or BEEd degree and has passed the Licensure Examination for Teachers. In the A & E Program, the teacher of Basic Literacy is the Mobile teacher who has the qualification like that of the teacher in the formal school. However, a facilitator may also be hired who may be a high school graduate at the very least, but must have undergone training as a facilitator. The teachers in the A & E Program are the District ALS Coordinators (DALSCs) who possess the qualifications required of the teachers in the formal school. To augment the dearth of DALSCs, an Instructional Manager may be hired. He must

be at least a college graduate though not necessarily an Education major but must have undergone training in ALS. In the formal school, the age of the learner is prescribed, thus, the entry age in Grade 1 is 6 years old and the exit age at 4th year high school is 15 years old. On the other hand, there is no age prescribed for learners in the A & E Program. Most of the learners are youth and adults, 15 years old or older.

One of the basic characteristics that differentiate formal education and the A & E Program is the teaching methodology. Formal education utilizes the principles of pedagogy or the science of learning among children while A & E utilizes the principles of andragogy, the science of adult learning. Formal education generally makes use of end-of-school year achievement tests for all learning levels starting from Grade 1 up to 4th year high school. The A & E Program generally makes use of end-of-program tests which may be given any time that a learner completes the program. For the Basic Literacy level, this test is called the Assessment of Basic Literacy and it measures basic reading, writing and numeracy skills. For the A & E test, the elementary level learner takes the A & E elementary level test and the secondary level learner takes the A & E secondary level test. In both cases, the tests measure functional literacy competencies.

Accreditation and Equivalency (A & E) Curriculum

The Alternative learning system utilizes the newly developed curriculum framework and its learning strands, which constitute the learning continuum of

essential skills, knowledge, attitudes and values. The ALS curriculum is anchored on the Literacy Coordinating Council's definition of functional literacy and its major indicators revolve around five (5) learning strands; communication skills, problem solving and critical thinking, sustainable use of resources/productivity, development of self and a sense of community, and expanding one's world vision.

The ALS curriculum is not a replica of the formal curriculum, and does not have the grade levels of formal education, although the learning outcomes of the ALS curriculum and the restricted formal education curriculum are practically equivalent. The ALS curriculum has been designed to be more responsive to the needs of out-of-school youth and adult learners, who are empowered to function as family and community members, workers, entrepreneurs, and Filipino citizens.

The competencies and levels contained in the A & E Curriculum Framework are comparable, in a general way, to those of the formal school but not parallel in terms of specific content. In fact, there has deliberately been no attempt to make the nonformal curriculum a replica of the formal curriculum, or to make it equivalent to or parallel with grade and year levels in the formal system. Instead, attempts were made to make it responsive to adult and young adult learners' needs and goals as they themselves see them. It emphasizes "functionality" by providing learners with opportunities for the practical application of new knowledge and skills gained in order to facilitate immediate improvement

in the quality of their lives and that of their family and ultimately their community. Some competencies, which may be taught later in the formal system, are included at an earlier level in the A & E Curriculum. However, there are also some academic competencies needed to prepare for college education (advanced math, science and literature topics) that are not included. This does not mean, though, that the A & E System is inferior to the formal education system. It is simply different and uniquely nonformal in character and is deeply rooted in everyday life.

The A & E is a flexible learning system with no fixed schedule for learning and learners may exit the program at any time once they feel they have achieved their individual learning goals/needs. In the elementary level, which involves a transition from facilitator-led instruction to increasing self-learning, the number of learning hours required to master all the listed elementary competencies covered by the A & E learning materials is estimated to be about 250 hours. It can go as high as 800 or as low as 200 hours or less depending on the learner's pre-existing knowledge and individual learning needs, styles and pace. In the secondary level, which is designed to be increasingly self-learning (with some scope for limited structured learning support), it is estimated that to master all of the secondary level competencies covered in the learning materials, it will take a learner between 500 and 800 hours of learning (Nonformal Education-Irosin, nd [online]).

The Philippine NGO Council on Population, Health and Welfare, Inc. or PNGOC (2005) [online] listed the possible benefits that the learners/completers will be able to derive from the A & E System. They are: (1) development of knowledge, skills and attitude on communication, problem solving, life skills, etc.; (2) link with DepEd for learners opting to go back to formal school; (3) link with business and industry for employment; (4) link with institutions with technical and vocational education for skills development; (5) link with credit organizations and NGOs or GOs for income generating projects for the OSY. After passing the A & E Test, they are considered comparable to a HS graduate and could enrol in a college or university to pursue a four-year course.

Literacy and Quality of Life of People

According to Cunanan (2012), the importance of literacy has been recognized by international educators and is laden with related issues, such as quality of life. Members of the minority groups, without materials like pen and paper, or literature in print in their own language, or literacy in any other language, are marginalized and certainly on the downside of the so-called digital divide. The current strength and speed of globalization compounds the urgency of addressing the issue of literacy for all, especially among the poor and the marginalized on as many fronts as possible. One issue cannot be ignored: is the relationship between illiteracy and income: Illiteracy may mean income loss not only for the individual but for the society at large. According to the National Adult Literacy Survey, in the US alone, adult illiteracy carries an estimated price tag of

more than \$17 billion per year as a result of lost income and tax revenue, unemployment, crime, and incarceration, training costs of business and industry. A vast array of more complex factors is involved. Usually for literacy to equal a better job, it has to be fluent literacy, accompanied with well-developed writing skills, mathematics, and general knowledge far beyond what is normally acquired in a basic adult literacy class. Secondly, literacy is not necessarily equated with wealth.

In addition, literacy can mean for both the individual and the society at large betterment of people's lives—enhanced self-esteem, ability to read instructions on medications and civic documents, ability to learn new things which will help them to expand their knowledge, and ability to cope with the majority society. Literacy provides people with the option of becoming members of self-confident and informed populace that can understand issues, represent themselves, take responsibility for self-improvement and family, health, and better participate in civic affairs. These are among the more priceless payoff of literacy (SIL International, 1999).

Hirsch (2009) stresses that children from poor and illiterate homes tend to remain poor and illiterate. They are unacceptable failures in our schools. This situation has occurred not because American teachers were inept but chiefly because they were compelled to teach a fragmented curriculum based on faulty educational theories. Schools can break the cycle of poverty and illiteracy only if they themselves break away fundamentally from some of the theories and

practices that education professors and school administrators have practiced which were popularized by Jean-Jacques Rousseau (1712-1778) and John Dewey (1859-1952). Rousseau, as Hirsch interprets him, “thought that a child’s intellectual and social skills would develop naturally without regard to the specific content of education. On the other hand, Dewey (1915) attacked what he called “the piling up of information”. To this, Hirsch said that Dewey falsely “assumed that early education need not be tied to specific content. “Needless to say, neither Rousseau nor Dewey lived in information age, when information was crucial to any decision, whether personal or non-personal, whether cultural or scientific, whether educational or commercial.

In addition, Hirsch, defines cultural literacy as the network of information that all competent readers possess. It is the background information, stored in their minds, which enable them to take up a newspaper and read it with an adequate level of comprehension, getting the point, grasping the implications, relating what they read. Adult learning centers can foster the skills, awareness, knowledge, and experiences of working together effectively. Through group classes, management committees, potlucks, and community activities, learners may have the opportunity to solve problems, offer their opinions, make decisions, advocate, and listen to others from different backgrounds. As individual experiences being listeners and being heard, they become more willing and able to advocate on their own behalf outside the four walls of the classroom, be it with spouses, landlords, employers, teachers, neighbours, or politicians.

Fingeret (1991) says the challenge to educators is to negotiate linking literacy practices to community development so that students and staff can benefit from a common sense of purpose.

The Globally Literate Filipino

Fernandez (2011), discloses that in order to prepare Filipinos for the 21st century, educators must make Filipinos globally literate. Global literacy is the amount of information that a person needs in order to live in this world. Global literacy is made up of three elements: cultural literacy, scientific literacy, and multiple literacies. Global literacy for a Filipino is the amount of information that he needs in order to live in a Philippines that is situated in a global village. This information is not all verbal. It is also visual, aural, and kinesthetic, in short, it is multiple.

The importance of literacy is further emphasized by Bacani (2007) when he said that it is a fundamental right of every human being. It serves as a key to insuring the enjoyment of economic, political, and social rights. It is perceived as a tool for empowering people and their communities to release them from various personal, economic and social constraints that militate against enhancing their capacity to lead a free and fulfilled life. As Graham-Brown (1991) has argued with respect to literacy programs, there are a number of dimensions that have proved to be crucial to effectiveness. They are training and motivation of literacy workers, quality and relevance of materials and reinforcement of literacy.

It is clear from the studies of literacy campaigns that both the commitment and skills of literacy promoters are very important. However, enthusiasm is not enough. Skills are needed to put across ideas. Many of the literacy workers in Botswana are young, between 18 and 25 years old. In some campaigns, there has been a considerable effort to try to recruit older workers and those who are known and held in good regard in locality. There has also been an emphasis on developing appropriate materials. Most of the literacy campaigns have had some central units which developed materials for the workers to use. To these must be added things like the production of regular radio programs to support initiatives. Graham-Brown (1991) suggests that once people achieve basic literacy, the process creates further demands for post-literacy education, whether to catch up on missed formal education, or to develop organizational or practical skills. At this point, things can become quite expensive and complex. The demands are now more sophisticated.

Functional Literacy

According to Fernandez (2011), the Literacy Coordinating Council is the country's policy making advisory body mandated through R.A. 7165 to coordinate concerns relative to the universalization of literacy in the country. In the performance of its policy-making and program planning functions, the Literacy Coordinating Council relies on research for direction.

To further address the problem of illiteracy, the Literacy Coordinating Council developed a definition for functional literacy. It is "a range of skills and

competencies – cognitive, affective and behavioural – which enables individuals to live and work as human persons, develop their potential, make critical and informed decisions and function effectively in society within the context of their environment and that of the wider community (local, regional, national, global) in order to improve the quality of their life and that of society” (Nonformal Education-Irosin, nd [online]).

The article further discusses the indicators of functional literacy which were categorized into five interrelated learning strands, namely: (1) communication skills which include listening, speaking, reading and writing in print and electronic media; (2) critical thinking and problem solving skills which include numeracy skills, openness to change, ability to make critical and informed decisions, innovativeness and creativity, scientific thinking and future orientation; (3) sustainable use of resources/productivity which includes the ability to earn a living as an employed or self-employed person, sustainable resources and productivity; (4) development of self and a sense of community which includes self-development, a sense of personal and national history and identity, cultural pride and recognition, and understanding of civil and political rights; and (5) expanding one’s world vision which includes knowledge of other communities, respect and appreciation, diversity, peace and nonviolent resolution of conflicts, and global awareness and solidarity.

Based on the new definition of Functional Literacy developed by the Literacy Coordinating Council (2002), the Bureau of Alternative Learning System

conceptualized three levels of literacy for the implementation of literacy programs in the Philippines. These are: 1.) basic literacy level or illiterate level for those who have literacy skills, the first step to basic/simple literacy towards functional literacy; 2.) elementary level or the semi-literacy level for the reinforcement of basic reading, writing and numeracy skills to a self-sustaining (neo-literate) level, and 3.) secondary level or the functionally literate or self-learning level for continuing education. Competencies at the basic literacy and elementary levels are needed if a learner chooses to obtain an Elementary Level certificate while secondary level competencies are needed to obtain the Secondary Level certificate.

During the Lower Elementary stage, learning materials are still designed for face-to-face contact sessions. The learning materials at the Advanced Elementary stage, however, begin to bridge the transition from facilitator-aided instruction to a self-learning level. At the Secondary Level, facilitator-aided instruction may still be required for some technical areas. However, it will be gradually reduced until the learners are able to learn effectively by themselves. The learning materials at the Secondary Level are, thus, all self-instructional. As the learner progresses from the elementary to secondary level, there is increased self-instruction and decreasing assistance of the instructional manager. In the process, the learners have the support system in terms of on-going counselling along the different contents of their learning plan, other types of materials and assessment activities.

This approach encourages learners to take increasing control of their own learning, developing experience and skills in the use of techniques of self-instruction, using strategies which will require learners to do more for themselves, in order to encourage independent or autonomous learning. They require a substantial level of instructional support particularly in the early stages while working through the modules. However, the level of this support can progressively be reduced as the level of their learning skills and experiences using learning resources increases.

On the Alternative Learning System's Learning Competencies

According to Guerrero (2005) Formal Education has the Basic Education curriculum while ALS has its own curriculum. The learning competencies of both curricula are congruent and comparable although subject matter content may differ. This means that both curricula are meant to develop competencies that are the same in nature. The BEC has 5 major subjects, the ALS curriculum has 5 learning strands which are life skills-oriented. The five (5) learning strands are Communication Skills, Problem Solving, and Critical Thinking, Sustainable Use of Resources/Productivity, Development of Self and Sense of Community, and Expanding One's World Vision.

Freire (1970) as cited in Yadava' (2012) paper, stressed that the oppressed could transfigure their situation in life by thinking critically about reality and then taking action, and for this education of indigenous and suppressed people is very significant. The alleviation of oppression and human suffering is

feasible through education. Learning about their own culture, history, medicinal practices, religion, heritage, etc., can have a transformative effect on the lives of oppressed people, and this will lead to their own empowerment. Freire stresses that the curriculum should directly come from the people and must be prepared by them. The curriculum should be built around the themes and conditions of people's lives. So it is essential that educators should study their students in their classrooms and in their community to find and discover the words, ideas, conditions and habits essential to their experiences. Freire believes that the curriculum should be based on the experiences of the learners and should equip the learners to understand their existing situation, critically examine it and then act upon it to transform it. The curriculum should be formulated utilizing the bottom-up approach. He believes that students should have the right to negotiate and evaluate the curriculum. The curriculum should be balanced for every gender, class and race. After developing the curriculum, the selection of course materials should be based on the students' thoughts and language.

Moreover, Freire, (1970) as cited in Taruc's report, states that one should use problem posing methods to be aware of social issues and to motivate action among the underprivileged groups. One should use the process of problem analysis, reflection and action. Freire's approach to education is based on the belief that community members need to be motivated to think critically about problems, situations in their daily lives in order for them to make decisions and able to take actions.

Gardner (1993), believed that intelligence is a single entity that is inherited; and that human beings – initially a blank slate – could be trained to learn anything, provided that it was presented in an appropriate way. Nowadays, an increasing number of researchers believe precisely the opposite, that there exists a multitude of intelligences, quite independent of each other; that each intelligence has its own strengths and constraints; that the mind is far from unencumbered at birth; and that it is unexpectedly difficult to teach things that go against early ‘naive’ theories that challenge the natural lines of force within an intelligence and its matching domains.

Howard Gardner viewed intelligence as ‘the capacity to solve problems or to fashion products that are valued in one or more cultural settings (Gardner & Hatch, 1989). He reviewed the literature using eight criteria or ‘signs’ of an intelligence which needs potential isolation because of brain damage that cause the existence of idiots, savants, prodigies and other exceptional individuals, an identifiable core operation or set of operations, a distinctive development history, along with a definable set of ‘end-state’ performances, an evolutionary history and evolutionary plausibility , support from experimental psychological tasks, support from psychometric findings, and susceptibility to encoding in a symbol system. (Howard Gardner 1983: 62-69)

Knowles (1980) popularized this European concept over thirty years ago. Andragogy, as contrasted from pedagogy, means "the art and science of helping

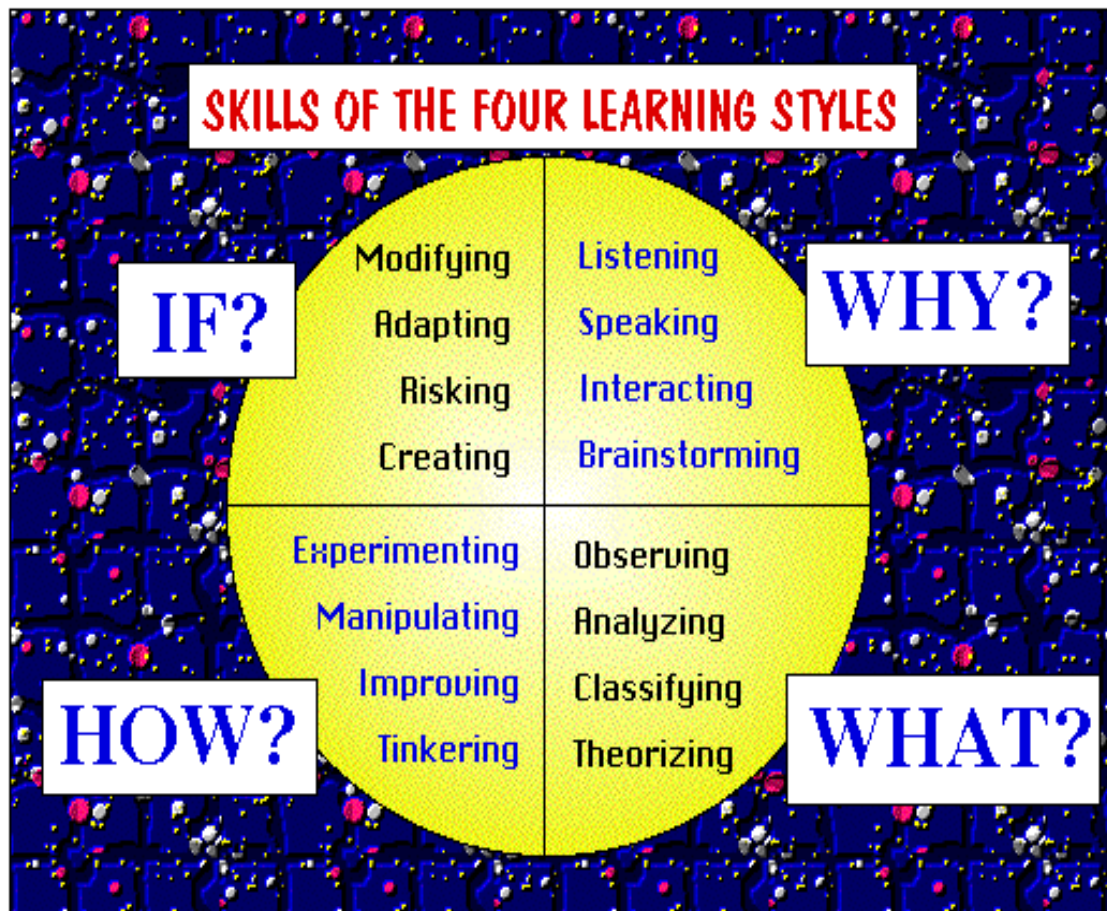
adults learn". Knowles labeled andragogy as an emerging technology which facilitates the development and implementation of learning activities for adults. This emerging technology is based on six androgogical assumptions of the adult learner, namely: 1.) need to know, which means that adults need to know the reason for learning experiences and adults draw upon their experiences to aid their learning, 2.) self concept, adults need to be responsible for their decisions on education, 3.) involvement in the planning and evaluation of their instruction, 4.) readiness-the learning readiness of adults is closely related to the assumption of new social roles, 5) orientation-as a person learns new knowledge, he or she wants to apply it immediately in problem solving, and 6.) motivation (added later): As a person matures, he or she receives his motivation to learn from internal factors

Kolb (1975) created a model out of four elements. These are concrete experience, observation and reflection, the formation of abstract concepts and testing them in new situations. He represented these in the famous experiential learning circle that involves (1) concrete experience, (2) observation and experience, (3) forming abstract concept, and (4) testing them in new situations.

Kolb and Fry (1975) claim that the learning cycle can start from any one of the four points and must be really considered as continuous and spiral. And it is suggested that the learning process start with a person carrying out a particular action and then seeing the effect of the action in this situation. The second step is to understand the effects in particular instances so that if the same action was

taken in the same circumstances it would be possible to anticipate what would follow. The third step would be to understand the general principle under which the particular instance falls. Generalizing in this case may involve actions over a range of circumstances to gain experience beyond the particular instance and suggest the general principle. Understanding the general principle does not imply, in this sequence, an ability to express the principle in a symbolic medium, that is, the ability to put it into words. It implies only the ability to see a connection between the actions and effects over a range of circumstances.

McCarthy (2005) created the 4MAT method of instruction. The approach identifies the diversity of learners and connects them, no matter what their level is, to any type of material, emphasizing real-world applications as an essential component of in-depth understanding. This concept-based approach to curriculum and instructional planning promotes high-quality teaching and learning.



Source: McCarthy (2005)

Figure 3. The 4MAT method

On Effectiveness of Program

According to Houston (2007), as cited in Forlaes (2011), effectiveness is a measure of the ability of a program, project or task to produce a specific desired effect or result that can be qualitatively measured. Evaluation is used to determine if a given program or institution is successful and functions according

to set goals, while assessment describes the status of a phenomenon at a particular time without value judgment.

According to Materu (2007), quality assurance is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. A tertiary level institution is only as good as the quality of its teaching staff—they are the heart of the institution who produce its graduates, its research products, and its services to the institution, community, and nation.

Program Evaluation and Learning Assessments

The concept of program evaluation is a very interesting and important discipline. Educators, administrators, politicians, executives, funders and most of society practice some level of evaluation in their everyday lives. Data must be collected through the use of designed instruments to conduct an analysis of the outcomes of any action, event or program. Exploration of the who, what, where, why, how much and how many questions may occur.

Evaluation is an ongoing process and should be included in all program development stages. Research and Development in Global Studies (1988) suggests that there are six phases in a project when it is appropriate to consider collecting evidence for evaluative purposes.

Phase 1 - Project Design. The most frequent form of evaluation at this point is needs assessment. Program directions can be influenced by the needs of the participants.

Phase 2 - Resource Development. This involves testing learning materials and delivery strategies before the start of the program.

Phase 3 - Program start-up. A baseline to judge changes in knowledge, behaviour or practices of the participants is established. Another purpose is to assess whether resources are being developed properly.

Phase 4 - In-progress. Monitoring of the actual operations in case adjustments are required to prepare for summative evaluation.

Phase 5 - Program wrap-up. This is undertaken to explore end-of-program reactions and to determine if objectives were adequately met.

Phase 6 - Follow up. This is the period after the program has ended. In this phase, long term benefits of the program as evidenced by practice and behavior changes, may be suggested.

According to McNamara (2007), the concept of program evaluation can include a wide variety of methods to evaluate many aspects of programs. There are numerous books and other materials that provide in-depth analysis of evaluations, their designs, methods, combination of methods and techniques of analysis. The personnel do not have to be experts in these topics to carry out a useful program evaluation. The “20-80” rule applies here, the 20% of effort generates 89% of the needed results.

Program evaluation is carefully collecting information about a program or some aspects of a program in order to make necessary decisions about the program. The type of evaluation undertaken to improve the program depends on what one wants to learn about the program. Programs are often established to meet one or more specific goals. These goals are often described in the original program plans. Process-based evaluations are geared to fully understand how a program works, how it produces results. These evaluations are useful if programs are: 1.) long standing and have changed over the years, 2.) employees or customers report a large number of complaints about the program, 3.) there is efficiency in delivering program services and they are also useful for accurately disseminating to outside parties how a program truly operates.

Program evaluation, with outcome as focus, is increasingly becoming important for nonprofit organizations and it is asked for by funders. An outcomes-based evaluation facilitates the process of determining if the organization is really doing the right program activities to bring about the outcomes believed to be needed by clients. Outcomes are benefits to the clients for their participation in the program. Outcomes are usually in terms of enhanced knowledge, perceptions, attitudes or skills; or conditions, e.g. increased literacy, self reliance, etc. Outcomes are often confused with program outputs or units of services, e.g. the number of clients who went through a program.

If one plans to include in the evaluation personal information about customers or clients participating in the evaluation, then he should first gain their

consent to do so. They should understand why they are being evaluated and how any information associated with them will be reported. The evaluation should clearly convey terms of confidentiality regarding access to evaluation results. He should let the participants review and sign an informed consent form. There are four levels of evaluation information that can be gathered from clients. They are their reactions and feelings, learning, changes in skills and effectiveness.

The purpose of the assessment of learning is to measure gains or losses in knowledge, while the purpose of evaluation of a program or a project is to measure outcomes against stated goals or claims. One of the often used arguments against learning measures is that the learners in the nonformal setting is only present for a short time frame and that paper-pencil assessment strategies are both inappropriate and time consuming. A key tenet to evaluation is that the measure must assess the extent of the achievement of the goal.

The Bureau of Alternative Learning System conducts an annual “Kumustahan sa Barangay” (DepEd Memo., November 2007) which literally means “Updating in the Village”. This is an innovative participatory advocacy, and at the same time a monitoring and evaluation strategy that serves as a focal venue for the promotion of nonformal education or alternative learning system in the community. This mechanism brings together various implementers and stakeholders of nonformal education to document success and challenges on program implementation at the grassroots level. The community meeting is one

way to gather qualitative and quantitative data requirements based from the ALS Performance Indicators. This “Kumustahan” takes place at the Punlaan or Community Learning Center in the village where learners, implementers and other stakeholders are encouraged to share experiences on the implementation status, issues and gaps of the nonformal education programs and projects in their locale. The Community Learning Center documents all efforts and initiatives on nonformal education. A center is built for each barangay or village. However, not all centers are operational yet in some parts of the country. The operationalization of the centers is made through partnership of the Department of Education with Local Government Units. The aim of this mechanism is to mobilize local efforts and rally support for sustainable nonformal programs’ implementation. On a bigger scale, this mechanism provides wisdom in the formulation of standard policy directions and measures in the implementation of nonformal education programs at the national level.

Every program specifies its objectives. Smith (2001), as cited in Formento’s (2011) study “Assessment of the Programs on Alternative Learning System in MIMAROPA Region”, stressed that effective business like education organizes fundamental priorities in order, regarding people, product and profit to him. When support and resources are provided, the delivery of products and services will be ensured.

Javanillo (1992), as cited in Formento (2011) on the Non Formal Education in the Division of Ilocos Sur, made a recommendation to tap other

government agencies, cum and professional organizations, so they can extend assistance to purchase the much needed equipment and facilities for the program and strengthen the linkages with government agencies.

Caron (2009) in her study “Alternative Learning System in the Division of Rizal Cluster Ros: Status and Direction”, obtained the following salient findings:

1. The Alternative Learning System on Objectives. This aspect of the Program was evaluated by students as excellently implemented with a weighted mean of 4.68, teachers with 4.43 or satisfactorily implemented and government personnel with 4.79 or excellently implemented. The composite weighted mean is 4.64 or excellently implemented. Learning Resources were perceived to be excellently implemented by the three groups of respondents as evidenced by the composite weighted mean of 4.70. The Implementers/Facilitators were evaluated by the three groups of respondents with the composite weighted mean of 4.51 or excellently implemented. Facilities, likewise, was evaluated with a weighted mean of 4.77 or excellently implemented by the three groups of respondents. For the three groups of respondents, monitoring and evaluation was considered to be excellently implemented as proven by the composite weighted mean of 4.61.

Cunanan (2012), in her article “Towards the Development of an Operational Plan for the Alternative Learning System’s Accreditation and Equivalency Program in a City Schools Division”, revealed that curriculum development should be concerned with the drawing up of plans for teaching and

learning, specifically in the ALS. The alignment of curriculum and instruction helps much in the realization of educational goals.

Mataac (2007) revealed in his study that the instructional managers were knowledgeable of objective purposes and policies of the ALS Program. They knew their roles in the organization of the ALS. They can apply and interpret policies and information received with a mean of 4.10. The findings also revealed that the Local School Board and Department of Education were very supportive of the ALS Program with the mean score of 3.47 and 3.79, respectively. The findings also revealed that the respondents “Agree” that the community support the ALS Program, as evidenced by the overall mean of 3.79. Another finding reveals that the government/community officials, Government Organizations, and Non Government Organizations were supportive of the ALS Program. This implies that coordination with different agencies is not difficult to achieve because they believe that the program help people in the community especially the least fortunate ones. It was also revealed in the study that instructional materials are necessary inputs to effective teaching. These include textbooks, modules, and visual materials which obtained a total mean score of 3.95, described as “Agree”.

The evaluation study on the delivery of NonFormal Education in the Division of Cavite by Gelle (2005) showed that the modules used by mobile teachers and DALSCs for their learners are not enough. This contradicts the statement of the graduates. The evaluation focused on the activities in the

program as well as the learning materials used in the non formal education and the researcher discovered that modules were not enough for the learners.

Fernandez (2011), in his study “The Accreditation and Equivalency Program in a City Schools Division: Perspectives, Challenges and Promises”, revealed that the respondents gave their one hundred percent approval of the capability of their teachers in handling literacy sessions. They said that their teachers are educationally qualified because they are graduates of education and they passed the examination for teachers. The learners found their teachers to be knowledgeable, approachable, motherly, and showed genuine concern for them. It was revealed that the barangay hall was not really intended for the holding of literacy sessions, and the needed facilities and equipment were not provided in the center. There were not enough chairs and no blackboard, that is why the teachers always prepared a chart. Furthermore, the learners expressed their desire that they should have been exposed to the use of computer and other technologies during their literacy sessions like the students in the formal schools. For them, the use of laptop and LCD place them at par with the students enrolled in the formal school. The study also revealed that the learning strands Critical Thinking and Problem Solving Skills and Communication Arts in English were the most difficult learning strands for most learners. Essay writing was also difficult even if it was in English.

This finding is substantiated in the study of Quijada and Canesso (1999) as cited in Fernandez, which revealed that the learner will learn more if there is a sufficient number of A & E modules for the learners to work in.

Abducoul (1982) found out in his study that the teachers assigned in non formal education could perform their tasks efficiently and effectively if they were given encouragement by the school authorities to upgrade their courses in non formal education, to improve their competencies and to bolster their morale so that they can give better services to their clients.

Fallurin (2005), in her study “Assessment of Alternative Learning System (ALS) Programs in East District, Division of Batangas City: Basis for Proposed Action Plan” revealed the following: 1.) Assessment of the Respondents - The Respondents assessed the program component as “very satisfactory” with a weighted mean of 4.10, 2.) The assessment of the respondents in terms of objectives was “strongly agree” with a weighted mean of 4.21, 3.) The impact of the program to the community was assessed by the respondents as “strongly agree” with a weighted mean of 3.8, 4.) The Respondents assessed the teaching strategies used in the program as “very satisfactory” with a weighted mean of 3.63.

In addition, the three serious problems met by respondents were 1.) less number of participants in the program, with the highest percentage, 2.) lack of financial resources, and 3.) difficulty in recruiting learners.

The topmost solution given by the respondents in order to solve problems on the implementation of the program was to "inform the learners about the benefits that can be gained from the program". Another solution which they recommended was "ask assistance from barangay officials" regarding the recruitment of learners and the third was "request for financial support from the local government".

Furthermore, based on the findings of this study, the following conclusions were drawn: 1.) In general, both the implementers and the learner respondents assessed the program component and teaching strategies as "very satisfactory" and the objectives and impact of the program to the community as "strongly agree" which showed that the programs were successfully implemented, 2.) The basic functional literacy component, through the Student-Teachers Literacy Project, provided the learners with skills on reading, writing and numeracy and motivated them to go back to the formal school, 3.) The continuing education program through the accreditation and equivalency program helped the learner passers to pursue their studies in college. The program equipped the Literacy cum livelihood learners with the skills needed to initiate income generating projects, 4.) Even if the ALS program was successfully implemented, there were still completers of A & E and STLP who were not able to pursue their studies due to low family income, while some completers of LCL failed to start a small scale project due to lack of capital, 5.) Despite the problems encountered in the implementation of the program, the implementers were still efficient and

dedicated to render their services to the target learners in order to sustain the program.

Finally, the researcher presented the following recommendations: 1. All program components should be continuously implemented and spread out to all other barangays of the district and other districts of the division, 2.) The efforts of the barangay officials, teachers and in-school children should be tapped in disseminating the information about the ALS program so that it is properly appreciated, and eventually a greater number of participants would be encouraged to enroll in the program, 3.) Awards, recognition and honorarium should be provided to the implementers as incentive and motivation for the effective and efficient implementation of the program, 4.) The Respondents' proposed solutions to solve the problems in the ALS implementation need to be carried out, 5.) Further studies on the ALS program should be undertaken in other districts of the city, 6.) Modules on Value Development with experiential learning should be developed for the use of the implementers as a result of the needs assessment, 7.) Other relevant programs and projects which are community-based should be undertaken, 8.) An in-depth study on community needs can be undertaken.

Dacumos (1997) revealed in her study the great impact of the NonFormal Education Program in the three selected communities in Sorsogon Economic Subsystem. The NFE implementers indicated that the materials, facilities, and equipment used are barely adequate and old, but readily available to the

clientele. The overall mean is 3.19 (Satisfactory). The participants rated this area with a WM of 3.39 (Satisfactory); the cultural system, with a WM of 3.58 (Very Satisfactory); and economic system, with a WM of 3.42 (Satisfactory). It is observed that the evaluations of the participants are lower than the evaluations of the NFE implementers.

Valledor's (1999) study "A Tracer Study of the Graduates of the NonFormal Education Program on Extent of Utilization of Acquired Skills" revealed that most of the graduates utilized the skills they acquired from the NFE training program by venturing to entrepreneurship, livelihood projects or seeking employment.

The graduates suggested the following to improve the Nonformal Education Literacy Cum Livelihood Program: 1.) The District NFE Training and Display Center should acquire adequate training tools and equipment to ensure quality training output, and 2.) There is need to upgrade the qualifications of the Nonformal Education teachers and shop instructors.

Curriculum Improvement derived from the data gathered in the study include the following: 1.) Inclusion of curriculum components like allotment, learning directions, system of teaching, apprenticeship training and equipment/facilities requirements, Instructors/Para-teacher training on strategies, 2.) Monitoring and evaluation of quality production and quality control, and 3.) Linkages with other government agencies.

Results of the study generally revealed the satisfaction of the participants with their involvement in the program, particularly in the areas of learning, learning management, and learner success. This has been made evident by their success in finishing the program and consequently obtaining the elementary and secondary level certification from the Department of Education through the Bureau of Alternative Learning System, and eventually, their being able to land a job in various industrial hubs and malls, food chains and restaurants and other business establishments. Still others were able to continue their education by enrolling in TESDA and also in public and private colleges and universities in the country.

Baywong (2011) revealed in her study the respondents' perception of minimal support for the entire implementation of the Alternative Learning System (ALS) Program. The ALS program is perceived to have provided full support to the learners in its main objective on instruction and education of the respondents. Moderate support from government was perceived to be received for facilities, equipment and the publishing and printing of bulletins. Slight support was received for social integration of the learners and facilitation of parent's forum. According to the learners, they received no support for income generation, medical health and provisions for day care centers that are not the major components of the ALS implementation. The challenge and problem encountered by the learners while enrolled at the Alternative Learning System Center that is moderately severe is the financial problem of the learners and the

implementers. Slightly severe problems encountered by the learners are their personal, family and peer relations problems, the lack of government supplementary support and methods of teaching in the school. Generally all of the learners believe that the ALS education shall aid them in acquiring competencies for a college education or for employment opportunities in the future. Most of the respondents agree that the knowledge acquired from the ALS education is functional in their home and for survival in the society. Majority of the respondents believe that their education shall improve the quality of their life. More than half of the respondents reveal that they seldom think of regretting their being part of the ALS program. This objective of the nonformal education or alternative learning has, in part, complied with its aim to develop the individual to become self-reliant, self-sufficient, and self-disciplined to participate in all activities and become productive citizens in their national development efforts not only their lives but in the state as a whole.

Fernandez (2012) in his study, generally looked into the teacher's competence and learner's performance in the Alternative Learning System. It specifically determined the teacher-learner respondent's profile, their competence using Competency Based Examination. This research aimed to determine the relationship between teachers' competence and learners' performance in the Competency Based Examination. The research investigation covered two groups of respondents namely; (1) learner-respondents who are the ALS learners, and (2) the teacher-respondents who are the instructional

managers (IMs) and the mobile teachers (MTs). The descriptive survey method was employed in this study. The instructional managers (IMs) and mobile teachers (MTs), who were officially teaching learners in the different Community Learning Centers (CLC) or schools implementing the Alternative Learning System Accreditation and Equivalency (A&E) Program for C.Y. 2012 were included in this study. It was found out that no significant relationship exists between teachers' competence and certain socio-demographic profile such as gender and educational background. While the teachers' years of teaching experience in ALS, salary and performance rating were found to have significant relationship. Among the learners, gender and distance of residence from the community learning center had a significant relationship to their performance. Furthermore, there was no significant relationship between the teachers' competence and the learners' performance. Based on the findings, an enriched instructional program was prepared for the implementation of the delivery system of the Alternative Learning System (ALS) Accreditation and Equivalency (A&E) Program. As regards the teachers' competence, the following strengths were identified: Manifest a thorough knowledge of the subject matter; formulate questions to clarify a lesson; use of various aids to make the subject matter in the module more interesting to learners; make use of a variety of teaching strategies to make the lessons in the module more interesting; and provide challenging tasks applicable in real life situations.

Synthesis

The foreign and local literature and studies included in this study contributed much to the researcher's insights in the present study. These materials deal with Alternative Learning System issues, innovations and the role being played by the literacy facilitators in the improvement of the quality of life of the people. Likewise, the similarities and dissimilarities in the findings of the local and foreign studies gave the researcher bases to make in-depth analysis and discussion on the Accreditation and Equivalency Program of the DepEd, Division of City Schools-Quezon City.

Chapter III

Methodology

This chapter presents the methods and procedures employed in conducting the study. It describes among others, the research design including the respondents and the data gathering procedures, instruments and the statistical treatment of the data gathered.

Research Design

The study employed the descriptive-development design as it assessed the performance of the graduates of Alternative Learning System as manifested by the application of the acquired knowledge and skills in the world of work. The major tool used was a survey-questionnaire administered in the Division of City Schools-Quezon City, Metropolitan Manila.

In descriptive research design, the study focuses on the present condition; the purpose is to find new truth. Truth may have different forms such as increased insight into the factors which are operating, the discovery of a new causal relationship, a more accurate formulation of the problem to be solved and many others. Descriptive studies are valuable in providing facts on which scientific judgment may be based. They provide essential knowledge about the nature of objects and persons. (Calmorin 2006)

The study assessed the ALS program and the performance of the ALS graduates in the world of work. The findings became the basis for the development of an enhancement mechanism.

Respondents of the Study

Three (3) groups of respondents from the Division of City Schools-Quezon city were identified in the study. The first group was composed of Division Implementers, the second group was composed of ALS graduates, who had already passed the ALS Accreditation and Equivalency Examination and had landed a job, and the last group was composed of the employers of the graduates identified.

Most of the respondents were chosen purposively. However, convenience sampling was applied among the ALS graduates because some of them have already been working outside Metro Manila and even abroad. Table 1 explicitly shows the distribution of the respondents according to groups with the corresponding frequencies.

Table 1
Distribution of Respondents

	Group of Respondents	Population	No of Respondents	Percentage
I.	ALS Implementers			
	DALSC	20	10	50%
	MT	18	10	55%
	IMs	84	30	35%
II.	ALS Graduates			
	2010	230	23	10%
	2011	350	35	10%
	2012	420	42	10%
	III. Employers of the graduates	undetermined	100	
	GRAND TOTAL		250	

Research Locale

The study was conducted in selected public elementary and secondary schools in the Division of Quezon City. The Schools Division of Quezon City was formally established separately and distinct from the Manila City Schools on July 25, 1950, and started with 20,593 elementary school children and 310 secondary school students, with 478 teachers manning both levels.

During its four decades of existence, the Division greatly expanded due to the steady population growth of Quezon City and the influx of home seekers from various parts of the country. By 1962, when Mr. Alfredo Andal became schools superintendent, the Division had 43 complete elementary schools (plus 53 annexes and five complete secondary schools (with 11 annexes). The enrolment rose to 58,300 elementary pupils and 8,250 high school students.

Alternative Learning System has been intensified in Quezon City through the DepEd's programs and projects. ALS is one of the programs of both DepEd and LGU chief executives. Quezon City has six (6) districts, twenty (20) District ALS Coordinators, eighty (80) instructional managers, and eighteen (18) mobile teachers.

The City Government of Quezon City gives high priority to education. Thus, it has consistently provided the infrastructure of the formal education sector. Likewise, it also allocated funds for Alternative Learning System by erecting the ALS Learning Center, with complete facilities and equipment.

Learning materials such as modules have been reproduced in order to provide copies in all learning centers in all barangays and in-school centers. This has been the response to the growing student population in the City.

Research Instruments

There were two (2) instruments used in the study. One was used to assess the ALS A & E Program which was administered to the ALS implementers and graduates. The other one was personally developed by the researcher which was intended for the graduates and their employers to assess the ALS students' competencies in the world of work. The first instrument has already undergone the full validation process, while the other one underwent only first hand validation.

Instrument to Assess the ALS Accreditation & Equivalency Program

The first part of the instrument was adapted from the study of Cunanan (2011) to collect information from the implementers and graduates on their perceptions in the following areas:

- A. Objectives;
- B. Curriculum;
- C. Learning Materials;
- D. Alternative Learning System Teacher;
- E. Advocacy and Social Mobilization;
- F. Learning Center, Facilities and Equipment;
- G. Capability Building;
- H. Partnership Building;

I. Resource Mobilization and Allocation;

J. Monitoring and Evaluation; and

K. Impact

The respondents were asked to indicate their assessment using a 5 point Likert Scale described as:

Rating Scale	Interval	Verbal Interpretation
5	4.50-5.00	Evident to a Very Great Extent (EVGE)
4	3.50-4.49	Evident to a Great Extent (EGE)
3	2.50-3.49	Evident to a Moderate Extent (EME)
2	1.50-2.49	Evident to a Little Extent (ELE)
1	1.00-1.49	Not Evident at All (NEA)

Instrument to Assess the ALS Graduates' Performance in the World of Work

With the expertise of four (4) faculty members of Philippine Normal University, five (5) ALS Supervisors and one (1) Education Program Specialist and in consideration of other literature related to the present study, the researcher was able to develop the second research instrument used in this study. To validate the items in the questionnaire, suggestions from mentors were considered. After a series of changes made in the content, format and appearance, copies of the final draft were further presented to a jury. The reliability of the instrument was established by administering the instrument to twenty (20) graduates who were non participants of the study. This was done to determine the accuracy of the instrument in measuring the variables related to this research.

The computation of the reliability test using Cronbach Alpha was made through SPSS. It was found out that the instrument was very reliable having obtained a Cronbach's Alpha coefficient of 0.926.

Ibanez (2007), contends that an instrument's score is only interpretable when it possesses a substantial internal consistency and when each item in the instrument measures the same construct as the rest of the items. Therefore, internal consistency correlations are essentially measures of homogeneity, with Cronbach's Alpha, being the most widely used measure. The generally agreed upon lower limit for this type of diagnostic measure to assess the internal consistency of an instrument is 0.70, although it may decrease to 0.60 in exploratory research.

Table 2
Reliability Coefficients of the Instrument Using Cronbach's Alpha

Instrument	Cronbach Alpha	Interpretation
Graduates' Level of Application of the Competencies in the World of Work	0.926	Very Reliable

The respondents were asked to indicate their assessment using 5 point Likert Scale with the following equivalents and descriptions.

Rating Scale	Interval	Description
5	4.50-5.00	Always Applied (AA)
4	3.50-4.49	Very Often Applied (VOA)
3	2.50-3.49	Often Applied (OA)
2	1.50-2.49	Seldom Applied (SA)
1	1.00-1.49	Never Applied (NA)

B. Data Gathering Procedure

After the survey-questionnaire has undergone the validation process, it was administered to the groups of respondents identified in the study. A letter-request was given to Dr. Ponciano A. Menguito at the Office of the Schools Division Superintendent, Quezon City, for approval/endorsement to administer the said instrument to the ALS implementers, the graduates' employers and the graduates.

After the approval/endorsement, a letter to the respondents was prepared and the survey-questionnaire was distributed to the identified respondents. The survey instruments were given personally by the researcher to the respondents. Some were sent through email, or facebook. Efforts to follow up those who failed to respond were done through phone calls, mobile phones or email. All possible means of contacting the graduate respondents were utilized.

In addition to gathering the primary data from the respondents through the survey questionnaire, informal interviews and observations were also conducted in order to validate responses derived from the instrument, for qualitative interpretation and discussion of data. This time the researcher did personally the random interviews among the respondents to personally highlight the significant responses and find out consistencies and/ or inconsistencies of responses.

Statistical Treatment of Data

The data gathered from the survey-questionnaire were collected, tallied, synthesized and organized in different forms. Both descriptive and Inferential Statistics were applied in this study.

1. Weighted Mean was used to find the weighted average of every item answered by the respondents in assessing the extent of implementation of the ALS A & E program and its strengths and weaknesses.
2. Cronbach's Alpha was used in estimating the internal consistency of the instrument. The survey-questionnaire also employed a five-point scaling technique and its corresponding descriptions which served as bases for the quantitative and qualitative interpretation of data.

Items which obtained ratings of 4.00 and above were considered strengths while those which fell below 4.00 were considered weaknesses of the ALS A & E program. Identified strength areas required continuous improvement while weak areas required careful enhancement mechanism.

All statistical tests used in this study were run via the Statistical Package for Social Sciences (SPSS) Program.

Chapter IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered by the researcher through the retrieved instruments. Presentation of statistical data is made in tabular form and arranged in accordance with the statements of the problem specified in Chapter I. Narrative explanation of the figures and discussions of the implications of the results are hereby provided. In addition, the discussions show the differences that may have existed between the perceptions of the graduates and those of the implementers or between the perceptions of the graduates and those of the employers.

Problem 1: What is the extent of implementation of the ALS program in the Division of City Schools-Quezon City, as perceived by the implementers and the graduates in the following areas?

A. Objectives of the Alternative Learning System Program

Table 3 presents the extent of implementation of the objectives of the Alternative Learning System Program as perceived by the implementers and the graduates. The data reflect that the implementers and the graduates perceived the achievement of the objectives as *“Evident to a Very Great Extent”* with a total average mean of 4.52.

Table 3
Extent of Implementation of the Alternative Learning System
Program in terms of Objectives as Perceived by the Implementers and the
Graduates

Indicators	Implementers		Graduates		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
A. Objective							
1. The objectives of the ALS A & E Program are in accordance with the educational aims of the Bureau of Alternative Learning System (BALS) and the Department of Education (DepEd).	4.92	EVGE	4.41	EGE	4.58	Evident to a Very Great Extent	1
2. Provide opportunities for ALS A & E learners to earn elementary and secondary diploma equivalent to that in the formal school system.	4.88	EVGE	4.41	EGE	4.56	Evident to a Very Great Extent	2
3. Provide a holistic and well integrated program for the intellectual, moral, social, emotional, spiritual and physical development of the learners	4.7	EVGE	4.44	EGE	4.52	Evident to a Very Great Extent	4
4. Strengthen the acquisition of theories and concepts in functional employable and globally competitive skills.	4.46	EGE	4.39	EGE	4.41	Evident to a Great Extent	5
5. Offer alternative pathways through which the out-of-school children, youth and adults can have access to their personal and professional development	4.78	EVGE	4.43	EGE	4.54	Evident to a Very Great Extent	3
Total	4.75	EVGE	4.42	EGE	4.52	Evident to a Very Great Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

It is noted that the implementers perceived the objectives as “Evident to a Very Great Extent” with a mean of 4.75, and the graduates perceived them as “Evident to a Great Extent” with a mean of 4.42. This shows that the two groups of respondents agree that the objectives of the ALS Program are clearly understood.

When ranked from highest to lowest, the highest average mean of 4.58 interpreted as “*Evident to a Very Great Extent*” was given to the indicator “The objectives of the ALS A & E Program are in accordance with the educational aims of the Bureau of Alternative Learning System (BALS) and the Department of Education (DepEd)” and the lowest average mean of 4.41 interpreted as “*Evident to a Great Extent*” was obtained for the indicator “Strengthen the acquisition of theories and concepts in functional employable and globally competitive skills”.

Furthermore, it is observed that for the highest average mean, the two groups of respondents have different perceptions. The implementers evaluated the implementation of the objectives as evident to a very great extent, while the graduates, evaluated the implementation to a great extent.

For both implementers and graduates “Strengthen the acquisition of theories and concepts in functional employable and globally competitive skills” has the lowest means of 4.46 and 4.39, respectively, with verbal interpretation “*Evident to a Great Extent*”.

Every program specifies its objectives. In the study of Formento (2011), stressed that effective business like education organizes fundamental priorities in order of people, product and profit to him. When support and resources are provided, the delivery of products and services will be ensured.

The aforecited statements clearly indicate that the objectives of the ALS A & E program have sufficiently been met by the stakeholders. This is a true manifestation that educational programs should have specific goals and a set of clear objectives in courses of action for implementers to follow. One of the implementers said:

“Talagang maganda ang hangarin ng ALS, maraming estudyante ang natutulungan lalo na yong ayaw ng mag-aral sa formal education.” (Unedited)

Caron (2009), in her study “Alternative Learning System in the Division of Rizal Cluster Ros: Status and Direction” revealed the following salient findings: 1. On the Status and Extent of Implementation, of the Alternative Learning System. 1.1. Objectives. This aspect of the Program was evaluated by the students as “excellently implemented” with a weighted mean of 4.68, “teachers” with 4.43 or ‘satisfactorily implemented” and government personnel with 4.79 or “excellently implemented”. The composite weighted mean is 4.64 or “excellently implemented”.

B. Curriculum of the Alternative Learning System Program

Table 4 presents the extent of implementation of the curriculum of the Alternative Learning System Program as perceived by the implementers and the

graduates. Across all indicators the perceptions of the implementers obtained a general mean of 4.75 which is described as “*Evident to a Very Great Extent*” and

Table 4
Extent of Implementation of the Alternative Learning System
Program in terms of Curriculum as Perceived by the Implementers and the
Graduates

Indicators	Implementers		Graduates		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
B. Curriculum							
1. The ALS A & E curriculum complies with and is comparable to that of the formal Basic Education.	4.62	EVGE	4.37	EGE	4.45	Evident to a Great Extent	9
2. The curriculum supports the A & E program's philosophy and objectives,	4.64	EVGE	4.39	EGE	4.47	Evident to a Great Extent	7.5
3. The learning strands include communication skills, problem solving and critical thinking skills, sustainable use of resources/ productivity, development of self and sense of community, and expanding one's world vision.	4.86	EVGE	4.56	EVGE	4.66	Evident to a Very Great Extent	1
4. The curriculum core contents are geared toward functional literacy.	4.94	EVGE	4.46	EGE	4.62	Evident to a Very Great Extent	2
5. The curriculum is flexible and suited to the learning needs of the learners.	4.82	EVGE	4.49	EGE	4.60	Evident to a Very Great Extent	3
6. The curriculum is responsive to the needs of the present times.	4.78	EVGE	4.37	EGE	4.47	Evident to a Great Extent	7.5
7. The emphasis of the curriculum is to provide the learners with opportunities for the practical application of knowledge.	4.78	EVGE	4.37	EGE	4.50	Evident to a Very Great Extent	6
8. The Curriculum provides the use of mother tongue /vernacular language in the teaching- learning process.	4.7	EVGE	4.42	EGE	4.51	Evident to a Very Great Extent	5
9. The curriculum emphasizes the functional-based learning which incorporates the four pillars of learning: learning to know, learning to do, learning to be, and learning to live	4.76	EVGE	4.49	EGE	4.58	Evident to a Very Great Extent	4

together.							
Total	4.77	EVGE	4.44	EGE	4.54	Evident to a Very Great Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

the perceptions of the graduates obtained an overall mean of 4.43 which is described as *“Evident to a Great Extent”*.

For the implementers, the indicator with the highest mean of 4.94 is “The Curriculum core contents are geared toward functional literacy”, while for the graduates, the indicator with the highest mean of 4.56 is “The Learning strands include communication skills, problem solving and critical thinking skills, sustainable use of resources/productivity, development of self and sense of community and expanding one’s world vision”. Both ratings are described as *“Evident to a Very Great Extent”*.

When ranked from highest to lowest, the highest average mean of 4.66 is given to the indicator “Learning strands include communication skills, problem solving and critical thinking skills, sustainable use of resources/productivity, development of self and sense of community and expanding one’s world vision” described as *“Evident to a Very Great Extent”* and the lowest average mean of 4.45 was obtained for the indicator “The ALS A & E curriculum complies with and is comparable to that of the formal Basic Education”, described as *“Evident to a Great Extent”*. One of the graduates said in an interview:

“Maam magandang alternative ang ALS para sa aming mga estudyanteng di na kayang pumasok sa formal education, sa palagay ko mam pareho lang naman ang itinuturo sa ALS. Tinuturuan din kaming magbasa, mag math at maging mabuting mamamayan ng ating bansa”. (Unedited)

C. Learning Materials in the Alternative Learning System Program

Table 5 presents the extent of implementation of the aspect on learning materials in the Alternative Learning System Program as perceived by the implementers and the graduates. Along all indicators, the learning materials obtained a total average mean of 4.18 or *“Evident to a Great Extent”*. It shows that all indicators from 1 to 5, the learning materials are *“Evident to a Great Extent”*, except for the indicator “Learning materials written in English language are translated into Filipino”, which is described as “Evident to a Very Great Extent”.

The implementers and the graduates’ ratings obtained average means of 4.08 and 4.23, respectively, both interpreted as *“Evident to a Great Extent”*. When ranked from highest to lowest, the highest average mean of 4.52 is for the indicator “Learning materials written in English language are translated into Filipino”, which is described as *“Evident to a Very Great Extent”*, and the lowest average mean of 3.74 is for indicator “Computer units with digitized modules are adequate and accessible for use”, which is described as *“Evident to a Great*

Extent". This result seems to corroborate with the information gained by the researcher in an interview from a graduate who said:

"Maam hindi po kami gumagamit ng computer sa klase, puro kami modules at kung minsan gumagamit kami ng mga printed materials na ibinibigay ng teachers namin."
(Unedited)

As Cunanan (2012) cited in her study, learning materials are important aids to effective instruction. This was underscored by Mayugbo (1996) in her study. He further identified some important concerns relative to material availability which help the teachers to achieve quality teaching and learning.

Mataac (2007) revealed in his study that Instructional materials are necessary inputs in effective teaching. Instructional materials which include textbooks, modules, and visual materials obtained an overall mean of 3.95, described as *"Agree"*.

Table 5
Extent of Implementation of the Alternative Learning System
Program in terms of Learning Materials as Perceived by the Implementers
and the Graduates

Indicators	Implementers		Graduates		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
C. Learning Materials							
1. Copies of the A & E Modules are adequate and accessible.	4.12	EGE	4.29	EGE	4.23	Evident to a Great Extent	2
2. Supplementary materials like books, audio tapes, and video tapes among others, are adequate and accessible.	3.88	EGE	4.35	EGE	4.19	Evident to a Great Extent	4

3. Learning materials written in English Language are translated into Filipino.	4.68	EVGE	4.45	EGE	4.52	Evident to a Very Great Extent	1
4. Print and non-print materials are properly shelved, checked and maintained.	4.04	EGE	4.29	EGE	4.20	Evident to a Great Extent	3
5. Computer units with digitized modules are adequate and accessible for use.	3.66	EGE	3.79	EGE	3.74	Evident to a Great Extent	5
Total	4.08	EGE	4.23	EGE	4.18	Evident to a Great Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

In an evaluation study on the delivery of ALS in the Division of Cavite, Gelle (2005) focused on the activities undertaken in the program, as well as on learning materials used in the non formal education, and she discovered that modules were not enough for the learners. In one of the interviews one graduate said:

“Mam marami pong supply ng modules sa amin, tig isa isa po kami ng modules”. (Unedited)

The evaluation study on the delivery of Non Formal Education in the Division of Cavite by Gelle (2005) showed that the modules used by mobile teachers and DALSC for their learners are not enough for all the students. This contradicts the statement of the graduates.

Caron (2009) in her study “Alternative Learning System in the Division of Rizal Cluster Ros: Status and Direction”, revealed the following salient findings. Learning Resources was perceived to be excellently implemented by the three groups of respondents as evidenced by the composite weighted mean of 4.70.

This finding is substantiated in the study of Quijada and Canesso (1999) as cited in Fernandez, which revealed that the learners will learn more if there is a sufficient number of A & E modules for them.

D. Teachers of the Alternative Learning System Program

Table 6 presents the extent of implementation of the aspect on teachers of the Alternative Learning System Program as perceived by the implementers and the graduates. The combined perception of the respondents reveals a total average mean of 4.42, interpreted as *“Evident to a Great Extent”*. The highest average mean of 4.94 is for the indicator “Mobile Teachers (MTs), District ALS Coordinators (DALSCs), and Instructional Managers (IMs) are college/baccalaureate degree holders” while the lowest average mean of 4.14 is for the indicator “The MTs, DALSCs, IMs receive sufficient salaries and other benefits.” from the implementers’ perceptions. From the perceptions of the graduates, the highest average mean is 4.64 also for the indicator “The Mobile Teachers (MTs), District ALS Coordinators (DALSCs), and Instructional Managers (IMs) are college/baccalaureate degree holders,” interpreted as *“Evident to a Very Great Extent”* while the lowest average mean is 3.37 for the indicator “The MTs, DALSCs, IMs receive sufficient salaries and other benefits”, described as *“Evident to a Moderate Extent”*.

Both the implementers and the graduates gave the highest rating for the indicator “The Mobile Teachers (MTs), District ALS Coordinators (DALSCs), and Instructional Managers (IMs) are college/baccalaureate degree holders” which

obtained combined means of 4.94 and 4.64 respectively, and a verbal interpretation of *“Evident to a Very Great Extent”*. The lowest mean was obtained for the indicator “The MTs, DALSCs, IMs receive sufficient salaries and other benefits”, with means of 4.14 and 3.37, respectively and a verbal interpretation of *“Evident to a Great Extent”*, from the implementers and the graduates.

From an interview with a graduate and an implementer, the researcher received these responses;

“Mam magagaling po ang mga teachers namin at ineexplain nya mabuti ang mga lesson, at pag meron kaming di maintindihan ok lang na magtanong kami para lalo naming maintindihan”. (Unedited)

“Halos lahat naman ng implementers ay may mga master’s degree at we try our best to teach our students to the best that we can”. (Unedited)

Fernandez (2011) revealed in his study that the respondents gave their one hundred percent approval of the capability of their teachers in handling literacy classes.

They said that their teachers are educationally qualified because they are graduates of education and they passed the examination for teachers. The learners found that their teachers are knowledgeable, approachable, motherly and showed genuine concern for them.

Caron (2009) in her study, “Alternative Learning System in the Division of Rizal Cluster Ros: Status and Direction” revealed the following salient findings:

On the Status and Extent of Implementation of the Alternative Learning System. Implementers, Facilitators were evaluated by the three groups of respondents with the composite weighted mean of 4.51 or “excellently implemented”.

Abducot (1982) found out in his study that teachers assigned in nonformal education could perform their tasks efficiently and effectively in implementing the program, if they were given encouragement by the school authorities to upgrade their courses in nonformal education, to improve their competencies and bolster their morale, so that they can give better services to their clients.

Table 6

Extent of Implementation of the Alternative Learning System Program in terms of the ALS Teachers as Perceived by the Implementers and the Graduates

Indicators	Implementers		Graduates		Average		Rank
	Mea n	VI	Mea n	VI	Mea n	Verbal Interpretation	
D. The ALS Teachers							
1. The Module Teachers (MTs), District ALS Coordinators (DALSCs), and Instructional Managers (IMs) are college/baccalaureate degree holders.	4.94	EVG E	4.64	EVG E	4.74	Evident to a Very Great Extent	1
2. The MTs, DALSCs, and IMs attend basic trainings and enhancement programs in ALS A & E.	4.88	EVG E	4.37	EGE	4.54	Evident to a Very Great Extent	4
3. The MTs, DALSCs, and IMs apply adult learning principles (andragogy) in the teaching-learning process.	4.84	EVG E	4.51	EVG E	4.62	Evident to a Very Great Extent	2
4. The MTs, DALSCs, and IMs share and understand the immediate concerns of the learners.	4.66	EVG E	4.50	EVG E	4.55	Evident to a Very Great Extent	3
5. The MTs, DALSCs, and IMs receive sufficient salaries and other benefits.	4.14	EGE	3.37	EME	3.62	Evident to a Very Great Extent	7

6. They regularly monitor and evaluate the progress of the learners.	4.56	EVGE	4.21	EGE	4.32	Evident to a Great Extent	6
7. They provide counseling and feedback to the learners.	4.58	EVGE	4.50	EVGE	4.52	Evident to a Very Great Extent	5
Total	4.66	EVGE	4.30	EGE	4.42	Evident to a Great Extent	

Range of Rating Description: and Verbal Interpretation (VI) 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

Mataac (2007) revealed in his study that the Instructional managers are knowledgeable of the objectives, purposes and policies of the ALS Program. They know their roles in the organization of ALS. They can apply, and interpret policies and information received, as shown by the mean of 4.10.

E. Advocacy and Social Mobilization in the Alternative Learning System Program

Table 7 presents the extent of implementation of the Advocacy and Social Mobilization of the Alternative Learning System Program as perceived by the implementers and the graduates.

Table 7

Extent of Implementation of the Alternative Learning System Program s in terms of Advocacy and Social Mobilization as Perceived by the Implementers and the Graduate

Indicators E. Advocacy and Social Mobilization	Implementers		Graduates		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	

1. The ALS officials and implementers conduct orientation of the A & E program within the City Schools Division among LGUs, NGOs, CBOs, Academe and others.	4.7	EVGE	4.44	EGE	4.52	Evident to a Very Great Extent	1
2. The Division ALS Center has internet, website, social media such as facebook and twitter accounts for the ALS A & E promotional advertisement process.	4.42	EGE	4.40	EGE	4.40	Evident to a Great Extent	2
Total	4.56	EVGE	4.42	EGE	4.46	Evident to a Great Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

Across all indicators the perceptions of the implementers got a total mean of 4.56, which is interpreted as *“Evident to a Very Great Extent”*, while the perceptions of the graduates garnered a mean of 4.42, with a verbal interpretation of *“Evident to a Great Extent”*.

For both respondents, the indicator with the highest average mean is “The ALS officials and implementers conduct orientation of the A & E program within the City Schools Division among LGUs, NGOs, CBOs, Academe and others”.

The result is a clear indication that the ALS officials and implementers really conduct orientation on the ALS. One of the ALS implementers conveyed the following:

“Nagcoconduct naman kami ng orientation sa mga bata. Pumupunta kami sa barangay at nagbabahay bahay para mabigyan sila ng impormasyon tungkol sa ALS”. (Unedited)

Much has to be done in the area of advocacy and social mobilization. From the responses of the respondents, the people in the community, where the A & E classes are being held are not aware of what the program is about. Most of the respondents received their information about the program from the teachers, who got their information from the DepEd personnel. What is needed is a strong advocacy and social mobilization through various means so that the goals of the EFA will be met.

Advocacy and Social Mobilization requires extensive and intensive marketing strategies for the buying of the program, with the end in view of gaining support from the stakeholders (Guerrero 2005).

In the advent of technology, various marketing communication vehicles can be considered, both print and non-print media, even in advertising, sales promotion events and experiences, public relations and publicity, direct marketing, interactive marketing, word of mouth marketing and personal selling.

F. Learning Center, Facilities and Equipment in the Alternative Learning System Program

Table 8 presents the extent of implementation of the aspect in Learning Center, Facilities, and Equipment in the Alternative Learning System Program as perceived by the implementers and the graduates. From the perceptions of the implementers, among the eight (8) indicators, only one (1) indicator got a verbal interpretation of “*Evident to a Very Great Extent*” with the mean score of 4.54. This is the indicator “The learning center is strategically located and accessible to

all learners". From the graduates' perceptions, the indicator "Security and safety measures in the learning center are adequate", got the highest mean score which is 4.65, which is described as "*Evident to a Very Great Extent*". Both the implementers and the graduates showed the lowest mean of 3.66 interpreted as "*Evident to a Great Extent*", and 3.40 interpreted as "*Evident to a Moderate Extent*", respectively, for the indicator "There is room for e-learning (computer laboratory)". The results are supported by the answer of one respondent in the interview, which is as follows:

"Di kami gumagamit ng computer, mam..... puro kami module lang.....wala kaming E library, kung meron man di naman naming mam ginagamit". (unedited)

The barangay hall is not really intended for the holding of literacy sessions. The needed facilities and equipment are not provided by the center. There are not enough chairs and no blackboards, that is why the teachers always prepare a chart (Fernandez 2011).

Table 8

Extent of Implementation of the Alternative Learning System Program in terms of Learning Center, Facilities and Equipment as Perceived by the Implementers and the Graduates

Indicators F. Learning Center , Facilities and Equipment	Implementers		Graduates		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
1. The learning center has sufficient classrooms and facilities.	3.96	EGE	4.31	EGE	4.19	Evident to a Great Extent	6
2. The learning center is conducive to both teaching and learning.	4.12	EGE	4.41	EGE	4.31	Evident to a Great Extent	4
3. The learning center is strategically located and accessible to all learners.	4.54	EVGE	4.52	EVGE	4.52	Evident to a Very Great Extent	2

4. Security and safety measures in the learning center are adequate.	4.46	EGE	4.65	EVGE	4.58	Evident to a Very Great Extent	1
5. All classrooms and instruction areas are clean, orderly and well ventilated.	4.34	EGE	4.27	EGE	4.29	Evident to a Great Extent	5
6. There is a room for e-learning (computer laboratory).	3.66	EGE	3.40	EME	3.48	Evident to a Great Extent	8
7. There are provisions for library, laboratory rooms, clinic facilities, offices, faculty rooms and others.	3.78	EGE	4.13	EGE	4.01	Evident to a Great Extent	7
8. The learning materials and equipment are safely stored.	4.42	EGE	4.40	EGE	4.40	Evident to a Great Extent	3
Total	4.16	EGE	4.26	EGE	4.22	Evident to a Great Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

Formento (2011) stated that learning is one vital consideration in order to sustain the survival of learners in the program. Since conduciveness to both the physical and psychosocial aspects of learning, requires consideration of facilities and equipment availability and maintenance of such facilities and equipment should be given primordial attention.

Fernandez (2011) revealed in his study that the learners expressed their desire to be exposed to the use of computer and other technologies during their literacy sessions like the students in the formal schools. For them, the use of laptop and LCD place them at par with the students enrolled in the formal school.

Caron (2009), in her study “Alternative Learning System in the Division of Rizal Cluster Ros: Status and Direction”, revealed the following salient findings:

Facilities were evaluated with a weighted mean of 4.77 or excellently implemented by the three groups of respondents.

G. Capability Building in the Alternative Learning System Program

The extent of implementation of the aspect on capability building in the Alternative Learning System Program as perceived by the implementers and the graduates is reflected in Table 9. Across all the indicators the program obtained a total average mean of 4.50, described as *“Evident to a Very Great Extent”*. The highest average mean of 4.58 and the lowest average mean of 4.36 were obtained for the indicators “The ALS officials and implementers update themselves with the latest trends in implementing the A & E Program, and “The IMs attend local, regional and national enhancement programs”, respectively.

It is further noted that the perception of the implementers has a general mean of 4.55, interpreted as *“Evident to a Very Great Extent”*, while the graduates has a general mean of 4.48, interpreted as *“Evident to a Great Extent”*.

In addition, only the indicator “The IMs attend local, regional and national enhancement programs” received a rating interpreted as *“Evident to a Great Extent”* with the total average mean of 4.36.

Table 9
Extent of Implementation of the Alternative Learning System Program in terms of Capability Building as Perceived by the Implementers and the Graduates

	Implementers	Graduates	Average	Rank
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Indicators	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
G. Capability Building							
1. The ALS implementers attend regular meetings and conferences in the Division.	4.7	EVGE	4.48	EGE	4.55	Evident to a Very Great Extent	2
2. The ALS officials and implementers update themselves with the latest trends in implementing the A & E Program.	4.66	EVGE	4.55	EVGE	4.58	Evident to a Very Great Extent	1
3. The IMs attend local, regional and national enhancement programs.	4.32	EGE	4.38	EGE	4.36	Evident to a Great Extent	4
4. The ALS officials conduct competency and need-based assessment of the ALS implementers	4.52	EVGE	4.51	EVGE	4.51	Evident to a Very Great Extent	3
Total	4.55	EVGE	4.48	EGE	4.50	Evident to a Very Great Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

When interviewed one of the implementers said:

“Umaatend kami ng mga seminar workshops pati meeting inaatenan namin para malaman namin ang mga updates sa ALS”. (Unedited)

Guerrero (2005) stated that capability building is essential in order to enhance the capabilities of the ALS implementers. Without a training and enhancement program for them, sustainability of the ALS program and projects will not be possible.

H. Partnership Building in the Alternative Learning System Program

The respondents' perceptions of the aspect on partnership building in the ALS program are presented in Table 10. The figures indicate that the indicators

of the program are *“Evident to a Great Extent”*, with a total average mean of 3.55. The highest average mean of 4.04, interpreted as *“Evident to a Great Extent”*, is for the indicator “The ALS officials and implementers bring the A & E program to the attention of the church-based organizations as prospective ALS A & E Service providers ”, whereas the lowest average mean of 3.37, interpreted as *“Evident to a Moderate Extent”*, was obtained for the indicator “The ALS officials and implementers bring A & E program to the attention of the NGOs (Civic Organization, Foundations, Business Group, Media and others) as prospective ALS A & E Service providers” For the graduates, four (4) indicators received the verbal interpretation of *“Evident to a Moderate Extent”* and one (1) indicator received a rating equivalent to *“Evident to a Great Extent”*.

Cunanan (2012) stated that this component demands a strong commitment to undertake. With the pressing problems on scarcity of educational resources, it is high time to source out and seek support from others. Since education is a shared responsibility, convergence of entities, through public private partnerships should be encouraged.

Mataac (2007), in his study, revealed that the Local School Board and the Department of Education were very supportive of the ALS Program, with mean scores of 3.47 and 3.79, respectively. It was also revealed in the study that the respondents “Agree” that the community supports the ALS Program as evidenced by an overall mean of 3.79. The finding reveals that the government/community officials, Government Organizations, Non Government

Organizations are supportive of the ALS Program. This implies that coordination with different agencies is not difficult to achieve because they believe that the program helps the people in the community, especially the least fortunate ones.

In an effort to provide education for all, the Department of Education (DepEd) is establishing partnership with various agencies and local government units in implementing alternative learning programs and projects of the Bureau of Alternative Learning System (BALS).

In line with this, the BALS launched a premier project of national impact dubbed as BIGATIN – Building Inter-Agency Grand Alliance Towards Institutionalization of Nationwide Alternative System – Education for All at the Bulwagan ng Karunungan, DepEd Central Office, Pasig, on February 4, 2014.

Table 10

Extent of Implementation of Alternative Learning System Program in terms of Partnership Building as Perceived by the Implementers and the Graduates

Indicators H. Partnership Building	Implementers		Graduates		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
1.The ALS officials and implementers bring the A&E program to the attention of DepEd officials (Division, District and School Officials) for possible implementation and support to the program	4.5	EVGE	2.92	EME	3.46	Evident to a Moderate Extent	3
2. The ALS officials and implementers bring the A & E program to the attention of LGUs, City and Barangay levels for possible financial support to the program.	4.48	EGE	2.90	EME	3.42	Evident to a Moderate Extent	4

3. The ALS officials and implementers bring the A & E program to the attention of the NGOs, Civic Organizations Foundations, Business Groups ,Media and others which can be prospective ALS A & E Service providers	4.44	EGE	2.84	EME	3.37	Evident to a Moderate Extent	5
4. The ALS officials and implementers bring the A & E program to the attention of church-based organizations which can be prospective ALS A & E Service providers	4.44	EGE	3.84	EGE	4.04	Evident to a Great Extent	1
5. The ALS officials and implementers bring the A & E program to the attention of the Academe-City of Quezon City which can be prospective ALS A & E Service providers.	4.52	EVGE	2.97	EME	3.48	Evident to a Moderate Extent	2
Total	4.48	EGE	3.09	EME	3.55	Evident to a Great Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

BALS Director Carolina Guerrero said, “The BIGATIN Project aims to establish network linkages with various organizations particularly the local government units to deliver Alternative Learning System (ALS) programs and projects in wider coverage.”

“It seeks to generate awareness and support in terms of resources between and among agencies, thus putting all efforts together for the benefit of out-of-school youth and adults, including other marginalized groups across the country,” added by Guerrero.

As stipulated in Republic Act 9155, the ALS is a parallel learning system that provides a viable alternative to the existing formal education instruction; encompassing both the nonformal and informal sources of knowledge and skills.

The DepEd, through the BALS, is mandated to ensure that all learning needs of marginalized learners are addressed. ALS will respond to the needs using more systematic and flexible approaches in reaching out to all types of learners outside the school system.

Through a Memorandum of Understanding, the DepED together with the National Youth Commission (NYC), represented by its Chairman and Chief Executive Officer, Paolo Benigno Aquino IV; League of Provinces (LPP) represented by Erico Aumentado, national president; League of Municipalities of the Philippines (LMP) represented by Ramon Guico, Jr., national president; League of Cities of the Philippines (LCP), represented by James Marty Lim, national president; and the Sanggunian Kabataan National Federation (SKNF) represented by its president, Ariel Joseph Arcillas, pledged commitment to this endeavour.

With this grand alliance, the Department envisions sustainable and more responsive community-based development programs that would make a difference in the lives of the deprived, depressed and underserved populace.

I. Resource Mobilization and Allocation of the Alternative Learning System Program

Table 11 presents the extent of implementation of the aspect Resource Mobilization and Allocation in the Alternative Learning System Program as perceived by the implementers and the graduates.

Data reveal a total average mean of 3.01, which means “*Evident to a Moderate Extent*” with regard to all the given indicators of resource mobilization and allocation.

It is further noted that the implementers perceive Resource Mobilization and Allocation in the Alternative Learning System Program as “*Evident to a Great Extent*” with a mean of 4.15. On the contrary, the graduates perceive Resource Mobilization and Allocation in the Alternative Learning System Program as “*Evident to a Little Extent*”, with a mean of 2.45.

When ranked from highest to lowest, the highest average mean of 3.20 was obtained for the indicator “Corporations and others entities allocate funds for the program as part of their corporate social responsibility”. The second is for the indicator “The ALS officials and implementers source out funds from LGUs and NGOs”, with an average mean of 3.07. The third is for the indicator “The City Schools Division allocates funds for the program”, with an average mean of 2.91.

Table 11
Extent of Implementation of the Alternative Learning System
Program in terms of Resource Mobilization and Allocation as Perceived by
the Implementers and the Graduates

Indicators	Implementers	Graduates	Average	Rank

I. Resource Mobilization and Allocation	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
1. The ALS officials and implementers source out funds from LGUs and NGOs.	4.26	EGE	2.48	ELE	3.07	Evident to a Moderate Extent	2
2. The ALS officials and implementers source out funds from business establishments, corporations and other sponsors.	3.96	EGE	2.5	EME	2.98	Evident to a Moderate Extent	4
3. The City Schools Division allocates funds for the program.	4.52	EVGE	2.11	ELE	2.91	Evident to a Moderate Extent	3
4. The LGUs and NGOs allocate funds for the program.	4.18	EGE	2.26	ELE	2.90	Evident to a Moderate Extent	5
5. Corporations and others entities allocate funds for the program as part of their corporate social responsibility.	3.82	EGE	2.90	EME	3.20	Evident to a Moderate Extent	1
Total	4.15	EGE	2.45	ELE	3.01	Evident to a Moderate Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

The fourth was obtained for the indicator “The ALS officials and implementers source out funds from business establishments, corporations and other sponsors”, with an average mean of 2.98. The lowest mean was obtained for the indicator “LGUs and NGOs allocate funds for the program”, with average mean of 2.90. All of which have the verbal interpretation of “*Evident to a Moderate Extent*”.

J. Monitoring and Evaluation in the Alternative Learning System Program

Table 12 presents the extent of implementation of the aspect on Monitoring and Evaluation in the Alternative Learning System Program as perceived by the implementers and the graduates.

Data reveal that the highest average mean obtained is 3.36 described as *“Evident to a Moderate Extent”* for the indicator “The ALS officials make use of a local customized monitoring and evaluation form”. The second highest mean was obtained for the indicator, “The ALS officials and implementers utilize a BALS MIS Forms” and “The ALS officials and implementers utilize a BALS monitoring and evaluation form,” with an average mean of 3.32, interpreted as *“Evident to a Moderate Extent”*.

The lowest mean was computed for the indicator “The ALS officials conduct periodic monitoring and evaluation of the program”, with an average mean of 3.16, described as *“Evident to a Moderate Extent”*.

Table 12
Extent of Implementation of the Alternative Learning System
Program in terms of Monitoring and Evaluation as Perceived by the
Implementers and the Graduates

Indicators	Implementers		Graduates		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
J. Monitoring and Evaluation							

1. The ALS officials conduct periodic monitoring and evaluation in the program.	4.20	EGE	2.64	EME	3.16	Evident to a Moderate Extent	5
2. The ALS officials and implementers utilize the BALS monitoring and evaluation form.	4.04	EGE	2.96	EME	3.32	Evident to a Moderate Extent	2.5
3. The ALS officials and implementers utilize BALS MIS Forms.	4.18	EGE	2.89	EME	3.32	Evident to a Moderate Extent	2.5
4. The ALS officials make use of a local customized monitoring and evaluation form.	4.2	EGE	2.94	EME	3.36	Evident to a Moderate Extent	1
5. The ALS officials and implementers make use of the results and findings of monitoring and evaluation for decision making.	4.24	EGE	2.76	EME	3.25	Evident to a Moderate Extent	4
Total	4.17	EGE	2.84	EME	3.28	Evident to a Moderate Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

It is further noted that the perceptions of both the implementers and the graduates received a total average mean of 3.28, interpreted as “Evident to a Moderate Extent”. This was an answer of an implementer in an interview:

“Di kami masyado dinadalaw dito sa school ng mga officials, siguro alam nila na ginagawa naman naming ang aming mga role and responsibilities”. (Unedited)

Cunanan (2012) in her study stated, as per instruction from BALS, monitoring and evaluation of the program should be constantly carried out in

order to serve its purpose of determining whether or not the program outputs and processes are done as planned or expected.

Caron (2009), in her study, “Alternative Learning System in the Division of Rizal Cluster Ros: Status and Direction” revealed the following salient finding: on the Status and Extent of Implementation of the Alternative Learning System. For the three groups of respondents, monitoring and evaluation was considered to be excellently implemented as proven by the composite weighted mean of 4.61.

K. Impact of the Alternative Learning System Program

Table 13 presents the extent of implementation of the aspect on Impact of the Alternative Learning System Program as perceived by the implementers and the graduates. Data reveal that the indicator “Graduates go to the world of work” received the highest average mean of 4.57 with a verbal interpretation of *“Evident to a Very Great Extent.”* The second is for the indicator “The ALS A & E graduates continue their education in secondary level (for those who graduated in the elementary level),” with the average mean of 4.53 interpreted as *“Evident to a Very Great Extent”*. The third was obtained for the indicator “The graduates become productive and responsible members of their family, community and society at large”, described as *“Evident to a Great Extent”* with average mean of 4.48.

Table 13
Extent of Implementation of the Alternative Learning System
Program in terms of Impact as Perceived by the Implementers and the
Graduates

	Implementers	Graduates	Average	Rank
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Indicators K. Impact	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
1. The ALS A & E graduates continue their education in the secondary level (for those who graduated in the elementary level).	4.62	EVGE	4.49	EGE	4.53	Evident to a Very Great Extent	2
2. The ALS A & E graduates continue their education in the tertiary level (for those who graduated in the secondary level).	4.44	EGE	4.46	EGE	4.45	Evident to a Great Extent	4.5
3. The Graduates finish their tertiary level in vocational, technical or degree courses.	4.36	EGE	4.50	EVGE	4.45	Evident to a Great Extent	4.5
4. The Graduates go to the world of work.	4.64	EVGE	4.54	EVGE	4.57	Evident to a Very Great Extent	1
5. The Graduates become productive and responsible members of their family, community and society at large.	4.66	EVGE	4.40	EGE	4.48	Evident to a Very Great Extent	3
Total	4.54	EVGE	4.48	EGE	4.50	Evident to a Very Great Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

The lowest mean of 4.45, with a verbal interpretation of “*Evident to a Great Extent*”, was obtained for the indicators “The Graduates finish their tertiary level in vocational, technical and in degree courses” and “The ALS A & E graduates continue their education in the tertiary level (for those who graduated in the secondary level).”

For more comprehensive perspectives, Table 14 gives the summary of the extent of implementation of the Alternative Learning System Program as

perceived by the implementers and the graduates as regards program quality assurance in the eleven (11) key areas.

Gleaning on the figures, the data reveal that among the area indicators “Curriculum” ranks the highest with a computed mean of 4.54 interpreted, as *“Evident to a Very Great Extent”*, whereas “Resource Mobilization and Allocation” ranks the lowest, with a computed mean of 3.01 interpreted as “Evident to a Moderate Extent”.

Further, it is observed that four out of the eleven (4/11) areas obtained mean ratings interpreted as “Evident to a Very Great Extent”. These are Objectives; Curriculum; Capability Building; and Impact, while another five (5) areas obtained mean ratings interpreted as *“Evident to a Great Extent”*.

These are Learning Materials, ALS Teacher, Advocacy and Social Mobilization, Learning Center, Facilities and Equipment, and Partnership Building. The last two (2) areas obtained mean ratings equivalent to *“Evident to a Moderate Extent”*. These are Resource Mobilization and Allocation; and Monitoring and Evaluation.

Table 14
Summary of the Extent of Implementation of the Alternative Learning System Program as Perceived by the Implementers and the Graduates

Area	Implementers		Graduates		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
A. Objectives	4.75	EVGE	4.42	EGE	4.52	Evident to a Very Great Extent	2
B. Curriculum	4.77	EVGE	4.44	EGE	4.54	Evident to a Very Great Extent	1

C. Learning Materials	4.08	EGE	4.23	EGE	4.18	Evident to a Great Extent	8
D. Alternative Learning System Teachers	4.66	EVGE	4.30	EGE	4.42	Evident to a Great Extent	6
E. Advocacy and Social Mobilization	4.56	EVGE	4.42	EGE	4.46	Evident to a Great Extent	5
F. Learning Center, Facilities and Equipment	4.16	EGE	4.26	EGE	4.22	Evident to a Great Extent	7
G. Capability Building	4.55	EVGE	4.48	EGE	4.50	Evident to a Very Great Extent	3.5
H. Partnership Building	4.48	EGE	3.09	EME	3.55	Evident to a Great Extent	10
I. Resource Mobilization and Allocation	4.15	EGE	2.45	ELE	3.01	Evident to a Moderate Extent	11
J. Monitoring and Evaluation	4.17	EGE	2.84	EME	3.28	Evident to a Moderate Extent	9
K. Impact	4.54	EVGE	4.48	EGE	4.50	Evident to a Very Great Extent	3.5
Total	4.41	EGE	3.95	EGE	4.11	Evident to a Great Extent	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

The respondents' assessment of all the key areas has an overall mean of 4.11, with an interpretation of *"Evident to a Great Extent"*.

Problems 1.1: What are the strengths and weaknesses of the ALS Program as perceived by the implementers and graduates?

Table 15 shows the strengths and weaknesses of the ALS Program as perceived by the implementers and the graduates. Across all areas eight out of eleven (8/11) are "Strengths".

These are Objectives; Curriculum; Learning Materials; Alternative Learning System Teachers; Advocacy and Social Mobilization; Learning Center, Facilities and Equipment Capability Building; and Impact. The eight areas got average means higher than 4.00.

On the other hand, three out of the eleven areas (3/11) are “Weaknesses”. These are Partnership Building, Monitoring and Evaluation, and Resource Mobilization and Allocation. They all got average means lower than 4.00. It means that these indicators should be addressed in the enhancement mechanism.

Fernandez (2011) concluded in his study, that Education is not the sole responsibility of the DepEd. For literacy programs, resources should be sufficient and available when needed. Hence, it is beneficial to network with local government units, education-related organizations and other stakeholders for technical and financial support.

Table 15

The Strengths and Weaknesses of the Alternative Learning System Program as Perceived by the Implementers and the Graduates

Area	Average		Strength Weakness
	Mean	Verbal Interpretation	
A. Objectives	4.52	Evident to a Very Great Extent	Strength
B. Curriculum	4.54	Evident to a Very Great Extent	Strength

C. Learning Materials	4.18	Evident to a Great Extent	Strength
D. Alternative Learning System Teachers	4.42	Evident to a Great Extent	Strength
E. Advocacy and Social Mobilization;	4.46	Evident to a Great Extent	Strength
F. Learning Center, Facilities and Equipment	4.22	Evident to a Great Extent	Strength
G. Capability Building	4.50	Evident to a Very Great Extent	Strength
H. Partnership Building	3.55	Evident to a Great Extent	Weakness
I. Resource Mobilization and Allocation	3.01	Evident to a Moderate Extent	Weakness
J. Monitoring Evaluation	3.28	Evident to a Moderate Extent	Weakness
K. Impact	4.50	Evident to a Very Great Extent	Strength
Total	4.06	Evident to a Great Extent	

Range of Rating Description: 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE) ,below 4.00 Weakness; 4.00 and above Strength

Cunanan (2012) revealed in her study that among the key areas of the ALS A & E program, the following are the strengths: Impact, resource mobilization, curriculum, partnership building and objectives. The weaknesses are the ALS teachers, monitoring and evaluation, learning center and facilities, learning materials, capability building, and advocacy and mobilization.

It is noticed that the results of the present study regarding strengths and weaknesses of the ALS are different from those identified in the study of Cunanan regarding partnership building and resource mobilization.

Problem 2. What is the graduates' level of application of the competencies acquired in the ALS Program in the world of work as perceived by the

employers and the graduates themselves in terms of the following competencies/learning strands?

A. Level of the Graduates' Application of the Competencies on Communication

Table 16 presents the level of application on the job of the graduates' competencies on communication as perceived by the employers and the graduates. The data reflect that the employers and the graduates perceived that Communication Skills are "Very Often Applied" with a total average mean of 4.39.

It is further noted that both the employers and the graduates perceive that Communication Skills are "Very Often Applied", with the mean of 4.42 and 4.35, respectively. When ranked from highest to lowest, the highest average mean of 4.47 was obtained for the indicator "Demonstrate the ability to read clearly". The second highest mean is for the indicator "Express ideas and feelings verbally and non-verbally clearly" with an average mean of 4.44. Third in rank are "Respond to information obtained from listening or reading texts" and "Process, utilize available basic and multimedia information" both with a mean of 4.42.

Table 16

Level of the Graduates' Application of the Competencies on Communication in the World of Work as Perceived by the Employers and the Graduates

Indicators	Employers		Graduates		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
A. Communication Skills							
1. Express ideas and feelings verbally and non-verbally clearly	4.53	AA	4.35	VOA	4.44	Very Often Applied	2

2. Listen to process information from what was said and read	4.43	VOA	4.30	VOA	4.37	Very Often Applied	6
3. Demonstrate the ability to read clearly	4.50	AA	4.43	VOA	4.47	Very Often Applied	1
4. Improve one's command of the language through reading	4.30	VOA	4.40	VOA	4.35	Very Often Applied	7
5 Abstract, comprehend and interpret information from the text	4.27	VOA	4.23	VOA	4.25	Very Often Applied	8
6. Read different text types for information, pleasure and appreciation	4.40	VOA	4.42	VOA	4.41	Very Often Applied	5
7. Respond to information obtained from listening to or reading texts	4.49	VOA	4.34	VOA	4.42	Very Often Applied	3.5
8. Process, utilize available basic and multimedia information	4.45	VOA	4.38	VOA	4.42	Very Often Applied	3.5
Total	4.42	VOA	4.35	VOA	4.39	Very Often Applied	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Never Applied (NA) 1.50-2.49 Seldom Applied (SA) 2.50-3.49 Often Applied (OA) 3.50-4.49 Very Often Applied (VOA) 4.50-5.00 Always Applied (AA)

All indicators have mean ratings interpreted as Very Often Applied. One of the graduates stated:

“Mam ok lang po ang mga lesson namin sa communication medyo mahirap sa English pero sa Filipino mas naintindihan namin”. (Unedited)

Fernandez (2011) revealed in his study that the learning strand which most of the learners find easy is Communication Arts in Filipino.

B. Level of the Graduates' Application of the Competencies on Problem Solving and Critical Thinking

Table 17 presents the level of application on the job of the graduates' competencies on Problem Solving and Critical Thinking Skills as perceived by the employers and the graduates. Across all indicators the perceptions of the employers obtained a mean of 3.51 which is described as "Very Often Applied", and the perceptions of the graduates obtained a mean rating of 4.25 which is also described as "Very Often Applied".

When ranked from highest to lowest, the highest average mean of 4.12 was obtained for the indicator "Acquire numeracy Skills". The second highest mean of 4.09 is for the indicator "Think of future orientation". The third is for the indicator "Demonstrate the ability to be innovative and creative" with an average mean of 3.86.

The lowest rank with an average mean of 3.69 was obtained for the indicator "Manifest openness to change". All indicators have mean ratings with verbal interpretation of *"Very Often Applied"*. In an interview with a graduate, the following was revealed:

*"Mam hirap po ako sa math at siyempre ang hirap kaya mag-isip minsan.....tapos sa decision making mam lalo na".
(Unedited)*

Table 17
Level of the Graduates' Application of the Competencies on Problem Solving and Critical Thinking in the World of Work as Perceived by the Employers and the Graduates

Indicators	Employers		Graduate		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
2. Problem Solving and Critical Thinking Skills							

1. Acquire numeracy skills	4.06	VOA	4.18	VOA	4.12	Very Often Applied	1
2. Manifest openness to change	3.20	OA	4.18	VOA	3.69	Very Often Applied	7
3. Identify options	3.34	OA	4.30	VOA	3.82	Very Often Applied	5
4. Make critical and informal decisions	3.33	OA	4.21	VOA	3.77	Very Often Applied	6
5. Demonstrate the abilities to be innovative and creative	3.50	VOA	4.22	VOA	3.86	Very Often Applied	3
6. Use the scientific process in decision making.	3.32	OA	4.34	VOA	3.83	Very Often Applied	4
7. Think of future orientation	3.85	VOA	4.33	VOA	4.09	Very Often Applied	2
Total	3.51	VOA	4.25	VOA	3.88	Very Often Applied	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Never Applied (NA) 1.50-2.49 Seldom Applied (SA) 2.50-3.49 Often Applied (OA) 3.50-4.49 Very Often Applied (VOA) 4.50-5.00 Always Applied (AA)

Fernandez (2011) revealed in his study that Critical Thinking and Problem Solving Skills and Communication Arts in English were the most difficult learning strands for most learners. Essay writing was also difficult even if it was in English.

In addition Gardner (1989) viewed intelligence as ‘the capacity to solve problems or to fashion products that are valued in one or more cultural settings.

C. Level of the Graduates’ Application of the Competencies on the Sustainable Use of Resources/Productivity

Table 18 presents the level of application on the job of the graduates’ competencies on the Sustainable Use of Resources/Productivity as perceived by the employers and the graduates.

Across all indicators the perceptions of the employers obtained a mean of 3.96 which is described as “Very Often Applied”, and the perceptions of the graduates obtained a mean of 4.29, which is also described as “Very Often Applied”.

When ranked from highest to lowest, the highest average mean of 4.46 was obtained for the indicator “Demonstrate the ability to be responsive to the needs of his/her family”. Second in rank is the indicator “Demonstrate the ability to earn a living” with an average mean of 4.26. The third is the indicator “Demonstrate the ability to engage in business” with an average mean of 4.25. Lowest in rank with an average mean of 3.73 is the indicator “Demonstrate the ability to sustain the use of appropriate technology”. All indicators have mean ratings with a verbal interpretation “*Very Often Applied*”.

Table 18
Level of the Graduates’ Application of the Competencies on the Sustainable Use of Resources/Productivity in the World of Work as Perceived by the Employers and the Graduates

Indicators 3. Sustainable Use of Resources/Productivity	Employers		Graduate		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
1. Demonstrate the ability to earn a living	4.21	VOA	4.30	VOA	4.26	Very Often Applied	2
2. Demonstrate the ability to be responsive to the needs of his/her family	4.42	AA	4.49	VOA	4.46	Very Often Applied	1
3. Demonstrate the ability to sustain the use of resources	3.77	VOA	4.30	VOA	4.04	Very Often Applied	5
4. Demonstrate the ability to	4.30	VOA	4.21	VOA	4.25	Very Often Applied	3

engage in business							
5. Demonstrate the ability to sustain the use of appropriate technology	3.29	OA	4.16	VOA	3.73	Very Often Applied	6
6. Demonstrate the ability to be productive	3.81	VOA	4.28	VOA	4.05	Very Often Applied	4
Total	3.96	VOA	4.29	VOA	4.12	Very Often Applied	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Never Applied (NA) 1.50-2.49 Seldom Applied (SA) 2.50-3.49 Often Applied (OA) 3.50-4.49 Very Often Applied (VOA) 4.50-5.00 Always Applied (AA)

An employer shared his view regarding this matter.

*“Mam natutuwa po ako kay Carlo kasi masipag siya walang absent talagang ginagawa yon trabaho niya, madali siyang matuto.....gusto nga ata nya magkaroon ng sariling business” .
(Unedited)*

Fernandez (2011) revealed in his study that Sustainable Use of Resources was easy for the learners, because they can understand well the topics.

Kolb and Fry (1975) suggested that the learning process often starts with a person carrying out a particular action and then seeing the effect of the action in the situation.

D. Level of the Graduates’ Application of the Competencies on the Development of Self and a Sense of Community

Table 19 presents the level of application on the job of the graduates’ competencies on the development of self and a sense of community as perceived by the employers and the graduates.

Across all indicators the perceptions of the employers obtained a mean of 3.71, which is described as *“Very Often Applied”*, and the perceptions of the

graduates obtained a mean of 4.40 which is also described as “*Very Often Applied*”.

When ranked from highest to lowest, the highest average mean of 4.52 was obtained for the indicator “Demonstrate the ability to develop one’s self” with a verbal interpretation of “Always Applied”. Second in rank is the indicator “Demonstrate the ability to establish interpersonal relationships” with an average mean of 4.50, and a verbal interpretation of “Always Applied “. Third is the indicator “Demonstrate the ability to develop one’s self”, with an average mean of 4.49, described as “Very Often Applied”.

Lowest in rank is the indicator “Recognize civil and political rights”, with an average mean of 3.46 and verbal interpretation of “Often Applied”.

Table 19
Level of the Graduates Application of the Competencies on the
Development of Self and Sense of Community in the World of Work as
Perceived by the Employers and the Graduates

Indicators 4. Development of Self and Sense of Community	Employers		Graduate		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
1. Demonstrate the ability to develop one’s self	4.76	AA	4.27	VOA	4.52	Very Often Applied	1
2. Demonstrate the ability to establish interpersonal relationships	4.67	AA	4.32	VOA	4.50	Always Applied	2
3. Imbibe a sense of personal and national identity	4.38	VOA	4.36	VOA	4.37	Very Often Applied	5

4. Appreciate knowledge of one's history	2.87	OA	4.44	VOA	3.66	Very Often Applied	6
5. Appreciate one's pride in one's culture	2.73	OA	4.30	VOA	3.52	Very Often Applied	9
6. Manifest respect for others	4.56	AA	4.42	VOA	4.49	Very Often Applied	3
7. Recognize civil and political rights	2.39	SA	4.52	AA	3.46	Often Applied	8
8. Practice civil and political rights	2.83	OA	4.43	VOA	3.63	Often Applied	7
9. Respect other people's religious practices	4.26	VOA	4.54	AA	4.40	Very Often Applied	4
Total	3.71	VOA	4.40	VOA	4.05	Very Often Applied	

Range of Rating Description and Verbal Interpretation (VI):1.00-1.49 Never Applied (NA)
1.50-2.49 Seldom Applied (SA) 2.50-3.49 Often Applied (OA) 3.50-4.49 Very Often Applied (VOA)
4.50-5.00 Always Applied (AA)

Regarding this result, one remarkable answer from an employer during the interview was:

“Alam mo ms. mabait siya, marunong siyang makipagkapwa tao, madali siyang pakisamahan at magalang siya”. (Unedited)

McCarthy (2005) created the 4MAT method of instruction. The approach identifies the diversity of learners and connects them, no matter their level, to any type of material, emphasizing real-world applications as an essential component of in-depth understanding.

E. Level of the Graduates' Application of the Competencies in Expanding One's World Vision Skills

Table 20 presents the level of application on the job of the graduates' competencies on expanding one's world vision as perceived by the employers and the graduates. The information in the table shows that the graduates' competencies as regards expanding one's world vision are "*Very Often Applied*" on the job with a total average mean of 3.92.

Across all indicators, the perceptions of the employers obtained a mean of 3.44, which is described as "*Often Applied*", and the perceptions of the graduates obtained a mean of 4.39, which is described also as "*Very Often Applied*".

When ranked from highest to lowest, the highest average mean of 4.48 was obtained for the indicator "Inculcate peace" with verbal interpretation of "*Very Often Applied*".

Table 20

Level of the Graduates' Application of the Competencies on Expanding One's World Vision in the World of Work as Perceived by the Employers and the Graduates

Indicators 5. Expanding One's World Vision	Employers		Graduate		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	
1. Accept diversity	2.86	OA	4.38	VOA	3.62	Very Often Applied	4
2. Respect diversity	2.76	OA	4.43	VOA	3.59	Very Often Applied	5
3. Appreciate diversity	2.84	OA	4.34	VOA	3.60	Very Often Applied	6
4. Inculcate peace	4.53	AA	4.43	VOA	4.48	Very Often Applied	1

5. Inculcate non violent resolution of conflicts	4.08	VOA	4.36	VOA	4.22	Very Often Applied	2
6. Show awareness of global interdependence and solidarity	3.57	VOA	4.44	VOA	4.00	Very Often Applied	3
Total	3.44	VOA	4.39	VOA	3.92	Very Often Applied	

Range of Rating Description and Verbal Interpretation (VI): 1.00-1.49 Never Applied (NA) 1.50-2.49 Seldom Applied (SA) 2.50-3.49 Often Applied (OA) 3.50-4.49 Very Often Applied (VOA) 4.50-5.00 Always Applied (AA)

The second highest mean was obtained for the indicator “Inculcate non-violent resolution of conflicts with verbal interpretation of *“Very Often Applied”*. Third in rank is the indicator “Show awareness of global interdependence and solidarity”. The lowest mean was obtained for the indicator “Appreciate diversity”.

Meanwhile to depict a comprehensive picture of the results, the summary of the Level of the Graduates’ Application of the Competencies as Perceived by the Employers and the Graduates are shown in Table 21. The graduate – employees obtained an overall mean of 4.33 and the employers obtained 3.81, both interpreted as *“Very Often Applied”*.

Table 21
Summary of the Level of Application of the Graduates’ Competencies on the ALS Learning Strands as Perceived by the Employers and the Graduates

Area	Employers		Graduates		Average		Rank
	Mean	VI	Mean	VI	Mean	Verbal Interpretation	

A. Communication Skills	4.42	VOA	4.35	VOA	4.39	Very Often Applied	1
B. Problem Solving and Critical Thinking	3.51	VOA	4.25	VOA	3.88	Very Often Applied	5
C. Sustainable Use of Resources/Prod uctivity	3.96	VOA	4.29	VOA	4.12	Very Often Applied	2
D. Development of Self and Sense of Community	3.71	VOA	4.40	VOA	4.05	Very Often Applied	3
E. Expanding One's World Vision	3.44	OA	4.39	VOA	3.92	Very Often Applied	4
Total	3.81	VOA	4.33	VOA	4.07	Very Often Applied	

Range of Rating Description: and Verbal Interpretation (VI): 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE)

Ranking in the list indicates that the highest rating is in terms of Communication Skills with an average mean of 4.39, followed by Sustainable Use of Resources/Productivity, with an average mean of 4.05. Rank 3 is Development of Self and Sense of Community with an average mean of 4.05 Rank 4 is Expanding One's World Vision, with an average mean of 3.92, and the lowest in rank is Problem Solving and Critical Thinking with an average mean of 3.88. All have the verbal interpretation of "Very Often Applied". This finding means that the graduates do very well in Communication.

Mataac (2007) revealed, in his study that the learning strands are "effective", with an overall mean of 3.76. This is different from the results of the present study because not all the learning strands are "Strengths"

2.1. What are the strengths and weaknesses of the ALS Program as regards the level of the graduates' competencies in the learning strands as perceived by the employers and the graduates themselves?

Table 22 shows the strengths and weaknesses of the ALS Program as regards the level of application of the graduates' competencies in the world of work as perceived by the employers and the graduates themselves.

Across all indicators three out of five (3/5) are "Strengths". These are Communication Skills; Sustainable Use of Resources/Productivity, Development of Self and Sense of Community; all of which obtained average means higher than 4.00.

Table 22
The Strengths and Weaknesses of the ALS Program as regards the Level of Application of the Graduates' Competencies in the World of Work as Perceived by the Employers and the Graduates

Area	Average		Strength Weakness
	Mean	Verbal Interpretation	
A. Communication Skills	4.39	Very Often Applied	Strength
B. Problem Solving and Critical Thinking	3.88	Very Often Applied	Weakness

C. Sustainable Use of Resources/Productivity	4.12	Very Often Applied	Strength
D. Development of Self and Sense of Community	4.05	Very Often Applied	Strength
E. Expanding One's World Vision	3.92	Very Often Applied	Weakness
Total	4.07	Very Often Applied	Strength

Range of Rating Description: 1.00-1.49 Not Evident at All (NEA); 1.50-2.49 Evident to a Little Extent (ELE); 2.50-3.49 Evident to a Moderate Extent (EME); 3.50-4.49 Evident to a Great Extent (EGE); 4.50-5.00 Evident to a Very Great Extent (EVGE), below 4.00 Weakness; 4.00 and above Strength

Furthermore, two out of five (2/5) indicators are “Weaknesses” with average means below 4.00. These are the indicators. “Problem Solving and Critical Thinking”; and Expanding One’s World Vision”. Based on the results, these indicators need to be included in the enhancement mechanism and be given priority by the implementers.

One of the respondents said in an interview:

Mam mahirap naman talaga yong math kasi talagang mag-iisip kami (unedited)

Problem 3 Based on the findings of the study, what enhancement mechanism can be proposed to make ALS graduates more competitive in the world of work and beyond?

Forlales (2011), revealed that although knowledge and skills imparted by the faculty were found to be relevant in the job market, there was a need to: 1) restructure the faculty program to rationalize the extent of generalization against

specialization, 2) streamline certain courses, and 3) address the emerging needs of the private sector.

Similarly, the results of the study served as feedback mechanism in which the weaknesses of the ALS graduates in the world of work need to be addressed. Thus, the researcher proposed an enhancement mechanism for Alternative Learning Program which is hereby included.

Enhancement Mechanism

*for the Alternative Learning System
Program*

Mary Ann I. Rondaris
Author

**Proposed Enhancement Mechanism of the ALS Program in the
Division City Schools, Quezon City**

I. Rationale

The vision of the Department of Education, to make every learner functionally literate, shall be realized to its full scale. And to fulfil this vision, it is DepEd's mission to provide every Filipino citizen quality basic education that is accessible to all. Hence, this plan is one of the means to address the limitation of the conventional or school-based learning system

II. Goal

The Enhancement Mechanism aims to reinforce the key areas identified in this study under the ALS A & E Program and the Learning Strands in the Division of City Schools, Q.C.

1. Develop strategies to adopt this Enhancement Mechanism.
2. Recognize the importance of this Enhancement Mechanism in order to develop the common vision among ALS implementers and learners,
3. Implement this Enhancement Mechanism in order to achieve an effective and efficient program delivery for the ALS A & E Program.

III. Objectives

More specifically, the Enhancement Mechanism hopes to:

1. Sustain/Strengthen/Enhance the delivery of the ALS A & E program in all areas in the Division of City Schools, Q.C.
2. Expand opportunities available for out-of-school learners in furthering self-learning, and receive certification and recognition of their learning achievements outside the formal school system; and
3. Contribute to the development of the ALS A & E program that is relevant and responsive to the 21st century life skills.

Time Frame Calendar 2015
(In ALS, Everyday is an Enrolment Day)

IV. Framework of the Enhancement Mechanism

Figure 4 presents the framework of the enhancement mechanism. The enhancement mechanism is based on the assessment results of the study. The

ALS key areas and learning strands/competencies which obtained ratings of 4.00 and above were considered strengths while those which fell below 4.00 were considered weaknesses. Identified strength areas require continuous improvement while weak areas require a careful enhancement mechanism.

The enhancement mechanism has the following components and features: A) Objectives- Strengthened, continuously assessed and evaluated objectives; B) Curriculum- Enhanced to be responsive to the needs of the learners, Revisited curricular programs; C) Learning Materials- Adequate supply of learning materials, Computer units with digitized modules, D) Alternative Learning System Teacher- Sufficient salaries and benefits; E) Advocacy and Social Mobilization- Sustained and Intensified ASM; F) Learning Center, Facilities and Equipment- Built and improved E-learning room; G) Capacity Building- Enhanced competencies in managing and implementing the program; H) Partnership Building ALS officials support the program; I) Resource Mobilization and Allocation- Sourced out funds from LGU and NGO; J) Monitoring and Evaluation- Conducted monitoring and evaluation of the program, Utilized BALS M and E form , Utilized local customized M and E form; K) Impact- Documented status of the graduates. ALS Learning Competencies/Learning Strands. A) Communication Skills- Enhanced learning competencies; B) Problem Solving and Critical Thinking- Revisited learning competencies; C) Sustainable Use of Resources/Productivity Strengthened learning competencies; D)

Development of Self and Sense of Community Strengthened modules; E)
Expanding One's World Vision Enhanced learning competencies.

Furthermore, with these key features of the enhancement mechanism, the
needs of the graduates to be competent, will be satisfied especially in the world
of work

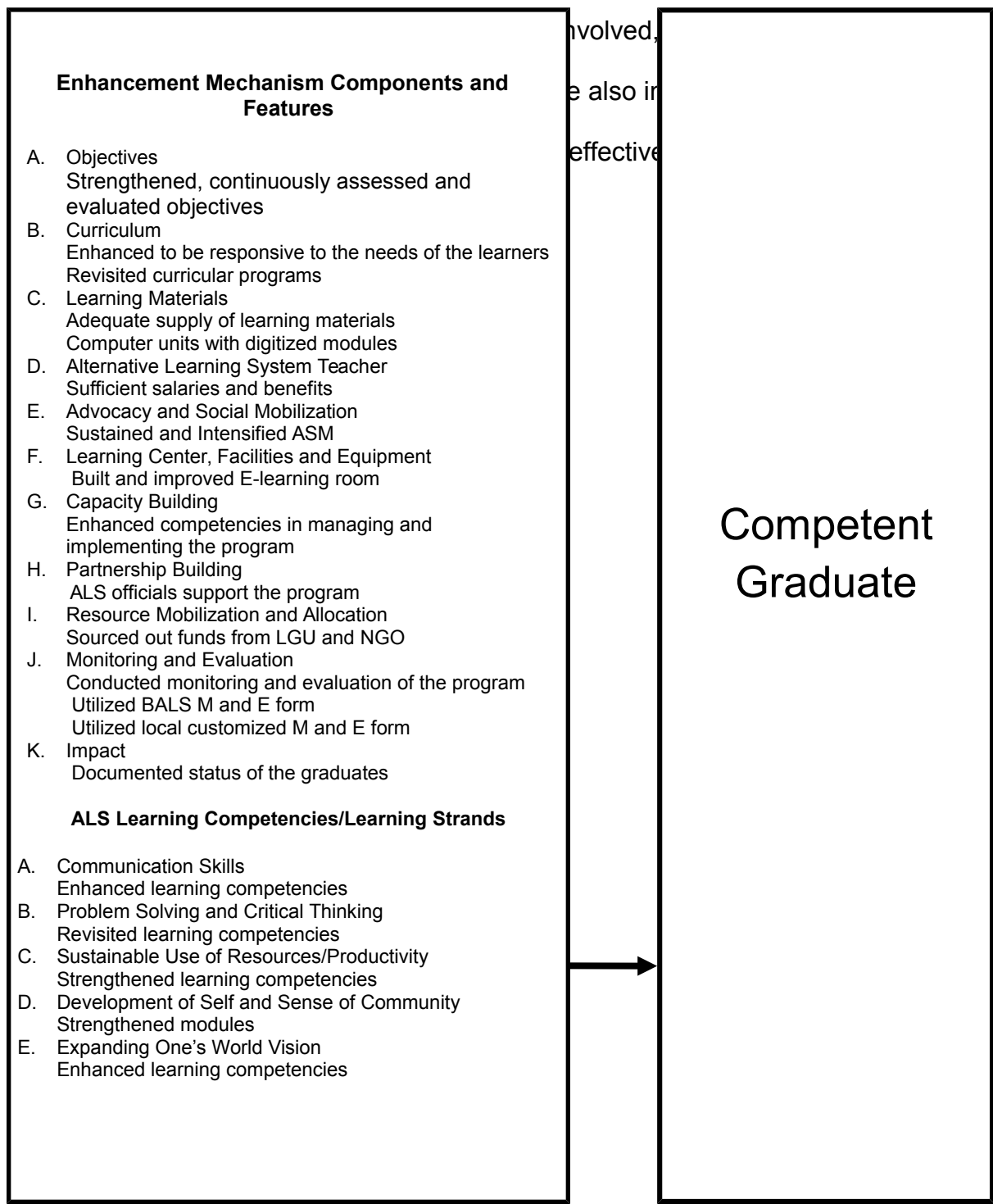


Figure 4. Framework of the Enhancement Mechanism

Chapter V

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings, the conclusions and recommendation relative to the study.

Summary

This study focused on the assessment of the performance of the graduates of the Alternative Learning System as manifested by the application of the acquired knowledge and skills in the world of work and the implementation of the Alternative Learning System Program in the Division of Quezon City. There were 50 implementers, 100 graduates and 100 graduates' employers who served as respondents in the study.

The data were collated, organized and tallied manually by the researcher to facilitate encoding for statistical analysis. The researcher used statistical tools like Frequency counts, Percentages, Weighted means, and all the data were analyzed using Statistical Package for the Social Sciences. (SPSS).

FINDINGS

After a thorough analysis of the data gathered, the study revealed the following:

1. Across the eleven (11) key areas the program reflected ratings interpreted as "Evident to a Very Great Extent" in terms of Objectives, Curriculum, Capability Building, and Impact. "Evident to a Great Extent" are

Learning Materials, ALS teachers, Advocacy and Social Mobilization, Learning Center, Facilities and Equipment”, and “Partnership Building”. “Evident to a Moderate Extent” are Resource Mobilization and Allocation, and, Monitoring and Evaluation.

2. The respondents perceived that the major strengths of the program are Objectives; Curriculum; Learning Materials; Alternative Learning System Teachers; Advocacy and Social Mobilization; Learning Center, Facilities and Equipment Capability Building; and Impact. The major weaknesses are Partnership Building, Resource Mobilization and Allocation, and Monitoring and Evaluation.

3. The respondents claimed that all the five learning strands/competencies were “Very Often Applied”

4. The respondents perceived the major strengths as regards the level of application of the graduates’ competencies are: (1) Communication Skills; (2) Sustainable Use of Resources/Productivity, and (3) Development of Self and Sense of Community. The major weaknesses are (1) Problem Solving and Critical Thinking; and (2) Expanding One’s World Vision.

CONCLUSIONS

Based on the findings and results of the study, the following conclusions are drawn:

The implementation of the ALS program can be further enhanced in all eleven areas giving priority attention to Monitoring and Evaluation, Partnership

Building and Resource Mobilization and Allocation. The program is strong in terms of Objectives; Curriculum; Learning Materials; Alternative Learning System Teacher; Advocacy and Social Mobilization; Learning Center, Facilities and Equipment Capability Building; and Impact.

The Program is weak in terms of Partnership Building, Monitoring and Evaluation and Resource Mobilization and Allocation. There is no problem on the application on the job of the graduates' competencies as perceived by the employers and the graduates themselves. The major strengths of the program graduates are: (1) Communication Skills; (2) Sustainable Use of Resources/Productivity, and (3) Development of Self and Sense of Community.

The graduates weaknesses are: (1) Problem Solving and Critical Thinking, and (2) Expanding one's World Vision.

RECOMMENDATIONS

In the light of the findings and conclusions of the study, the researcher made the following recommendations:

1. An enhancement mechanism to improve and strengthen the delivery of the ALS Accreditation & Equivalency Program, along with its identified key areas and learning competencies/strands, should be considered for implementation in all the ALS learning centers in Q.C. in order to uphold this fine education system which provides accessible and quality services to the ALS target beneficiaries.

2. The newly developed and validated instrument (Learning Competencies/Strands) can also be used for similar program assessment endeavors in different settings.
3. The ALS program and projects should be sustained and expanded by putting up other learning centers with resource providers from the religious sector, non government organizations, academe and even in prisons (Education behind bars), among others in order to gain more EFA benefits.
4. Partnership with other stakeholders can be established in order to secure legislative support to obtain sufficient budgetary allocation for the construction of community learning centers in the Division.
5. Intensive advocacy and social mobilization activities must be implemented to obtain greater support from the community and other stakeholders for the ALS A & E program. Stronger community linkages can be developed for the A & E program to achieve greater acceptance from barangay councils and other stakeholders.
6. Further study should be conducted to improve and enhance/expand the ALS and A & E program to include other essential components, not considered in this study, in order to achieve an inclusive and more authentic picture of the program and adopt evaluation models to make the program more powerful.

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APPENDICES

APPENDIX A
Letter to Expert-Validators of the Survey- Questionnaire

Philippine Normal University
National Center for Teacher Education
Taft Avenue Manila

November 25, 2013

Dear Sir/Madam:

Greetings!

The undersigned is currently working on a dissertation paper titled **“Assessment of Alternative Learning System Program and Performance of Graduates in the World of Work: Basis for an Enhancement Mechanism”** in partial fulfillment of the requirements for the Degree-Doctor of Philosophy in Educational Management at the Philippine Normal University, Taft Avenue, Manila.

Corollary thereto, she would like to earnestly request your gifts of time and expertise in validating the contents of the attached survey questionnaire which is a major instrument for data gathering, which will eventually answer the specific questions of her study. Your objective evaluation and scholarly inputs for the improvement of the instrument will be most valued and appreciated with the hope that the findings and output of this study would significantly contribute towards improving the delivery of ALS services in a City Schools Division.

Thank you and may the Great Lord continue to shower you with His abundant blessings.

Very sincerely yours,

MARY ANN I RONDARIS
Ph.D. Student

Endorsed by:

ALEJANDRO G. IBANEZ, Ph.D.
Adviser

DIONY V. VARELA, DPM
Adviser

APPENDIX B VALIDATION OF SURVEY- QUESTIONNAIRE

I. Validator's Profile

Name: _____
 Highest Educational Attainment: _____
 Institutional Affiliation: _____
 Area of Expertise/Specialization: _____

II. Directions:

Below are five [5] learning competencies/strands in the Alternative Learning System's Accreditation and Equivalency Program in a City Schools Division to be assessed. Their corresponding indicators/items are temporarily given subject to your evaluation. Please rate them according to their level of acceptance as indicators/items in the instrument, using the scale below:

- 3 - Very acceptable [without revision]**
- 2 - Acceptable [without revision]**
- 1 - Acceptable [with revision]**
- 0 - Not Acceptable [reject the indicator/item]**

Furthermore, you may also add indicators/items which you think are inclusive of each area cited. Kindly tick the column that corresponds to your decision in each item.

III. Instrument Proper [Learning Competencies/Strands) to be Assessed]

Learning Competencies/Strands					
1.Communication Skills	0	1	2	3	Suggested Revision
1.1. Express ideas and feelings verbally and non verbally clearly					
1.2. Listen to process information from what was said and read					
1.3. Demonstrate the ability to read clearly					
1.4 Improve one's command of the language through reading					
1.5 Abstract, comprehend and interpret information from the text					
1.6. Read different text types for information, pleasure and appreciation					
1.7. Respond to information obtained from listening to or reading texts					
1.8. Process, utilize available basic and multimedia					

information					
2. Problem Solving and Critical Thinking	0	1	2	3	Suggested Revision
2.1. Acquire numeracy skills					
2.2. Manifest openness to change					
2.3. Identify options					
2.4. Make critical and informal decisions					
2.5. Demonstrate the ability to be innovative and creative					
2.6. Use the scientific process in decision making					
2.7. Think of future orientation					
3. Sustainable Use of Resources/Productivity	0	1	2	3	Suggested Revision
3.1. Demonstrate the ability to earn a living					
3.2. Demonstrate the ability to be responsive to the needs of his/her family					
3.3. Demonstrate the ability to sustain the use of resources.					
3.4. Demonstrate the ability to sustain the use appropriate technology					
3.5. Demonstrate the ability to engage in business					
3.6. Demonstrate the ability to be productive					
4. Development of Self and Sense of Community	0	1	2	3	Suggested Revision
4.1. Demonstrate the ability to develop one's self					
4.2. Demonstrate the ability to establish interpersonal relationship					
4.3. Imbibe a sense of personal and national identity					
4.4. Appreciate knowledge of one's history					
4.5. Appreciate one's pride in one's culture					
4.6. Manifest respect for others					
4.7. Recognize civil and political rights					
4.8. Practice civil and political rights					
4.9. Respect other people's religious practices					
5. Expanding One's World Vision	0	1	2	3	Suggested Revision
5.1. Accept diversity					
5.2. Respect diversity					
5.3. Appreciate diversity					
5.4. Inculcate peace					
5.5. Inculcate non-violent resolution of conflicts					
5.6. Show awareness of global interdependence and solidarity					

APPENDIX C
List of Experts Who Validated the Survey-Questionnaire

Validator's Number	Position/ Designation	Institution
1	Education Program Specialist	DepEd-CentralOffice
2	Asst. Chief, ALS Division	DepEd-National Capital Region
3	ALS Regional Education Supervisor	DepEd-National Capital Region
4	ALS Regional Education Supervisor	DepEd-National Capital Region
5	ALS Regional Education Supervisor	DepEd-National Capital Region
6	ALS Division Education Supervisor	DepEd-National Capital Region
7	ALS Division Education Supervisor	DepEd-National Capital Region
8	ALS Division Education Supervisor	DepEd-National Capital Region
9	Former Department Head Home Economics Professor – Part time	Philippine Normal University, Manila
10	Professor- Philippine Normal University	Philippine Normal University, Manila

APPENDIX D
Experts' Validation Results of the Survey-Questionnaire

COMPONENTS	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Σ	M	VI
1. Communication Skills													
Item 1	2	1	3	1	1	1	3	3	3	3	2 1	2.1	Acceptabl e without revision
Item 2	3	3	2	1	1	1	3	3	3	3	2 3	2.3	Acceptabl e without revision
Item 3	2	2	3	1	1	1	3	3	3	3	2 2	2.2	Acceptabl e without revision
Item 4	2	2	3	1	1	1	3	3	3	3	2 2	2.2	Acceptabl e without revision
Item 5	2	2	2	1	1	1	1	3	3	3	1 9	1.9	Acceptabl e without revision
Item 6	2	2	3	1	1	1	3	3	3	3	2 2	2.2	Acceptabl e without revision
Item 7	2	2	3	1	1	1	3	3	3	3	2 2	2.2	Acceptabl e without revision
Item 8	2	2	2	1	1	1	1	3	3	3	1 9	1.9	Acceptabl e without revision
2. Problem Solving and Critical Thinking													
Item 1	3	3	2	1	1	1	3	3	3	3	2 3	2.3	Acceptabl e without revision
Item 2	3	2	3	1	1	1	3	3	3	3	2 3	2.3	Acceptabl e without revision
Item 3	3	2	2	1	1	1	3	3	3	3	2 2	2.2	Acceptabl e without revision
Item 4	3	2	2	1	1	1	3	3	3	3	2 2	2.2	Acceptabl e without revision
Item 5	2	2	3	1	1	1	3	3	3	3	2 2	2.2	Acceptabl e without revision
Item 6	2	2	3	1	1	1	3	3	2	3	2 1	2.1	Acceptabl e without revision
Item 7	2	2	2	1	1	1	3	3	2	1	1 8	1.8	Acceptabl e without revision
3. Sustainable Use of Resources/ Productivity													
Item 1	3	2	3	1	1	1	3	3	3	1	2 0	2.0	Acceptabl e without revision
Item 2	3	2	2	1	1	1	3	3	2	3	2 1	2.1	Acceptabl e without revision
Item 3	3	2	2	1	1	1	3	3	3	1	2 0	2.0	Acceptabl e without revision

Legend: 2.5-3.0 (very acceptable, without revision); 1.5-2.49 (acceptable, w/o revision); 0.5-1.49 (acceptable, w/ revision); 0-0.49 (not acceptable)

APPENDIX E

Request Letter to Administer the Instrument

Philippine Normal University
Taft Avenue Manila

November 25, 2013

DR. PONCIANO A. MENGUITO
Schools Division Superintendent
Division of City Schools
Quezon City

Sir:
Greetings!

The undersigned is currently working on a dissertation paper titled **“Assessment of Alternative Learning System Program and Performance of Graduates in the World of Work: Basis for an Enhancement Mechanism”**, in partial fulfillment of the requirements for the Degree-Doctor of Philosophy in Educational Management at the Philippine Normal University, Taft Avenue, Manila.

Corollary thereto, she would like to earnestly request your Office to endorse the administration of the attached survey-questionnaire intended for Mobile Teachers, District ALS Coordinators, Instructional Managers and ALS Graduates. Gathered information will eventually answer the specific questions of her study. Rest assured that any response/s to be made by the respondents will be treated with utmost confidentiality. Likewise, your approval to this request will be most valued and appreciated with the hope that the findings and output of this study would significantly contribute towards improving the delivery of ALS services in the City of Quezon City, and ultimately serve its target beneficiaries.

Thank you and may the Great Lord continue to shower you with His abundant blessings.

Very sincerely yours,

MARY ANN I. RONDARIS

Master Teacher II
Sergio Osmeña Sr. High School
Ph. D. Student-PNU

Noted

ALEJANDRO G. IBANEZ, Ph.D.
Adviser

DIONY V. VARELA. DPM
Adviser

APPENDIX F
Request Letter to the Respondent

Philippine Normal University
Taft Avenue Manila

Dear Respondent:

Greetings!

I am currently working on a dissertation paper titled **“Assessment of Alternative Learning System Program and Performance of Graduates in the World of Work: Basis for an Enhancement Mechanism”**, in partial fulfillment of the requirements for the Degree-Doctor of Philosophy in Educational Management at the Philippine Normal University, Taft Avenue, Manila.

In view of the above, I take the pleasure of considering you as one of the respondents to answer the attached survey-questionnaire intended to gather information to answer the specific questions of my study. Rest assured that any response/s you will make will be treated with utmost confidentiality. Please take time to seriously and carefully answer every item in the instrument. Your indulgence in this academic exercise will be most valued and appreciated with the hope that the findings and output of this study would significantly contribute towards improving the delivery of ALS services in Quezon City and ultimately serve its target beneficiaries better.

Thank you and may the Great Lord continue to shower you with His abundant blessings. Maraming salamat po!

Very sincerely yours,

MARY ANN I. RONDARIS
Master Teacher II
Sergio Osmeña Sr. High School

Ph. D. Student

Appendix G Instrument of the Study

SURVEY QUESTIONNAIRE (For the ALS Graduates)

I. Respondent's Profile

Please complete this questionnaire as accurately as possible by checking (/) the line corresponding to your answer or filling out the needed information.

A. Personal Data

1. Name _____
2. School where you attended ALS classes _____
Year/Graduated _____
3. Address _____
4. Tel.No. _____ Cellphone No. _____ E-mail address _____
5. Gender ☐ Male ☐ Female
6. Civil Status ☐ Single ☐ Married ☐ Widow/Widower
7. Age _____

B. Current Employment Data

1. Name of company where you are employed at present _____
2. Classification of the employer/company
☐ Government ☐ Private
3. Address of the company _____
4. Location of the company
☐ Local ☐ Abroad
5. Present work/job in the company _____
6. Current Position: _____
7. Employment status
☐ Employed ☐ Self Employed
☐ Permanent ☐ Temporary
8. Length of service in the current job
☐ below-1 year ☐ 4-5 yrs

- () 2-3 yrs () 6-8 yrs
9. What is your approximate monthly salary?
- () less than Php.4, 000. () Php 8,001 to Php.10 000
- () Php 4,001 to Php.6,000 () Php 10,001 to Php.12,000
- () Php 6,001 to Php.8,000 () more than Php.12,000

II. Application on the Job of the Graduates' Competencies

In your job, what is your level of application of the competencies as regards the five (5) learning strands in the ALS Program? Kindly tick (/) the appropriate column.

- 5 Always Applied
- 4 Very Often Applied
- 3 Often Applied
- 2 Seldom Applied
- 1 Never Applied

Learning Competencies/Strands					
1.Communication Skills	5	4	3	2	1
1.1. Express ideas and feelings verbally and non verbally clearly					
1.2. Listen to process information from what was said and read					
1.3. Demonstrate the ability to read clearly					
1.4. Improve one's command of the language through reading					
1.5. Abstract, comprehend and interpret information from the text					
1.6. Read different text types for information, pleasure and appreciation					
1.7. Respond to information obtained from listening to or reading texts					
1.8. Process, utilize available basic and multimedia information					
2. Problem Solving and Critical Thinking	5	4	3	2	1
2.1. Acquire numeracy skills					
2.2. Manifest openness to change					
2.3. Identify options					
2.4. Make critical and informal decisions					
2.5. Demonstrate the ability to be innovative and creative					
2.6. Use the scientific process in decision making					
2.7. Think of future orientation					
3. Sustainable Use of Resources/Productivity	5	4	3	2	1
3.1. Demonstrate the ability to earn a living					
3.2. Demonstrate the ability to be responsive to the needs					

of his/her family					
3.3. Demonstrate the ability to sustain the use of resources.					
3.4. Demonstrate the ability to sustain the use of appropriate technology					
3.5. Demonstrate the ability to engage in business					
3.6. Demonstrate the ability to be productive					
4. Development of Self and Sense of Community	5	4	3	2	1
4.1. Demonstrate the ability to develop one's self					
4.2. Demonstrate the ability to establish interpersonal relationships					
4.3. Imbibe a sense of personal and national identity					
4.4. Appreciate knowledge of one's history					
4.5. Appreciate one's pride in one's culture					
4.6. Manifest respect for others					
4.7. Recognize civil and political rights					
4.8. Practice civil and political rights					
4.9. Respect other people's religious practices					
5. Expanding One's World Vision	5	4	3	2	1
5.1. Accept diversity					
5.2. Respect diversity					
5.3. Appreciate diversity					
5.2. Inculcate peace					
5.3. Inculcate non-violent resolution of conflicts					
5.4. Show awareness of global interdependence and solidarity					

III. Assessment of the Alternative Learning System Program

Based on your perception, what is the extent of implementation of the ALS Program in the Division of City Schools-Quezon City in the following key areas? Please rate them using the scale below.

Numerical Value	Description
5	Evident to a Very Great Extent (EVGE) (80%-100% of the time)
4	Evident to a Great Extent (EGE) (60%-79% of the time)
3	Evident to a Moderate Extent (EME)

2. (40%-59% of the time)
Evident to a Little Extent (ELE)
(20%-39% of the time)
1 Not Evident At All (NEA)
(0%-19% of the time)

Furthermore please do not leave any item unanswered. Kindly tick (/) the appropriate column.

A. Objective	5	4	3	2	1
1. The objectives of the ALS A&E Program are in accordance with the educational aims of the Bureau of Alternative Learning System (BALS) and the Department of Education (DepEd).					
2. Provide opportunities for ALS A & E learners to earn elementary and secondary diploma equivalent to that in the formal school system.					
3. Provide a holistic and well-integrated program for the intellectual, moral, social, emotional, spiritual and physical development of the learners.					
4. Strengthen the acquisition of theories and concepts in functional employable and globally competitive skills.					
5. Offer alternative pathways through which the out-of-school children, youth and adults can have access to their personal and professional development.					
B. Curriculum	5	4	3	2	1
1. The ALS A & E curriculum complies with and is comparable to that of the formal Basic Education.					
2. The curriculum supports the A & E program's philosophy and objectives.					
3. The learning strands include communication skills, problem solving and critical thinking, sustainable use of resources/productivity, development of self and sense of community, and expanding one's world vision.					
4. The curriculum core contents are geared toward functional literacy.					
5. The curriculum is flexible and suited to the learning needs of the learners.					
6. The curriculum is responsive to the needs of the present times.					

7. The emphasis of the curriculum is to provide the learners with opportunities for the practical application of knowledge.					
8. The Curriculum provides the use of mother tongue /vernacular language in the teaching- learning process.					
9. The curriculum emphasizes the functional-based learning which incorporates the four pillars of learning: learning to know, learning to do, learning to be, and learning to live together.					
C. Learning Materials	5	4	3	2	1
1. The copies of A & E Modules are adequate and accessible.					
2. Supplementary materials like books, audio tapes, and video tapes among others are adequate and accessible.					
3. Learning materials written in the English language are translated into Filipino.					
4. Print and non-print materials are properly shelved, checked and maintained.					
5. Computer units with digitized modules are adequate and accessible for use.					
D. The ALS Teachers	5	4	3	2	1
1. The Module Teachers (MTs), District ALS Coordinators (DALSCs), and Instructional Managers (IMs) are college/baccalaureate degree holders.					
2. The MTs, DALSCs, and IMs attend basic trainings and enhancement programs in ALS A&E.					
3. The MTs, DALSCs, and IMs apply adult learning principles (andragogy) in teaching learning process.					
4. The MTs, DALSCs, and IMs share and understand the immediate concerns of learners.					
5. The MTs, DALSCs, and IMs receive sufficient salaries and other benefits.					
6. They regularly monitor and evaluate the progress of the learners.					
7. They provide counseling and feedback to the students.					
E. Advocacy and Social Mobilization	5	4	3	2	1
1. The ALS officials and implementers conduct orientation on the A & E program within the City Schools Division among LGUs NGOs, CBOs, Academe and others.					

2. The Division ALS Center has internet, website, social media such as facebook and twitter accounts for the ALS A & E promotional advertisement process.					
F. Learning Center , Facilities and Equipment	5	4	3	2	1
1. The learning center has sufficient classrooms and facilities.					
2. The learning center is conducive to both teaching and learning.					
3. The learning center is strategically located and accessible to all learners.					
4. Security and safety measures in the learning center are adequate.					
5. All classrooms and instruction areas are clean, orderly and well ventilated.					
6. There is a room for e-learning (computer laboratory.					
7. There are provisions for library, laboratory rooms, clinic facilities, offices, faculty rooms and others.					
8. The learning materials and equipment are safely stored.					
G. Capability Building	5	4	3	2	1
1. The ALS implementers attend regular meetings and conferences in the Division.					
2. The ALS officials and implementers update themselves with the latest trends in implementing the A & E Program.					
3. The IMs attend local and regional and national enhancement programs.					
4. The ALS officials conduct competency and need- based assessment of the ALS implementers.					
H. Partnership Building	5	4	3	2	1
1. The ALS officials and implementers bring the A&E program to the attention of DepEd officials (Division, District and School Officials) for possible implementation and support to the program.					
2. The ALS officials and implementers bring the A & E program to the attention of LGUs, City and Barangay levels for possible financial support to the program.					
3. The ALS officials and implementers bring the A & E program to the attention of the NGOs, Civic Organizations, Foundations, Business Groups, Media and others which can be prospective ALS A & E Service					

providers.					
4. The ALS officials and implementers bring the A & E program to the attention of church- based organizations which can be prospective ALS A & E Service providers.					
5. The ALS officials and implementers bring the A & E program to the attention of the Academe-City of Quezon City, which can be prospective ALS A & E Service providers.					
I. Resource Mobilization and Allocation	5	4	3	2	1
1. ALS officials and implementers source out funds from the LGUs and NGOs.					
2. The ALS officials and implementers source out funds from business establishments, corporations and other sponsors.					
3. The City Schools Division allocates funds for the program.					
4. The LGUs and NGOs allocate funds for the program.					
5. Corporations and other entities allocate funds for the program as part of their corporate social responsibility.					
J. Monitoring and Evaluation	5	4	3	2	1
1. The ALS officials conduct periodic monitoring and evaluation of the program.					
2. The ALS officials and implementers utilize the BALS monitoring and evaluation form.					
3. The ALS officials and implementers utilize the BALS MIS Forms.					
4. The ALS officials make use of a local customized monitoring and evaluation form.					
5. The ALS officials and implementers make use of the results of monitoring and evaluation for decision making.					
K. Impact	5	4	3	2	1
1. The ALS A & E graduates continue their education in the secondary level (for those who graduated from the elementary level).					
2. The ALS A & E graduates continue their education in the tertiary level (for those who graduated from the secondary level).					
3. The Graduates finish their tertiary level in vocational, technical or degree courses.					
4. The Graduates go to the world of work.					

5. The Graduates become productive and responsible members of their family, community and society at large.					
---	--	--	--	--	--

Thank you for your time and cooperation.

Appendix H

SURVEY QUESTIONNAIRE (For the Implementers)

I. Respondent's Profile

Please complete this questionnaire as accurately as possible by checking (/) the line corresponding to your answer or filling out the needed information.

1. Name : _____
2. School : _____
3. Tel No. _____ Cellphone No. _____ e-mail address _____
5. Gender () Male () Female
6. Civil Status () Single () Married () Widow/Widower
7. Age _____
8. Highest Educational Attainment
 () BS Degree () Master's Degree () Doctorate Degree
9. Position/Designation _____
10. Length of service
 () 16 years above () 6-10 yrs () below 1 yr
 () 11-15 yrs () 1-5 yrs
11. What is your present approximate monthly salary?
 () less than Php.5 000. () Php 15,000 to Php.19 000
 () Php 5, 000 to Php.9, 000 () Php 20,000 to Php. 29,000

() Php 10,000 to Php.14, 000 () more than Php.30, 000

II. Assessment of the Alternative Learning System Program

Based on your perception, what is the extent of implementation of the ALS Program in the Division of City Schools-Quezon City in the following key areas? Please rate them using the scale below.

Numerical Value	Description
5	Evident to a Very Great Extent (EVGE) (80%-100% of the time)
4	Evident to a Great Extent (EGE) (60%-79% of the time)
3	Evident to a Moderate Extent (EME) (40%-59% of the time)
2.	Evident to a Little Extent (ELE) (20%-39% of the time)
1	Not Evident At All (NEA) (0%-19% of the time)

Furthermore, please do not leave any item unanswered. Kindly tick (/) the appropriate column.

A. Objective	5	4	3	2	1
1. The objectives of the ALS A&E Program are in accordance with the educational aims of the Bureau of Alternative Learning System (BALS) and the Department of Education (DepEd).					
2. Provide opportunities for ALS A & E learners to earn elementary and secondary diploma equivalent to that in the formal school system.					
3. Provide a holistic and well-integrated program for the intellectual, moral, social, emotional, spiritual and physical development of the learners.					
4. Strengthen the acquisition of theories and concepts in functional employable and globally competitive skills.					
5. Offer alternative pathways through which the out-of-school children, youth and adults can have access to their personal and professional development					
B. Curriculum	5	4	3	2	1

1. The ALS A & E curriculum complies with and is comparable to that of the formal Basic Education					
2. The curriculum supports the A & E program's philosophy and objectives					
3. The learning strands include communication skills, problem solving and critical thinking, sustainable use of resources/productivity, development of self and sense of community, and expanding one's world vision.					
4. The curriculum core contents are geared toward functional literacy.					
5. The curriculum is flexible and suited to the learning needs of the learners.					
6. The curriculum is responsive to the needs of the present times.					
7. The emphasis of the curriculum is to provide the learners with opportunities for the practical application of knowledge					
8. The Curriculum provides the use of mother tongue /vernacular language in the teaching- learning process.					
9. The curriculum emphasizes the functional-based learning which incorporates the four pillars of learning: learning to know, learning to do, learning to be, and learning to live together.					
C. Learning Materials	5	4	3	2	1
1. The copies of A & E Modules are adequate and accessible.					
2. Supplementary materials like books, audio tapes, and video tapes among others are adequate and accessible.					
3. Learning materials written in English language are translated into Filipino.					
4. Print and non-print materials are properly shelved, checked and maintained.					
5. Computer units are adequate and accessible for use and with digitized modules.					
D. The ALS Teachers	5	4	3	2	1
1. The Module Teachers (MTs), District ALS Coordinators (DALSCs), and Instructional Managers (IMs) are college/baccalaureate degree holders.					
2. The MTs, DALSCs, and IMs attend basic trainings and					

enhancement programs in ALS A&E.					
3. The MTs, DALSCs, and IMs apply adult learning principles (andragogy) in the teaching-learning process					
4. The MTs, DALSCs, and IMs share and understand the immediate concerns of the learners.					
5. The MTs, DALSCs, and IMs receive sufficient salaries and other benefits.					
6. They regularly monitor and evaluate the progress of the learners.					
7. They provide counseling and feedback to the students.					
E. Advocacy and Social Mobilization	5	4	3	2	1
1. The ALS officials and implementers conduct orientation on the A & E program within the City Schools Division among LGUs NGOs, CBOs, Academe and others.					
2. The Division ALS Center has internet, website, social media, such as facebook and twitter accounts for the ALS A & E promotional advertisement process.					
F. Learning Center , Facilities and Equipment	5	4	3	2	1
1. The learning center has sufficient classrooms and facilities.					
2. The learning center is conducive to both teaching and learning.					
3. The learning center is strategically located and accessible to all learners.					
4. Security and safety measures in the learning center are adequate.					
5. All classrooms and instruction areas are clean, orderly and well ventilated.					
6. There is a room for e-learning (computer laboratory).					
7. There are provisions for library, laboratory rooms, clinic facilities, offices, faculty rooms and others.					
8. The learning materials and equipment are safely stored.					
G. Capability Building	5	4	3	2	1
1. The ALS implementers attend regular meetings and conferences in the Division.					
2. The ALS officials and implementers update themselves with the latest trends in implementing the A & E Program.					
3. The IMs attend local and regional and national enhancement programs.					

4. The ALS officials conduct competency and need- based assessment of the ALS implementers.					
H. Partnership Building	5	4	3	2	1
1.The ALS officials and implementers bring the A&E program to the attention of DepEd officials (Division, District and School Officials) for possible implementation and support to the program.					
2. The ALS officials and implementers bring the A & E program to the attention of LGUs, City and Barangay levels for possible financial support to the program.					
3. The ALS officials and implementers bring the A & E program to the attention of the NGOs, Civic Organizations, Foundations, Business Groups ,Media and others which can be prospective ALS A & E Service providers.					
4. The ALS officials and implementers bring the A & E program to the attention of church- based organization which can be prospective ALS A & E Service providers					
5. The ALS officials and implementers bring the A & E program to the attention of the Academe-City of Quezon City, which can be prospective ALS A & E Service providers.					
I. Resource Mobilization and Allocation	5	4	3	2	1
1. The ALS officials and implementers source out funds from LGUs and NGOs.					
2. The ALS officials and implementers source out funds from business establishments, corporations and other sponsors.					
3. The City Schools Division allocates funds for the program.					
4. The LGUs and NGOs allocate funds for the program.					
5. Corporations and other entities allocate funds for the program as part of their corporate social responsibility.					
J. Monitoring and Evaluation	5	4	3	2	1
1. The ALS officials conduct periodic monitoring and evaluation of the program.					
2. The ALS officials and implementers utilize the BALS monitoring and evaluation form.					
3. The ALS officials and implementers utilize the BALS MIS Forms.					

4. The ALS officials make use of a local customized monitoring and evaluation form.					
5. The ALS officials and implementers make use of the results of monitoring and evaluation for decision making.					
K. Impact	5	4	3	2	1
1. The ALS A & E graduates continue their education in the secondary level (for those who graduated from the elementary level).					
2. The ALS A & E graduates continue their education in the tertiary level (for those who graduated from the secondary level).					
3. The Graduates finish their tertiary level in vocational, technical or degree courses.					
4. The Graduates go to the world of work.					
5. The Graduates become productive and responsible members of their family, community and society at large.					

Thank you for your time and cooperation

Appendix I

SURVEY QUESTIONNAIRE (For the Employers)

I. Respondent's Profile

Please complete this questionnaire as accurately as possible by checking (/) the line corresponding to your answer or filling out the needed information

1. Name: _____
2. Office Address: _____
3. Tel No. _____ Cell. No. _____ e-mail address _____
5. Gender () Male () Female

6. Civil Status ☐ Single ☐ Married ☐ Widow/Widower
7. Age _____
8. Highest Educational Attainment
☐ BS Degree ☐ Master's Degree ☐ Doctorate Degree
9. Position/Designation _____
10. Approximate number of employees
☐ 50 above ☐ 20-29 ☐ 1 -9
☐ 39--49 ☐ 10-19
11. Of this number, how many are graduates of ALS program?
☐ 50 above ☐ 20-29 ☐ 1 -9
☐ 39--49 ☐ 10-19

II. Application to the Job of the Graduates' Competence

In any job in your business company, what is the level of application of competencies of your employee/worker (who graduated from the Alternative Learning System Program) as regards the five (5) competencies/ learning strands. Kindly tick (/) the column that corresponds to your answer. Please rate them using the scale below.

- | | |
|---|--------------------|
| 5 | Always Applied |
| 4 | Very Often Applied |
| 3 | Often Applied |
| 2 | Seldom Applied |
| 1 | Never Applied |

Learning Competencies/Strands					
1.Communication Skills	5	4	3	2	1
1.1. Express ideas and feelings verbally and non verbally clearly					
1.2. Listen to process information from what was said and read					
1.3. Demonstrate the ability to read clearly					
1.4 Improve one's command of the language through reading					
1.5 Abstract, comprehend and interpret information from the text					
1.6. Read different text types for information, pleasure and					

appreciation					
1.7. Respond to information obtained from listening to or reading texts					
1.8. Process and utilize available basic and multimedia information					
2. Problem Solving and Critical Thinking	5	4	3	2	1
2.1. Acquire numeracy skills					
2.2. Manifest openness to change					
2.3. Identify options					
2.4. Make critical and informal decisions					
2.5. Demonstrate the ability to be innovative and creative					
2.6. Use the scientific process in decision making					
2.7. Think of future orientation					
3. Sustainable Use of Resources/Productivity	5	4	3	2	1
3.1. Demonstrate the ability to earn a living					
3.2. Demonstrate the ability to be responsive to the needs of his/her family					
3.3. Demonstrate the ability to sustain the use of resources.					
3.4. Demonstrate the ability to sustain the use of appropriate technology					
3.5. Demonstrate the ability to engage in business					
3.6. Demonstrate the ability to be productive					
4. Development of Self and Sense of Community	5	4	3	2	1
4.1. Demonstrate the ability to develop one's self					
4.2. Demonstrate the ability to establish interpersonal relationships					
4.3. Imbibe a sense of personal and national identity					
4.4. Appreciate knowledge of one's history					
4.5. Appreciate one's pride in one's culture					
4.6. Manifest respect for others					
4.7. Recognize civil and political rights					
4.8. Practice civil and political rights					
4.9. Respect other people's religious practices					
5. Expanding One's World Vision	5	4	3	2	1
5.1. Accept diversity					
5.2. Respect diversity					
5.3. Appreciate diversity					
5.2. Inculcate peace					

5.3. Inculcate non -violent resolution of conflicts					
5.4. Show awareness of global interdependence and solidarity					

Thank you for your time and cooperation

Appendix J

Different Job Placements of ALS Graduates

Jobs	Frequency
Front Desk Agent	3
Production worker	5
Maintenance Staff	10
Janitor	8
Finance Customer Service	3
Food and Beverage Attendant	5
Pump attendant	1
Office Clerk	6
Housekeeping Personnel	7
Room Attendant	5
Sales Clerk	8
Store Clerk	8
Office Secretary	7
Medical Assistant	6
Waiter	5
Saleslady	7
Factory Worker	5
Boutique Cashier	1
Total	100

**Appendix
K
Table of**

Specifications of the Survey-Questionnaire for Implementers and ALS Graduates

Key Areas	Number of Indicators/ Items	Percent [%]
I. Objectives	5	8.33
II. Curriculum	9	15.00

III.	Learning Materials	5	8.33
IV.	ALS Teachers	7	11.67
V.	Advocacy and Social Mobilization	2	3.33
VI.	Learning Center, Facilities and Equipment	8	13.33
VII.	Capability Building	4	6.67
VIII.	Partnership Building	5	8.33
IX.	Resource Mobilization and Allocation	5	8.33
X.	Monitoring and Evaluation	5	8.33
XI.	Impact	5	8.33
TOTAL		60	100 %

Appendix L

Table of Specifications of the Survey-Questionnaire for Employers and ALS Graduates

Key Areas	Number of Indicators/ Items	Percent [%]
-----------	--------------------------------	-------------

I.	Communication Skills	8	22.22
II.	Problem Solving and Critical Thinking	7	19.44
III.	Sustainable Use of Resources/Productivity	6	16.67
IV.	Development of Self and Sense of Community	9	25.00
V.	Expanding One's World Vision	6	16.67
TOTAL		36	100 %

APPENDIX O

Researcher's Communication with the Respondents through Facebook

Irene Barzaga
active 9h ago
Jan 16, 8:06 PM

mam puede mo na po ba isend sa email ko yong survey questionnaire para ma tally ko na mam.....annron13@yahoo.com.....thanks po

ay mam thanks po nasend nyo na po pala.....thanks po mam.....baka meron pa mam

Apr 24, 9:03 PM

hi mam tnk u po sa lahat ng help.....mam please help me ulit may mga data na dapat gawin pa.....mam ilan po district ng ALS.....ilan ang IM at Mobile teachers.....ilan po district supervisor.....ALS coordinators.....ilan po pumasa na learners for the past 3 yrs? mam pumunta po ako s D O. sabi sau ko daw po puede makuha data...thanks po

Apr 25, 10:01 PM

hi mam tnk u po sa lahat ng help.....mam please help me ulit may mga data na dapat gawin pa.....mam ilan po district ng ALS.....ilan ang IM at Mobile teachers.....ilan po district

Aola Soleha Cruz Ramos
active 1d ago

gndang gbi ho.. hope mkapunta po sila tom

tnks.....so much mam.....mam para ma.....encourage sila.....magbibigay na lang me ng christmas gifts sa kanilasa may work lang tapos fill apan na nila agad di na nila iuwi mam....yong na lang para sa employer ang ibabalik nila.....ibibigay ko bukas mam.....puede mam ikaw na lang magpost para pumunta sila tmrow.....puede na ba yon mam.....kailangan ko lang talaga sila mam

ang problema ho ntin ay ungmay mga trabaho, dmkapunta.. pero try dw nila

puede ba mam sat o sunday para makapunta sila?

cge ho sbhan ko din

mam kau po makakapunta ba sa sat o sunday?

cge ho

Mylene Paculaba
active now

Gud pm....pls paki pirmahan naman yong survey na pinost ni mam aola about ALS.....thanks

Jan 12, 6:48 PM

Gud pm....pls paki pirmahan naman yong survey na pinost ni mam aola about ALS.....thanks anak thanks kailangan ko lang sa research ko

Jan 13, 11:35 AM

pls anak

ate sa cp lng po kc aq nagline ei nag hahang po sa2gutan q na sna yn..pu2nta nga sna aq sa school kc pinapapnta aq ni ma'am ola kea lng ndi q maiwn ung ank q.

cge anak punta ka na lang sa commonwealth es pls thanks

ok pi

salamat ha

Jinke Lapiz Molina

Jan 24, 7:31 PM

mam binigay ko po sa guard nyo kay mang roland bacay.....20 set po yong survey questionnaire para sa graduate po lang especially may work thanks mam.....mam asap po sana yan thanks

Jan 26, 7:21 AM

Ok

Jan 26, 6:04 PM

classmate my condolences to you and to your family.....i will include your mommy in my prayer for her eternal repose.....godbless

Feb 6, 9:07 PM

mam musta na po yong survey questionnaire?.....tanx po

Feb 8, 8:35 PM

gud pm Ann dko pa nakuha lahat wala kc ako ng 2 weeks pag nakuha ko na message kita agad

Feb 8, 9:45 PM

Gemma Panican Abanilla
active 1d ago

mga graduates at passers na may work....for my reasearch....i need your help po talaga...thanks mam

Jan 16, 5:41 PM

Mam gud pm....puede ba makakuha na lang ng list of passer at cp at email ad nila....ako na lang po ang kokontak...thanks mam

Feb 3, 3:09 PM

Mam gud pm....puede ba makakuha na lang ng list of passer at cp at email ad nila.at address nilaako na lang po ang kokontak...thanks mam po

mam censya npo ha email ko n sila yung iba dito ko s fb message wla prin reply yung contact no nman ng cp nila cannot be reach n bk nagpalit nrin no

Sent from web

cge mam kahit address na lang po....puntahan ko nalang po.....kc yon po ang ginawa ko sa osmena po.....pls mam.....thanks po

Sent Feb 3 3:37 PM

Commonwealth Elementary School - Alternative Learning System

Leo Raquid uploaded a file.
December 21, 2013
Ma'am ETO N PO sorry DI NKA PUNTA SCHOOL...

dec 6 SURVEY QUESTIONNAIRE ALS graduates.docx
LEO RAQUID

2 Likes 1 Comment Seen by 44

Like Comment Share

Michelle Camral uploaded a file.
December 21, 2013
ma'am Aola ito na po sorry po natagalan cp lang po kasi gamit konmung nakaraan

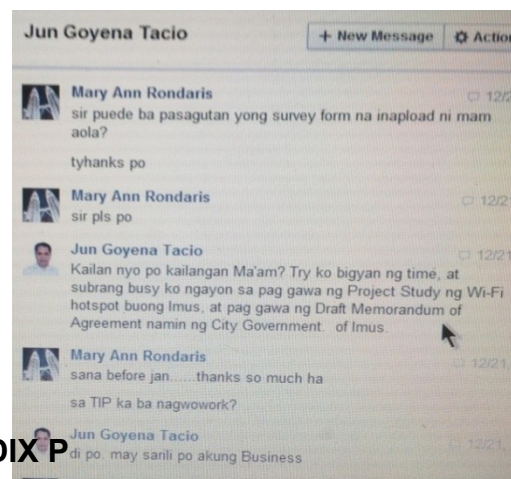
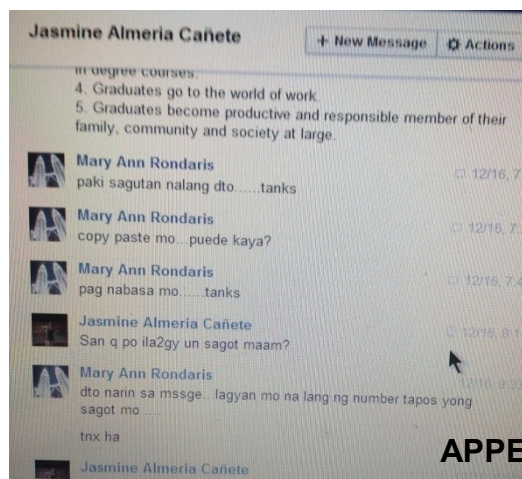
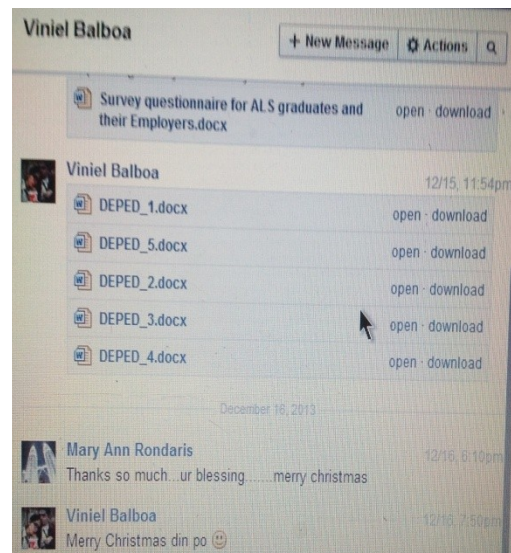
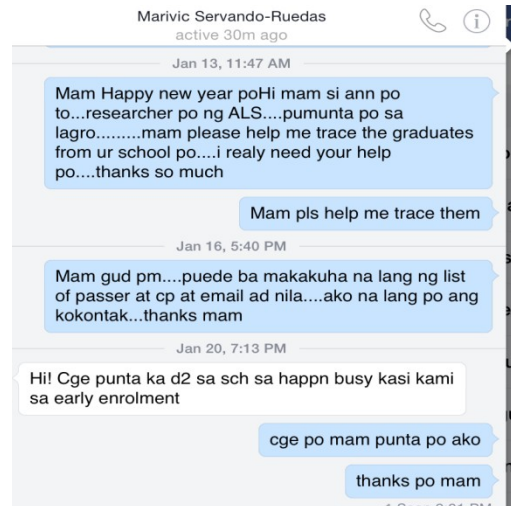
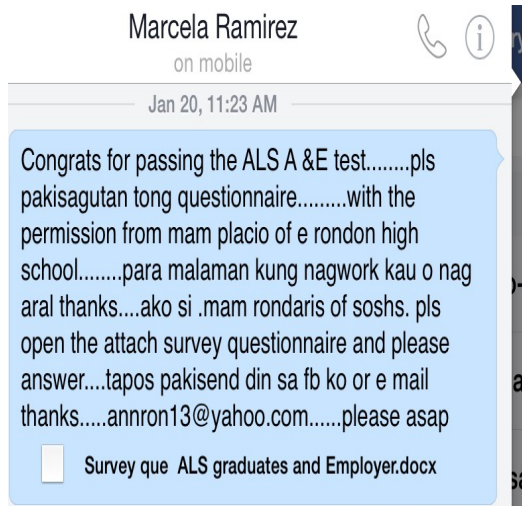
dec 6 SURVEY QUESTIONNAIRE ALS graduates.docx
MICHELLE CAMRAL

2 Likes Seen by 44

Like Comment Share

Alexis Javil Janani uploaded a file.
December 21, 2013
ma'am Aola ito na po ang sagot ko ^_ ^

dec 6 SURVEY QUESTIONNAIRE ALS graduates.docx
ALEXIS JAVIL JANANI



APPENDIX P

Researcher's Actual Interview with the Respondents



Appendix Q

The ALS Two Major Programs

DepED through the Alternative Learning System Division, implements two major programs namely :



FORMAL BASIC EDUCATION

- Basic Literacy Program - Pre-School
- Accreditation and Equivalency System
 - Elementary Level - Elementary
 - Secondary Level - High School

Appendix R

The Accreditation and Equivalency (A & E) Program in the Philippines

There is now a recognized parallel and equivalent learning system that provides an alternative to the school based system of learning. This alternative

learning system consists of nonformal and informal education, both of which develop the competencies of the Alternative Learning System (ALS) curriculum. The ALS curriculum consists of competencies equivalent to those found in the formal education curriculum. It is also to be emphasized that both curricula aim to develop basic and functional literacy skills.

At present, Nonformal Education is viewed as one of the two components of the Alternative Learning System, the other being Informal Education. However, informal education is a very new program unlike nonformal education. Hence, the major programs now in operation are the Basic Literacy Program, the Accreditation and Equivalency Program and the Indigenous People Education Program, which are all nonformal education interventions.

On the question about a balance between program categories, if one were to exclusively categorize these ALS programs either as literacy/numeracy, equivalency, social and life skills, or income generation, then, we can say that the Basic Literacy Program is categorized as literacy and numeracy; the Accreditation and Equivalency Program is categorized as equivalency; the Informal Education Program is categorized as social and life skills; and the Indigenous People Education as cultural education.

The Accreditation and Equivalency (A & E) Program is a national equivalency program of the Bureau of Nonformal Education (BALS) which provides an alternative means of learning and certification for basically literate Filipinos aged 15 years and above, who are unable to avail of the formal school

system, or who have dropped out of formal elementary or secondary education. It has four components, namely, A & E Curriculum Framework, A & E Learning Materials, A & E Learning Support Delivery System, and A & E Tests in the elementary and secondary levels.

The A & E Program was developed with funding assistance from the Asian Development Bank, as component of the Philippines Nonformal Education Project. It was launched in January 1999 by the President of the Philippines and after a successful pilot implementation it is now being implemented in the different divisions around the country. The NFE A & E System has brought to reality the twenty year dream of the Philippine Government for a reputable, valid and credible alternative learning system, which is comparable to that of the school formal system. It is built around a truly nonformal framework conceptualized around a new national definition of functional literacy. It utilizes a range of innovative strategies designed to break down traditional learning barriers of time, accessibility and resources. These include the use of a range of alternative delivery modes within the framework of a flexible approach to learning, wherein learners are given as much control as possible over what to learn, how to learn, when to learn, where to learn and when they may enter or exit the system.

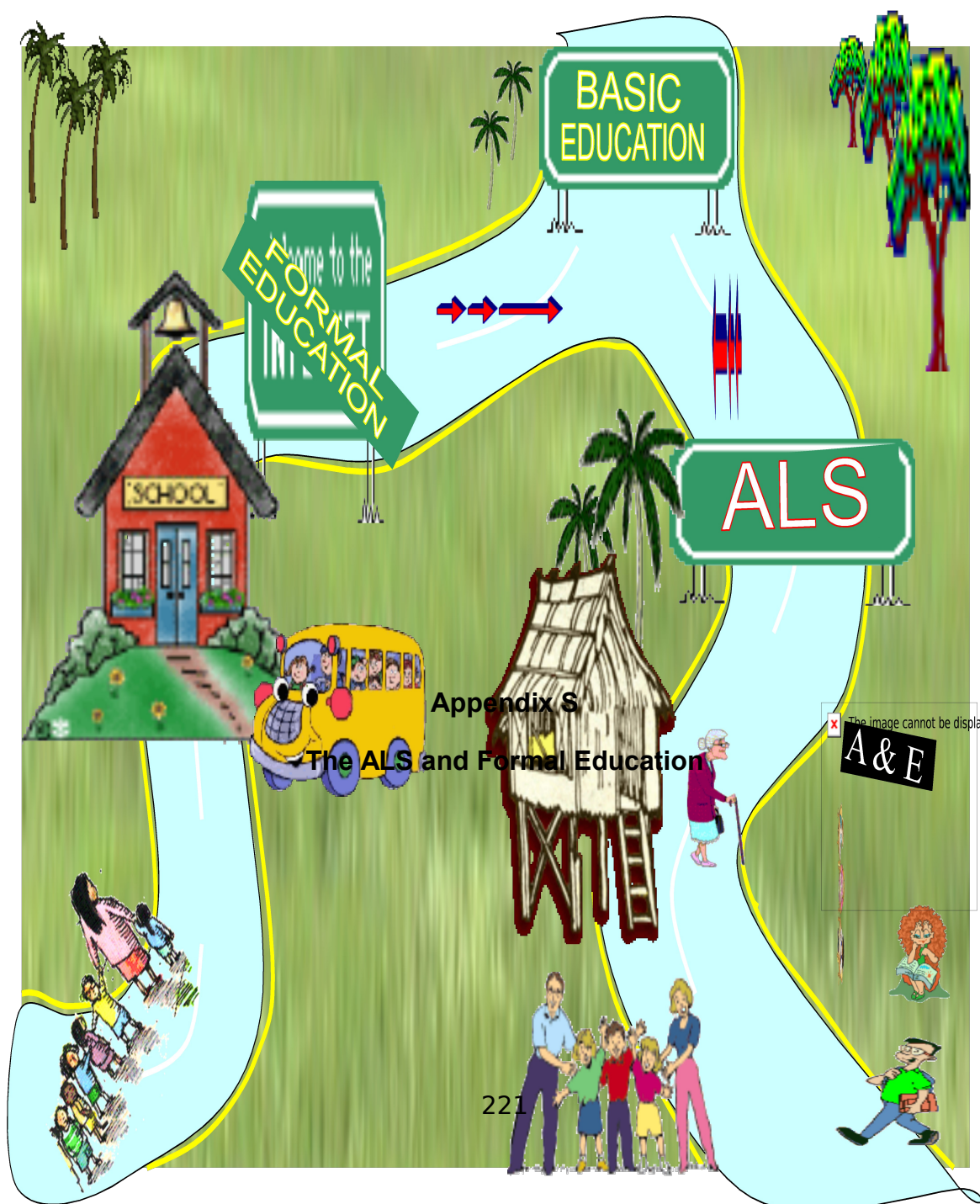
The vision of the A & E Program is to empower Filipino out-of-school youth and adults to continue to learn on their own so they may improve their quality of life and that of their family, community and country. Its mission is to provide

youth and adults with learning opportunities through which they may gain knowledge, skills, attitude and values that will enable them to think critically and creatively, act innovatively and humanely, achieve learning goals in order to become contributing members of Filipino society.

The A & E Program aims to: (1) provide a system for assessing levels of literacy and non formal learning achievement covering basic and functional education skills and competencies designed to be comparable to that of the formal school system; (2) offer an alternative pathway through which out of school youth and adults earn an education qualification comparable to the formal elementary and secondary school system; and (3) enable out-of-school youth and adults to gain more complex reading, writing and numeracy skills, to meet their learning goals as they define them, and to gain the skills they need to improve their economic status and function more effectively in society.

The target learners of the A & E System are Filipino out of school youth (OSY) and adults aged 15 years and above who are basically literate. Most of these target learners live below the poverty line, and they come from the depressed, disadvantaged, underdeveloped and underserved communities. It also tries to reach differently-abled men and women, prisoners and those who belong to cultural communities. The learners in the A & E System are not passive recipients of knowledge but active agents of their own learning. The learners are encouraged, with the assistance of the Instructional Managers, to define their own learning needs, identify the most appropriate pathway for

tracking them and then through the use of learning modules, other supplementary materials and instructional support, to achieve their learning goals. After going through the A & E program, the learners are expected to have developed the capability for self-instruction and the ability to use a variety of learning resources to develop their skills and knowledge, improve the quality of their lives.



**Proposed Enhancement Mechanism of the Alternative Learning System in
the Division City Schools,
Quezon City**

Program Key Areas Component	Objectives	Activities	Persons Involved	Supplies/ Materials	Funding Requirem ents/ Service Terms	Success Indicators
Objectives	Strengthen knowledge and understanding of the objectives	Conduct seminars or trainings to strengthen and understand the objectives	SDS ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	1M MOOE June: December	Strengthened knowledge and understanding of the program objectives
	Assess and evaluate the objectives in order to ensure their effectiveness	Implement quarterly assessment and evaluation	SDS ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	1M MOOE June: December	Program assessed and evaluated to serve as basis for planning and decision making
Curriculum	Enhance the curriculum in order to meet the needs of the learners	Conduct workshops on curriculum enhancement	SDS ASDS ES Principals DALCs MTs SPs Graduates Learners and parents	LCD Projector Laptop Hand outs	250, 000.00 SEF February	Curriculum enhanced to be responsive to the needs of the learners

	Strengthen the curricular program, including the modules	Revisit the curricular program including the modules	SDS ASDS ES Principals DALCs MTs SPs Graduates Learners and parents	LCD Projector Laptop Hand outs	250,000.00 SEF February	Revisited curricular program, including the modules
Learning Materials	Provide and supply adequate learning materials in CLCs	Procure Learning Materials for use in CLCs	SDS ASDS ES Principals DALCs MTs SPs	Books/ Learning Modules Video Tapes Computer Server	2.5 M SEF January - December	Adequate supply of learning materials provided
	Provide and supply computer units with digitized modules for the use of students and facilitators	Use the computer units with digitized modules	SDS ASDS ES Principals DALCs MTs SPs	Computer Server	2.5 M SEF January - December	computer units with digitized modules provided
ALS Teachers	Give sufficient salaries and benefits for IMs, MTs, DALSCs	Provide sufficient salaries and benefits for IMs, MTs, DALSCs	SDS ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs Workshop materials	800 00.00 SP Funds/MO OE January to December	Sufficient salaries and benefits for IMs, MTs, DALSCs provided

Advocacy and Social Mobilization	Sustain and intensify social marketing of the ALS A & E program to generate awareness, interest, understanding, and appreciation of the program among various sectors	Conduct extensive ASM adopting some marketing communication vehicles, e.g. promotion advertisement	SDS ASDS ES Principals DALCs MTs SPs Graduates Learners and parents	Hand outs Tarpaulin Brochure Leaflets	700 000.00 SEF February - December	ASM Sustained and intensified
Learning Center Facilities and Equipment	Build a room for E-learning	Seek assistance from city officials and other organizations for building a room for E-learning	SDS ASDS ES Principals DALCs MTs SPs	Resolutions , Solicitation letters, Other supplies, Materials Allocation of funds for the construction of CLCs with the provision of basic facilities and equipment	5 M SEF and other sources March - December	Built and Improved E-learning room
Capability Building	Encourage all ALS Implementers to attend trainings and enhancement programs	Attend seminar workshops in various levels	SDS ASDS ES Principals DALCs MTs SPs	Memo, travel authority, other supplies and materials needed	500, 000.00 M00E/SEF January - December	Enhanced competencies in managing and implementing the program

Partnership Building	Bring the ALS A & E program to the attention of DepEd officials for the possible implementation and support to the program by the ALS officials and implementers	Conduct convergence Orientation Meetings with DepEd officials for the possible implementation and support to the program	SDS ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	The ALS A & E program brought to the attention of DepEd officials for the possible implementation and support to the program by the ALS officials and implementers
	Bring the ALS A & E program to the attention of LGU, City and Barangay levels for possible financial support to the program by the ALS officials and implementers	Conduct convergence Orientation Meetings with LGUs, City and Barangay levels for the possible financial support to the program	SDS ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	The ALS A & E program brought to the attention of LGU, City and Barangay levels for possible financial support to the program by the ALS officials and implementers

	Bring the ALS A & E program to the attention of NGO Civic Organization, Foundations, Business Group, Media and others which can be prospective ALS A&E Service providers	Conduct convergence Orientation Meetings with NGO Civic Organization, Foundations, Business Group, Media and others which can be prospective ALS A&E Service providers	SDS ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	The ALS A & E program brought to the attention of NGO Civic Organization, Foundations, Business Group, Media and others which can be prospective ALS A&E Service providers by the ALS officials and implementers
	Bring the ALS A & E program to the attention of the Academe-City of Quezon City which can be prospective ALS A&E Service providers	Conduct convergence Orientation Meetings with the Academe-City of Quezon City which can be perspective ALS A&E Service providers	SDS ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	The ALS A & E program brought to the attention of the Academe-City of Quezon City which can be perspective ALS A&E Service providers by the ALS officials and implementers
	Strengthen coordination with LGUs, NGOs, CBOs, and other private organizations for funding support and allocation	Conduct convergence Orientation meetings with the external stakeholders	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	Potential ALS supporters and Sponsors Manifested commitment of support to the program

	Sustain source out funds from LGUs and NGOs	Source out funds from LGUs and NGOs	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	Sourced out funds from LGUs and NGOs
	Sustain source out funds from business establishments corporations and other sponsors	Source out funds from LGUs and NGOs	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	Sourced out funds from LGUs and NGOs
	Request funds for the program from the City schools division	Allocate funds for the program coming from the City schools division	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	Funds from the City schools division allocated for the program
	Request funds for the program from the LGUs and NGOs	Allocate funds for the program coming from the LGUs and NGOs	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	Funds from the LGUs and NGOs allocated for the program
	Request funds for the program from corporations and other entities	Allocate funds for the program coming from corporations and other entities	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	Funds from corporations and other entities allocated for the program

Monitoring and Evaluation	Encourage ALS officials to monitor and evaluate the program	Conduct periodic monitoring and evaluation of the program	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	Periodic monitoring and evaluation of the program conducted
	Institutionalize the use of the BALS monitoring and evaluation form	Utilize the BALS monitoring and evaluation form	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	Utilized the BALS monitoring and evaluation form
	Institutionalize the use of local customized monitoring and evaluation form	Utilize local customized monitoring and evaluation form	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	Utilized local customized monitoring and evaluation form
	Utilize the results and findings of monitoring and evaluation for decision making	Utilize the results and findings of monitoring and evaluation for decision making	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	500,000.00 M00E January - December	Results and findings of monitoring and evaluation utilized for decision making

Impact	Conduct a tracking system of ALS graduates and establish a database of their current status	Conduct tracking system	MTs DALCs IMs	LCD Projector Laptop Hand outs (for the orientation)	500,000.00 MOOE January - December	Documented status of the graduates
--------	---	-------------------------	---------------------	--	--	------------------------------------

SDS – School Division Superintendent; ASDS- Assistant School Division Superintendent; ES- Education Supervisor; DALCs -District ALS Coordinators; MTs-Mobile Teachers; SPs- Service Providers; IMs-Instructional Managers; SEF-Special Education Fund; MOOE-Maintenance and Other Operating Expenses; LGU-Local Government Unit; NGO-Non Governmental Organization; CBO-Church Based Organization; ALS-Alternative Learning System; A&E- Accreditation and Equivalency; M&E- Monitoring and Evaluation; CLC-C Learning Center; ASM- Advocacy and Social Mobilization

Learning Competencies/ Learning Strands	Objectives	Activities	Persons Involved	Supplies/ Materials	Funding Requirements Service Terms	Success Indicators
--	-------------------	-------------------	-------------------------	--------------------------------	---	---------------------------

Communication Skills	Enhance/revisit the learning competencies and modules in Communication Arts	Conduct training workshops on strengthening / revisiting the modules and Learning competencies/ strands	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	250 000.00 M00E January - December	Enhanced learning competencies and enhanced modules
	Conduct remedial classes /tutorials	Conduct remedial classes/tutorials	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	250 000.00 M00E January - December	Remedial classes/ tutorials conducted
Problem Solving and Critical Thinking	Improve/Strengthen/revisit the learning competencies and modules on Problem Solving and Critical Thinking	Conduct training workshops on strengthening/revisiting the modules and learning competencies/ strands on Problem Solving and Critical Thinking	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	150 000.00 M00E January - December	Improved/ Strengthened learning competencies and enhanced modules on Problem Solving and Critical Thinking

	Enhance student skills in Problem Solving and Critical Thinking	Conduct remedial classes/tutorials	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	150 000.00 M00E January - December	Remedial classes/tutorial conducted on Problem Solving and Critical Thinking
Sustainable Use of Resources/ Productivity	Strengthen/ revisit the learning competencies and modules on Sustainable Use of Resources/ Productivity	Conduct training workshops on strengthening/ revisiting the modules on the learning competencies/ strands on Sustainable Use of Resources/ Productivity	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	150 000.00 M00E January - December	Strengthened Learning competencies and enhanced modules on Sustainable Use of Resources/Productivity
	Enhance student skills on Sustainable Use of Resources/ Productivity	Conduct remedial classes/tutorials	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	150 000.00 M00E January - December	Remedial classes/tutorial conducted on Sustainable Use of Resources/Productivity

Develop-ment of Self and Sense of Community	Strengthen/ revisit the learning competencies and modules on the Development of Self and Sense of Community	Conduct trainings workshops on strengthening/ revisiting the modules on the learning competencies/ strands on the Development of Self and Sense of Community	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	150 000.00 M00E January - December	Strengthened learning competencies and enhanced modules on the Development of Self and Sense of Community
Expanding One's World Vision	Strengthen/ revisit the modules on Expanding One's World Vision	Conduct training workshops on Strengthening / revisiting the modules on the learning competencies/ strands on Expanding One's World Vision	ASDS ES Principals DALCs MTs SPs	LCD Projector Laptop Hand outs	150 000.00 M00E January - December	Strengthened learning competencies and enhanced modules on Expanding One's World Vision

SDS – School Division Superintendent; ASDS- Assistant School Division Superintendent; ES- Education Supervisor; DALCs -District ALS Coordinators; MTs-Mobile Teachers; SPs- Service Providers; IMs-Instructional Managers; SEF-Special Education Fund; MOOE-Maintenance and Other Operating Expenses; LGU-Local Government Unit; NGO-Non Governmental Organization; CBO-Church Based Organization; ALS-Alternative Learning System; A&E-Accreditation and Equivalency; M&E- Monitoring and Evaluation; CLC-C Learning Center; ASM- Advocacy and Social Mobilization

APPENDIX M **Tally Sheet for the ALS Graduates and the Implementers**

Respondent	Types	O 1	O 2	O 3	O 4	O 5	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	L M 1	L M 2	L M 3	L M 4	L M 5	A T 1	A T 2	A T 3	A T 4	A T 5	A T 6	A T 7	A S M 1	A S M 2	
1	Graduate	5	5	5	5	5	5	5	5	5	4	5	4	5	5	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4
2	Graduate	5	5	5	5	5	4	4	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	2	4	4	4	4	4	
3	Graduate	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4	3	5	5	5	5		5	5	5	5	5
4	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
5	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
6	Graduate	4	5	4	5	5	4	4	4	5	4	5	4	4	4	4	4	5	5	4	4	4	5	4	2	4	4	4	4	5
7	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
8	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
9	Graduate	5	5	4	5	4	5	4	5	4	4	4	4	5	5	3	3	4	3	2	4	4	4	4	2	5	5	5	3	3
10	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
11	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	2	5	5	5	5	5
12	Graduate	4	4	4	5	4	5	5	4	5	4	5	5	4	4	4	4	4	4	4	4	5	4	5	2	5	4	4	5	5
13	Graduate	5	5	5	4	5	4	5	4	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
14	Graduate	4	5	4	5	5	4	4	5	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4
15	Graduate	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4	3	5	5	5	5	2	5	5	5	5	5
16	Graduate	4	4	4	5	4	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	5	4	5	2	4	4	4	4	4
17	Graduate	4	5	4	5	5	4	4	5	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4
18	Graduate	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	5
19	Graduate	5	5	4	4	2	5	5	5	5	5	5	5	5	5	3	3	5	3	1	3	3	4	4	2	3	4	2	4	4
20	Graduate	5	5	5	5	5	4	5	5	5	5	4	5	4	5	5	4	4	4	4	4	4	4	4	2	4	4	4	4	4
21	Graduate	5	5	5	5	5	5	5	5	5	4	5	4	5	5	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4
22	Graduate	5	5	5	5	5	4	4	4	4	4	5	4	5	5	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4
23	Graduate	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4	3	5	5	5	5	2	5	5	5	5	5
24	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
25	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
26	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
27	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	2	5	5	5	5	5
28	Graduate	4	4	4	5	4	5	5	4	5	4	5	5	4	4	4	4	4	4	4	4	5	4	5	2	5	4	4	4	5
29	Graduate	5	5	5	4	5	4	5	4	5	4	5	4	5	4	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
30	Graduate	4	5	4	5	5	4	4	5	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4
31	Graduate	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4	3	5	5	5	5	2	5	5	5	5	5
32	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	3	5	5	5	5	2	5	5	5	5	5
33	Graduate	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	4	4	5	5	5	5	5	5	2	5	5	5	5	5
34	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
35	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	5
36	Graduate	5	5	5	5	5	5	5	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	2	4	4	4	4	4
37	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	2	5	5	5	5	5
38	Graduate	5	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	2	5	5	5	4	4
39	Graduate	4	5	5	4	5	4	4	4	3	3	4	4	4	5	5	5	5	4	5	5	5	4	5	2	5	5	4	4	5
40	Graduate	5	5	5	4	4	5	4	5	5	4	4	5	5	5	5	4	5	5	3	5	4	4	4	2	4	4	5	4	4
Respondent	Types	O	O	O	O	O	C	C	C	C	C	C	C	C	C	L	L	L	L	L	A	A	A	A	A	A	A	A	A	A

		1	2	3	4	5	1	2	3	4	5	6	7	8	9	M 1	M 2	M 3	M 4	M 5	T 1	T 2	T 3	T 4	T 5	T 6	T 7	S M 1	S M 2
41	Graduate	4	4	4	4	4	4	4	3	4	4	3	4	4	4	3	4	4	4	3	4	4	4	4	2	3	4	4	4
42	Graduate	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
43	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
44	Graduate	4	4	4	5	5	4	5	5	5	4	5	5	5	4	4	5	4	5	5	4	5	5	5	5	5	5	4	4
45	Graduate	5	5	4	5	5	5	4	5	5	5	5	4	4	4	5	4	5	5	5	4	5	5	5	5	5	5	5	4
46	Graduate	3	4	3	4	4	3	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
47	Graduate	5	5	5	4	5	4	4	5	5	4	4	4	4	4	4	5	4	4	4	3	5	5	4	4	4	4	4	4
48	Graduate	5	5	5	5	5	5	5	5	5	4	5	4	5	4	3	3	5	3	1	5	5	5	5	3	4	4	4	5
49	Graduate	5	5	5	5	5	5	5	5	5	4	5	4	5	4	3	3	5	3	3	5	5	5	5	5	4	5	5	3
50	Graduate	5	5	5	5	4	5	5	5	5	4	5	4	4	4	3	3	4	3	3	5	5	5	5	5	5	5	5	5
51	Graduate	5	5	5	4	5	4	5	5	5	4	5	4	4	4	4	3	5	3	4	5	5	5	5	3	5	4	4	4
52	Graduate	5	5	5	4	5	5	5	5	5	4	5	4	5	4	5	4	5	4	5	5	4	5	5	5	4	5	5	4
53	Graduate	5	5	5	5	5	5	5	5	5	4	5	5	5	4	4	4	5	5	4	5	5	5	5	5	5	5	5	4
54	Graduate	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5
55	Graduate	5	5	4	4	5	5	5	5	4	4	5	4	4	4	5	4	5	4	5	5	5	5	4	5	5	5	5	5
56	Graduate	5	5	5	5	5	4	4	5	4	4	4	5	5	5	4	4	5	4	5	5	5	5	4	4	5	5	4	5
57	Graduate	5	5	3	2	5	5	5	5	4	4	4	4	4	5	5	5	5	5	3	5	5	4	4	4	5	5	5	5
58	Graduate	5	5	5	5	5	5	5	5	4	4	5	4	4	5	4	4	5	5	3	5	5	5	4	5	4	5	5	5
59	Graduate	4	4	5	5	5	4	4	4	4	4	4	5	4	5	5	3	4	3	3	5	4	4	4	4	4	4	4	4
60	Graduate	5	5	5	5	5	4	5	4	4	4	5	4	4	5	5	5	5	4	3	5	5	5	4	2	4	3	5	5
61	Graduate	5	5	5	5	5	5	4	5	5	4	5	4	4	5	4	5	5	4	3	5	5	4	4	4	5	4	5	4
62	Graduate	5	5	5	5	5	5	5	5	4	4	4	5	4	5	4	4	5	4	3	5	5	4	4	4	4	4	4	5
63	Graduate	4	4	5	4	4	4	4	4	4	4	4	5	4	4	5	4	4	5	4	3	5	5	4	2	4	4	4	5
64	Graduate	4	4	5	4	4	4	5	5	4	4	5	4	4	5	4	4	5	5	3	5	3	4	4	4	4	5	5	4
65	Graduate	5	5	5	5	5	3	4	5	4	4	5	4	4	5	5	5	5	5	3	5	3	4	4	5	5	5	5	4
66	Graduate	4	5	5	5	5	3	4	5	5	4	3	4	4	5	5	5	5	5	3	5	3	4	4	4	5	5	5	4
67	Graduate	4	2	5	5	5	5	5	5	4	4	3	4	4	2	5	5	5	5	3	4	3	4	4	4	4	5	5	3
68	Graduate	4	5	5	5	5	5	4	5	4	5	3	4	4	5	5	5	5	5	3	5	3	4	4	5	4	4	5	3
69	Graduate	4	5	5	5	4	4	5	4	5	4	3	5	4	5	5	4	4	4	3	5	3	4	4	5	3	3	3	2
70	Graduate	4	5	5	5	4	4	4	5	4	5	3	5	4	5	5	4	5	4	3	5	4	4		5	5	5	4	5

Respondent	Types	O 1	O 2	O 3	O 4	O 5	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	L M 1	L M 2	L M 3	L M 4	L M 5	A T 1	A T 2	A T 3	A T 4	A T 5	A T 6	A T 7	A S M 1	A S M 2
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71	Graduate	4	5	5	5	5	5	5	5	4	5	3	5	4	5	4	5	4	5	3	5	4	4	5	5	4	5	4	4
72	Graduate	4	4	5	5	3	5	4	4	4	3	5	4	5	4	5	5	5	3	4	4	4	5	5	5	4	4	4	4
73	Graduate	4	4	4	5	4	4	5	4	5	4	3	5	4	4	5	4	4	3	5	4	4	5	5	4	4	4	4	4
74	Graduate	3	3	4	5	4	4	4	4	4		3	5	4	4	5	4	5	5	3	5	4	5	5	3	4	4	5	4
75	Graduate	4	4	5	3	3	4	4	4	4	5	3	5	5	5	4	5	4	5	3	5	4	5	5	3	5	5	5	5
76	Graduate	3	3	4	4	4	4	3	4	4	5	3	5	5	5	3	5	4	5	3	5	4	5	5	3	5	5	5	5
77	Graduate	3	4	4	3	4	5	3	4	4	5	5	5	5	4	4	3	4	4	3	4	4	5	5	3	4	4	4	3
78	Graduate	4	3	5	3	5	5	5	5	5	4	5	5	4	5	5	4	4	4	3	5	4	5	5	5	3	5	4	5
79	Graduate	5	4	4	4	4	4	3	4	5	5	4	3	3	3	3	4	4	4	3	4	4	5	5	5	4	4	5	5
80	Graduate	4	3	4	4	3	4	3	5	4	5	4	4	4	5	5	5	4	4	3	5	4	5	5	5	4	4	4	5
81	Graduate	4	4	4	3	4	4	3	5	4	5	4	4	4	4	4	3	4	4	3	5	4	5	5	5	4	4	4	4
82	Graduate	3	3	4	3	3	4	3	4	4	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4
83	Graduate	3	3	3	3	4	4	3	3	4	5	4	3	5	4	4	5	3	4	3	4	4	3	4	4	3	4	4	5
84	Graduate	4	3	3	3	3	4	5	5	4	5	4	4	5	4	4	5	4	4	4	4	4	4	4	4	3	5	4	5
85	Graduate	3	3	4	3	4	4	4	3	4	5	4	5	5	4	4	5	4	4	4	5	4	4	4	4	5	3	4	4
86	Graduate	3	4	3	4	4	3	4	4	4	5	4	4	4	5	4	4	5	4	4	4	4	4	4	4	3	5	5	3
87	Graduate	4	4	4	4	4	4	4	3	4	5	4	3	3	3	3	3	4	4	4	4	4	4	4	4	3	5	4	4
88	Graduate	3	4	3	4	4	3	4	4	4	5	4	5	4	5	5	4	4	4	4	4	4	4	4	4	3	5	5	3
89	Graduate	3	3	3	3	3	3	3	4	4	4	4	3	3	3	3	4	3	4	3	3	4	3	3	3	3	4	4	4
90	Graduate	5	3	4	3	4	4	5	5	4	5	4	4	5	5	5	5	4	4	5	5	4	5	5	5	3	5	5	4
91	Graduate	5	4	3	4	4	4	4	4	4	5	4	4	4	4	4	5	4	4	5	5	4	4	4	5	3	4	4	4
92	Graduate	4	3	4	4	3	4	4	4	4	5	4	4	5	4	4	5	4	4	5	5	4	4	4	5	3	4	4	4
93	Graduate	4	4	3	3	4	4	4	4	4	5	4	4	4	4	4	5	4	4	4	5	4	5	4	5	3	4	5	3
94	Graduate	4	3	3	3	3	5	5	4	4	4	4	4	4	4	5	4	4	4	4	5	4	5	5	5	3	5	4	5
95	Graduate	5	4	4	4	4	4	3	4	5	5	4	3	3	3	3	4	4	4	3	4	4	5	5	5	3	4	5	5
96	Graduate	4	3	4	4	3	4	3	5	4	5	4	4	4	5	5	5	4	4	3	5	4	5	5	5	3	4	4	5
97	Graduate	4	4	4	3	4	4	3	5	4	5	4	4	4	4	3	4	4	4	3	5	4	5	5	5	3	4	4	4
98	Graduate	3	3	4	3	3	4	3	4	4	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	3	4	4	4
99	Graduate	3	3	3	3	4	4	3	3	4	5	4	3	5	4	4	5	3	4	3	4	4	3	4	4	3	4	4	5
100	Graduate	4	3	3	3	3	4	5	5	4	5	4	4	5	4	4	5	4	4	4	4	4	4	4	4	3	5	4	5

Respondent	Types	L C F E 1	L C F E 2	L C F E 3	L C F E 4	L C F E 5	L C F E 6	L C F E 7	L C F E 8	C B 1	C B 2	C B 3	C B 4	P B 1	P B 2	P B 3	P B 4	P B 5	R M A 1	R M A 2	R M A 3	R M A 4	R M A 5	M E 1	M E 2	M E 3	M E 4	M E 5	I m 1	I m 2	I m 3	I m 4	I m 5	
1	Graduate	4	4	4	5	4	4	4	4	4	5	4	5	2	2	2	5	2	2	2	2	2	2	2	2	4	4	4	5	5	5	4	5	5
2	Graduate	4	4	4	5	4	4	4	4	4	5	4	4	2	2	2	5	2	2	2	2	2	2	2	2	4	4	4	4	5	5	4	5	4

[illegible]

80	Graduate	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	4	2	2	2	2	2	2	2	2	5	2	2	5	4	5	5	5
81	Graduate	4	5	5	5	5	3	5	4	4	4	4	5	5	5	5	5	5	2	2	2	2	2	2	2	2	2	2	3	4	4	4	4	5
82	Graduate	5	5	5	5	5	3	4	4	5	5	4	4	5	5	5	4	5	2	5	5	5	2	2	2	2	2	2	4	4	5	4	4	
83	Graduate	4	3	3	5	3	3	3	5	5	5	5	5	5	5	3	3	4	2	3	2	3	2	2	2	2	3	2	5	4	5	5	5	
84	Graduate	3	3	3	5	3	3	5	5	4	5	5	5	4	5	5	5	5	2	5	2	3	2	2	3	2	3	2	4	4	5	5	5	
85	Graduate	4	4	5	5	4	3	4	5	5	5	5	5	5	5	4	4	5	2	4	2	3	2	2	2	2	2	2	5	4	5	0	5	
86	Graduate	5	5	5	4	4	3	5	3	3	4	3	4	3	3	4	4	5	2	5	2	3	2	2	2	2	2	2	3	4	4	3	4	
87	Graduate	5	4	4	4	4	3	4	4	4	4	5	4	4	4	4	4	5	2	4	2	3	2	2	2	2	2	2	4	4	4	0	4	
88	Graduate	5	5	5	4	4	3	5	3	3	4	3	4	3	3	4	4	5	2	5	2	2	2	2	2	2	2	2	3	4	4	3	4	
89	Graduate	4	4	5	4	3	3	3	4	3	3	3	3	4	3	3	4	4	2	3	2	2	4	2	2	2	2	2	3	4	3	3	3	
90	Graduate	5	4	4	4	5	3	5	4	5	5	5	4	5	5	5	5	5	2	5	2	2	2	2	2	2	2	2	5	4	5	5	4	
91	Graduate	5	5	5	4	5	3	5	4	5	4	4	5	4	4	4	5	5	2	5	2	2	2	2	2	2	2	2	4	4	4	4	4	5
92	Graduate	4	4	4	5	5	3	5	4	5	4	4	5	5	4	4	5	5	2	5	2	2	2	2	2	2	2	2	4	4	4	4	4	5
93	Graduate	4	4	4	5	4	3	4	0	5	3	5	5	4	4	4	5	5	2	4	2	2	2	2	2	2	2	2	4	4	4	4	5	5
94	Graduate	4	4	5	5	4	3	4	5	4	4	3	3	4	5	5	5	5	2	4	2	2	2	2	2	2	2	2	3	4	5	5	5	
95	Graduate	4	4	4	5	4	3	4	5	5	5	5	4	5	4	5	4	5	2	4	2	4	2	2	2	2	2	2	5	4	4	5	4	
96	Graduate	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	4	2	5	2	5	2	2	2	2	2	2	5	4	5	5	5	
97	Graduate	4	5	5	5	5	3	5	4	4	4	4	5	5	5	5	5	5	2	5	2	5	2	2	2	2	2	2	4	4	4	4	4	5
98	Graduate	5	5	5	5	5	3	4	4	5	5	4	4	5	5	5	4	5	2	4	2	5	2	2	2	2	2	2	4	4	5	4	4	
99	Graduate	4	3	3	5	3	3	3	5	5	5	5	5	5	5	3	3	4	2	3	2	3	4	2	2	2	2	2	5	4	5	5	5	
100	Graduate	3	3	3	5	3	3	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	3	3	3	2	3	2	2	4	4	5	5	5

Respondent	Types	O 1	O 2	O 3	O 4	O 5	C 1	C 2	C 3	C 4	C 5	C 6	C 7	C 8	C 9	L M 1	L M 2	L M 3	L M 4	L M 5	A T1	A T2	A T3	A T4	A T5	A T6	A T7	AS M1	ASM2
1	Implemeters	5	5		2	5	5	5	5	5	5	4	5	4	5	5	5	5	5	3	5	5	4	4	4	5	5	5	5
2	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	4	5	5	3	5	5	5	5		4	5	5	5
3	Implemeters	4	4	5	5	5	4	4	4	5	4	5	4	5	5	3	3	4	3	2	5	4	4	4	4	4	4	4	4
4	Implemeters	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	2	4	3	5	5
5	Implemeters	5	5	5	5	5	5	4	5	5	5	5	5	5	5	4	5	5	4	4	5	5	5	5	4	5	4	5	4
6	Implemeters	5	5	5	5	5	5	5	5	4	4	4	5	5	5	4	4	5	4	4	5	5	5	5	4	4	4	4	5
7	Implemeters	4	4	5	4	4	4	4	4	5	4	5	5	5	5	4	4	5	4	4	5	5	5	5	2	4	4	4	5
8	Implemeters	5	4	5	4	4	4	5	5	5	5	5	5	5	5	4	4	5	5	4	5	5	5	5	4	4	5	5	4
9	Implemeters	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4
10	Implemeters	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4
11	Implemeters	5	5	5	4	5	4	4	5	5	4	4	5	5	5	4	4	5	4	3	5	5	4	4	4	4	4	4	4
12	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	5	3	1	5	5	5	5	3	4	4	4	5
13	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	5	3	3	5	5	5	5	5	4	5	5	3
14	Implemeters	5	5	5	5	4	5	5	5	5	5	5	5	4	4	3	3	4	3	3	5	5	5	5	5	5	5	5	5
15	Implemeters	5	5	5	4	5	4	0	5	5	5	3	5	4	5	4	3	5	3	4	5	5	5	5	3	5	4	4	4
16	Implemeters	5	5	5	4	5	5	5	5	5	5	5	5	5	4	5	4	5	4	5	5	3	5	5	5	4	5	5	4
17	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	5	5	5	5	5	5	5	5	4
18	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5
19	Implemeters	5	5	4	4	5	5	5	5	5	5	5	5	4	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5
20	Implemeters	5	5	5	5	5	4	4	5	5	5	4	5	5	5	4	4	5	4	5	5	5	3	4	5	5	4	5	5
21	Implemeters	5	5	4	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4	3	5	5	5	5	5	5	5	5	5
22	Implemeters	5	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	5	3	5	5	5	4
23	Implemeters	5	5	4	4	5	5	5	5	5	5	5	4	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	4
24	Implemeters	5	5	4	4	4	4	5	5	5	5	4	4	5	4	3	4	4	4	3	5	5	5	4	5	5	4	5	3
25	Implemeters	5	5	4	4	4	4	5	5	5	5	4	4	5	4	3	4	4	4	3	5	5	5	4	5	5	4	5	3
26	Implemeters	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	3	4	4	3	5	5	5	5	5	5	5	5	2
27	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	4	5	5	5	0	5	5	4	5	3
28	Implemeters	5	5	4	4	4	4	5	5	5	5	4	4	4	5	4	4	5	5	4	5	5	5	4	4	4	4	5	4
29	Implemeters	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	4	2	5	5	5	5	5	5	5	5	5
30	Implemeters	5	5	5	5	5	4	5	5	4	5	5	5	5	5	4	4	4	4	4	5	5	5	5	5	5	5	5	5
31	Implemeters	4	4	4	3	4	3	4	4	5	5	4	4	4	4	3	3	3	3	4	3	5	4	4	3	3	4	4	5
32	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	5	3	5	5	5	4	3	4	4	5	5	5
33	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	4	1	5	5	5	5	5	5	5	5	5
34	Implemeters	5	5	5	4	5	4	4	5	5	5	5	5	5	5	3	3	4	4	3	5	5	5	5	3	4	4	4	5
35	Implemeters	5	4	4	5	4	5	4	4	5	3	3	3	4	4	5	3	4	4	3	5	5	5	4	4	3	4	4	5
36	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	5	1	5	5	5	5	3	5	5	5	5
37	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	4	5	5	4	5	5	5	5	5	5	5	5	5
38	Implemeters	4	4	5	4	4	4	4	4	5	4	5	5	5	5	4	4	5	4	4	5	5	5	5	2	4	4	4	5
39	Implemeters	5	5	4	4	5	5	5	5	5	5	5	5	4	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5
40	Implemeters	5	5	3	2	5	5	5	5	5	5	4	5	4	5	5	5	5	5	3	5	5	4	4	4	5	5	5	5
41	Implemeters	5	5	5	4	5	4	4	5	5	4	4	5	5	5	4	4	5	4	3	5	5	4	4	4	4	4	4	4
42	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	5	3	1	5	5	5	5	3	4	4	4	5
43	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	3	5	3	3	5	5	5	5	5	4	5	5	3

44	Implemeters	5	5	5	5	4	5	5	5	5	5	5	4	4	3	3	4	3	3	5	5	5	5	5	5	5	5	5
45	Implemeters	5	5	5	4	5	4	3	5	5	5	3	5	4	5	4	3	5	3	4	5	5	5	5	3	5	4	4
46	Implemeters	5	5	5	4	5	5	5	5	5	5	5	5	5	4	5	4	5	4	5	5	3	5	5	5	4	5	4
47	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	5	5	5	5	5	5	5	5	4
48	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5
49	Implemeters	5	5	4	4	5	5	5	5	5	5	5	5	4	4	5	4	5	4	5	5	5	5	5	5	5	5	5
50	Implemeters	5	5	5	5	5	4	4	5	5	5	4	5	5	5	4	4	5	4	5	5	5	5	3	4	5	5	4

1	Implemeters	5	5	5	5	5	3	3	5	5	5	4	5	5	5	5	5	5	5	5	3	4	4	5	5	5	5	5	5	5			
2	Implemeters	5	5	5	5	5	5	3	5	5	5	4	5	5	5	5	5	5	3	5	5	3	4	3	5	5	5	5	5	5			
3	Implemeters	4	4	4	4	4	3	4	4	3	3	3	3	4	4	4	4	3	3	3	3	3	4	3	4	4	4	4	4	5	4		
4	Implemeters	4	4	5	5	5	5	4	5	5	4	4	4	5	5	4	5	5	4	4	4	5	4	3	4	4	4	5	5	5			
5	Implemeters	4	5	4	4	4	4	4	5	5	4	4	5	4	5	5	5	5	4	5	5	5	4	5	3	5	5	4	5	5			
6	Implemeters	4	4	5	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	3	4	4	4	4	4			
7	Implemeters	5	5	5	4	4	4	5	4	5	4	5	4	5	4	4	4	4	5	5	5	5	5	3	5	5	5	5	5	5			
8	Implemeters	4	5	5	5	5	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	3	5	4	4	5		
9	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	5	5	0	3	5	5	5	5	4	4	5	5	
10	Implemeters	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4	5	5	4	3	5	5	5	5	4	4	5	5	
11	Implemeters	4	4	5	5	4	4	4	4	4	4	4	5	4	5	5	5	5	5	5	5	5	4	3	5	5	5	5	4	4	4	4	
12	Implemeters	5	3	5	5	5	1	1	5	5	5	3	5	5	5	5	4	3	5	5	5	4	4	3	5	5	5	5	5	5	5	5	
13	Implemeters	3	3	3	3	3	5	3	5	5	5	5	5	5	5	5	5	5	3	5	5	3	4	3	5	5	5	4	4	3	3	3	
14	Implemeters	2	3	3	4	4	1	5	5	5	5	5	5	5	5	4	4	4	4	3	3	3	4	5	5	5	5	5	5	5	5	5	
15	Implemeters	3	3	5	4	4	3	3	3	3	4	4	4	4	4	5	4	4	4	3	4	4	3	4	4	5	5	5	4	5	5	5	5
16	Implemeters	4	4	4	4	5	4	3	5	5	5	5	5	4	5	5	5	5	4	5	5	5	3	4	5	5	5	5	5	5	5	5	
17	Implemeters	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	4	4	4	4	

Respondent	Types	L C F E 1	L C F E 2	L C F E 3	L C F E 4	L C F E 5	L C F E 6	L C F E 7	L C F E 8	C B 1	C B 2	C B 3	C B 4	P B 1	P B 2	P B 3	P B 4	P B 5	R M A 1	R M A 2	R M A 3	R M A 4	R M A 5	M E 1	M E 2	M E 3	M E 4	M E 5	I m 1	I m 2	I m 3	I m 4	I m 5
36	Implementers	1	2	5	5	3	1	1	2	5	5	5	5	0	2	2	2	5	5	1	5	1	1	5	4	4	3	4	5	5	5	5	5
37	Implementers	5	5	5	5	5	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	3	3	3	4	4	4	4	4
38	Implementers	5	5	5	4	4	4	5	4	5	4	5	4	5	4	4	4	4	5	5	5	5	5	5	4	3	3	3	5	5	5	5	5
39	Implementers	4	4	5	5	4	4	4	5	5	5	4	4	5	4	4	4	5	4	3	4	3	3	5	5	3	4	3	5	4	5	5	5
40	Implementers	5	5	5	5	5	3	3	5	5	5	4	5	5	5	5	5	5	5	5	5	5	3	5	5	3	3	3	5	5	5	5	5
41	Implementers	4	4	5	5	4	4	4	4	4	4	4	5	4	5	5	5	5	5	5	5	5	5	4	5	3	3	3	5	4	4	4	4
42	Implementers	5	3	5	5	5	1	1	5	5	5	3	5	5	5	5	4	3	5	5	5	4	4	4	5	3	3	3	5	5	5	5	5
43	Implementers	3	3	3	3	3	5	3	5	5	5	5	5	5	5	5	5	5	5	3	5	5	3	4	5	3	3	3	4	4	3	3	3
44	Implementers	2	3	3	4	4	1	5	5	5	5	5	5	5	5	4	4	4	4	3	3	3	3	4	5	4	3	3	5	5	5	5	5
45	Implementers	3	3	5	4	4	3	3	3	3	4	4	4	4	4	5	4	4	4	3	4	4	3	4	5	4	3	3	4	5	5	5	5
46	Implementers	4	4	4	4	5	4	3	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	4	5	4	3	3	5	5	5	5	5
47	Implementers	5	5	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4	5	4	3	3	4	4	4	4	4
48	Implementers	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	5	5	5	5	4	5	4	3	3	5	4	5	5	5
49	Implementers	4	4	5	5	4	4	4	5	5	5	4	4	5	4	4	4	5	4	3	4	3	3	4	5	4	4	3	5	4	5	5	5
50	Implementers	4	5	4	5	5	5	4	5	5	5	4	4	4	4	4	4	4	5	5	5	5	4	4	5	4	4	5	5	5	4	5	5

[illegible]

APPENDIX N **Tally Sheet for the ALS Graduates and the Employers**

Respondent (graduate)	Type	C S 1	C S 2	C S 3	C S 4	C S 5	C S 6	C S 7	C S 8	P s 1	P s 2	P s 3	P s 4	P s 5	P s 6	P s 7	S U R 1	S U R 2	S U R 3	S U R 4	S U R 5	S U R 6	D O S 1	D O S 2	D O S 3	D O S 4	D O S 5	D O S 6	D O S 7	D O S 8	D O S 9	E o 1	E o 2	E o 3	E o 4	E o 5	E o 6			
1	graduates	5	5	5	5	5	5	5	5	4	4	5	4	4	5	4	4	5	4	4	5	4	4	4	4	4	5	5	5	5	5	4	4	5	4	4	4	4		
2	graduates	4	5	4	5	5	4	5	5	5	4	5	4	4	5	5	5	4	5	4	5	5	4	4	4	4	5	5	5	5	4	4	4	5	4	5	4	4		
3	graduates	5	5	5	5	5	5	5	5	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5		
4	graduates	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
5	graduates	4	4	5	4	4	4	4	4	4	4	4	4		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
6	graduates	3	4	5	5	3	5	3	5	4	4	3	3	4	5	4	4	3	4	3	5	4	4	4	4	4	3	4	5	5	4	4	4	4	5	3	4	4	4	
7	graduates	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
8	graduates	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	5	5	4	4	4	5	5	5	5	5	4	4	4	
9	graduates	3	4	4	3	4	4	4	4	4	5	5	5	5	5	4	5	4	5	4	4	5	5	5	5	5	4	4	5	5	5	5	4	4	4	4	4	4	4	
10	graduates	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
11	graduates	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
12	graduates	5	5	5	4	4	5	5	4	4	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	5	4	4	4	5	4	4	
13	graduates	5	4	5	5	4	4	5	5	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	
14	graduates	4	4	5	5	4	5	4	5	4	4	4	4	4	5	4	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4	4	4	5	4	4	5	4	4	
15	graduates	5	5	5	5	5	5	5	5	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	
16	graduates	4	4	5	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
17	graduates	4	4	5	4	4	5	4	5	4	4	4	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	4	
18	graduates	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	4	3	3	3	
19	graduates	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
20	graduates	5	5	5	5	5	5	5	5	4	4	5	4	4	4	5	4	4	5	4	4	5	4	4	4	4	5	5	5	5	5	4	4	4	5	4	4	4	4	
21	graduates	5	5	5	5	5	5	5	5	4	4	5	4	4	5	4	4	5	4	4	5	4	4	4	4	4	4	5	5	5	5	5	4	4	5	4	5	4	4	4
22	graduates	4	5	4	5	5	4	5	5	5	4	5	4	4	5	5	4	5	4	5	5	4	4	4	4	4	5	5	5	5	5	4	4	4	5	4	5	4	4	
23	graduates	5	5	5	5	5	5	5	5	4	4	4	4	5	5	5	5	5	5	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	
24	graduates	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
25	graduates	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
26	graduates	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
27	graduates	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
28	graduates	5	5	5	4	4	5	5	4	4	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	5	4	4	4	4	5	4	4	
29	graduates	5	4	5	5	4	4	5	5	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
30	graduates	4	4	5	5	4	5	4	5	4	4	4	4	4	5	4	4	4	4	4	4	5	4	4	4	4	4	4	5	4	4	4	5	4	4	5	4	4	4	
31	graduates	5	5	5	5	5	5	5	5	4	4	4	4	5	5	5	5	5	5	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
32	graduates	5	5	4	4	5	5	5	4	4	4	4	5	5	4	5	5	5	4	5	4	4	5	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5
33	graduates	4	5	4	5	4	4	4	4	4	4	4	5	4	5	5	5	5	5	5	5	5	5	4	4	4	4	4	5	5	4	5	5	5	5	5	4	4	4	4

34	graduates	5	4	4	4	4	5	4	5	5	4	5	5	4	4	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5				
35	graduates	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5				
Respondent (graduate)	Type	C S 1	C S 2	C S 3	C S 4	C S 5	C S 6	C S 7	C S 8	P s 1	P s 2	P s 3	P s 4	P s 5	P s 6	P s 7	S U R 1	S U R 2	S U R 3	S U R 4	S U R 5	S U R 6	D O S 1	D O S 2	D O S 3	D O S 4	D O S 5	D O S 6	D O S 7	D O S 8	D O S 9	E o 1	E o 2	E o 3	E o 4	E o 5	E o 6				
		36	graduates	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
		37	graduates	4	4	5	4	5	5	5	5	4	4	4	4	4	4	4	5	5	5	4	3	4	4	4	4	4	3	4	5	5	5	5	5	4	4	4	4	4	4
		38	graduates	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	
		39	graduates	3	3	3	3	3	3	3	3	2	3	2	3	2	3	2	3	3	3	3	2	3	3	3	3	3	4	4	3	3	4	4	3	3	3	3	4	3	4
		40	graduates	4	3	5	4	3	3	3	3	3	3	3	3	3	3	4	4	4	3	3	4	4	4	4	3	4	4	4	4	3	5	4	5	5	5	5	5	4	
		41	graduates	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	3	4	4	
		42	graduates	3	3	4	3	3	4	4	4	3	4	4	4	3	4	4	4	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	
		43	graduates	5	4	5	5	4	5	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
		44	graduates	4	4	4	5	4	5	4	4	5	4	4	5	4	5	5	4	4	5	4	5	4	5	5	4	4	5	4	4	4	4	4	4	5	5	5	5	5	4
		45	graduates	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
		46	graduates	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
		47	graduates	5	5	5	5	5	4	4	4	5	5	5	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	5	4	5	4	5	5	4	5	4	5	4	
		48	graduates	5	3	3	5	3	3	3	3	3	4	4	3	3	4	4	3	4	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	5	5	5	5	5	5
		49	graduates	5	3	3	5	3	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	4	4	5	5	5	4	5	5	5	5	5	5	5
		50	graduates	5	5	4	5	5	4	3	3	4	4	4	4	4	3	4	4	3	4	4	3	4	4	3	3	4	4	4	4	4	4	3	4	4	4	5	4	5	4
		51	graduates	4	4	3	5	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	3	3	3	3	3	3	3	4	4	4
		52	graduates	3	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	
		53	graduates	4	5	4	4	5	5	5	5	4	4	5	4	5	4	5	4	5	4	5	4	5	5	5	5	5	5	4	4	5	4	5	5	4	4	5	4	5	5
		54	graduates	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	
55	graduates	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5			
56	graduates	4	4	5	4	4	4	5	4	4	4	5	4	5	4	5	5	4	5	4	5	5	4	5	4	5	4	5	4	4	5	5	4	5	4	5	4	5	4		
57	graduates	2	3	4	3	3	3	3	2	4	3	3	3	4	4	3	4	4	4	3	3	3	4	5	4	5	5	5	5	5	4	3	3	3	3	3	4	3	3		
58	graduates	3	3	3	4	3	3	3	4	3	3	2	3	2	3	4	3	3	3	4	3	4	4	5	4	4	5	4	4	5	4	4	5	5	5	5	4	5	5		
59	graduates	5	5	5	5	4	5	5	5	5	3	3	3	3	3	4	4	3	3	5	5	5	4	5	5	5	5	5	5	4	4	4	3	3	4	4	4	4	4		
60	graduates	4	3	3	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	5	4	5	4	4	4	4	5	5	5	5	4	4	4	4	4	4	4	4	4		
61	graduates	4	4	4	4	4	4	4	4	4	4	4	3	4	4	5	4	3	3	5	5	5	3	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5		
62	graduates	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	4	5	5		
63	graduates	5	5	5	5	4	5	5	5	4	4	5	5	5	5	5	4	5	4	3	2	3	3	4	3	3	3	3	5	5	5	5	5	5	5	5	5	5	5		
64	graduates	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	3	3	3	4	4	4	4	4	3	3	5	5	5	5	5	5	5	5	5	5		
65	graduates	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	5	5	4	4	5	4	5	4	5	4		
66	graduates	4	5	4	5	4	5	4	5	5	5	5	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	3	5	5	5	5	5	5	5	5	5	5		
67	graduates	5	3	2	3	2	3	3	2	2	3	4	3	3	3	4	4	4	3	5	5	5	5	4	5	5	5	5	5	3	4	5	4	5	4	5	4	5	5		
68	graduates	5	3	3	3	3	4	3	3	3	4	4	5	4	3	3	4	4	4	4	5	5	5	5	5	4	5	4	3	5	5	5	5	5	5	5	5	5	5		
69	graduates	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5			
70	graduates	5	4	4	3	4	4	4	4	4	4	4	5	4	4	3	3	5	5	4	5	4	4	4	4	4	5	5	5	5	4	5	5	4	5	4	5	4	5		

Respondent (graduate)	Type	C S 1	C S 2	C S 3	C S 4	C S 5	C S 6	C S 7	C S 8	P s 1	P s 2	P s 3	P s 4	P s 5	P s 6	P s 7	S U R 1	S U R 2	S U R 3	S U R 4	S U R 5	S U R 6	D O S 1	D O S 2	D O S 3	D O S 4	D O S 5	D O S 6	D O S 7	D O S 8	D O S 9	E o 1	E o 2	E o 3	E o 4	E o 5	E o 6		
71	graduates	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	4	4	5	5	4	5	5	5	5	3	3	3	4	3	4	4	4	5	
72	graduates	4	4	5	5	5	5	4	5	5	5	5	4	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4	4	4	4	5	
73	graduates	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	3	4	4	4	5	
74	graduates	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	5	5	5	5	4	4	4	4	4	3	3	3	3	3	5	
75	graduates	5	5	5	4	4	4	5	5	4	4	4	4	4	4	4	3	5	3	3	3	3	3	3	4	4	3	3	4	4	5	5	5	5	5	5	5	5	
76	graduates	4	4	3	3	4	4	4	3	4	4	3	3	4	4	3	3	5	3	5	5	5	5	4	4	4	4	4	4	4	5	5	4	5	4	5	4	4	
77	graduates	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	
78	graduates	5	4	4	3	4	4	4	4	4	4	4	3	4	4	4	3	4	3	4	3	4	5	4	4	4	3	3	4	5	5	5	5	5	5	5	5	4	
79	graduates	4	4	5	5	4	5	4	4	4	4	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	4	5	4	5	4	5	4	5	4	
80	graduates	4	4	4	5	4	5	4	4	5	4	4	5	5	5	5	4	4	5	5	5	5	5	5	4	4	5	4	5	4	5	5	3	3	3	3	3	4	
81	graduates	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	4	5	4	4	5	5	5	5	5	
82	graduates	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4	5	5	5	5	5	5	5	5	4	4	4	3	3	4	4	
83	graduates	5	5	5	5	5	4	4	4	5	5	5	5	4	4	4	5	5	5	4	4	5	4	4	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4
84	graduates	4	3	3	5	3	3	3	3	3	4	4	3	3	4	4	5	5	5	5	5	5	5	5	5	5	5	5	3	3	4	5	5	5	5	5	5	5	
85	graduates	3	3	3	5	3	5	5	5	4	4	4	4	4	4	4	5	4	4	5	4	4	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	
86	graduates	4	4	5	5	4	5	4	4	4	4	5	4	5	5	5	4	5	4	5	5	5	3	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	
87	graduates	5	5	5	4	4	4	5	5	4	4	4	4	4	4	4	5	5	5	3	3	3	3	4	4	4	3	3	4	4	5	5	5	4	5	5	5	4	
88	graduates	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	4	4	3	4	4	4	4	4	4	5	5	3	3	3	3	4	3	3	
89	graduates	4	4	5	5	5	5	4	5	5	5	5	4	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	4	4	4	4	5	
90	graduates	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	3	4	4	4	5	
91	graduates	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	5	5	5	5	4	4	4	4	4	3	3	3	3	3	5	
92	graduates	5	5	5	4	4	4	5	5	4	4	4	4	4	4	4	3	5	3	3	3	3	3	3	4	4	3	3	4	4	5	5	5	5	5	5	5	5	5
93	graduates	4	4	3	3	4	4	4	3	4	4	3	3	4	4	3	3	5	3	5	5	5	4	4	4	4	4	4	4	4	5	5	4	5	4	5	4	4	5
94	graduates	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	
95	graduates	5	5	5	4	4	4	5	5	4	4	4	4	4	4	4	5	5	4	3	3	3	3	4	4	3	3	4	4	5	5	5	4	5	5	5	5	4	4
96	graduates	4	4	5	4	3	3	3	3	3	3	3	4	3	3	3	4	4	4	4	3	3	3	3	3	3	3	4	3	3	4	4	4	3	3	3	4	3	4
97	graduates	5	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
98	graduates	5	5	5	4	5	5	5	5	5	5	5	5	4	4	5	4	5	4	4	4	5	4	5	4	5	4	4	5	5	5	5	5	4	4	5	4	5	5
99	graduates	4	4	4	5	5	5	5	5	5	5	5	5	4	4	5	4	5	4	4	4	5	4	5	4	5	4	4	5	5	5	5	5	5	4	5	4	5	5
100	graduates	4	4	4	5	4	5	4	5	4	5	5	5	5	4	5	4	5	5		4	5	5	5	4	5	4	4	5	5	5	5	4	4	5	4	5	4	5

Respondent (employer)	Type	C S 1	C S 2	C S 3	C S 4	C S 5	C S 6	C S 7	C S 8	P s 1	P s 2	P s 3	P s 4	P s 5	P s 6	P s 7	S U R 1	S U R 2	S U R 3	S U R 4	S U R 5	S U R 6	D O S 1	D O S 2	D O S 3	D O S 4	D O S 5	D O S 6	D O S 7	D O S 8	D O S 9	E o 1	E o 2	E o 3	E o 4	E o 5	E o 6
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1	employer	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5	4	2	3	5	3	3	5	4	3	3	5	4	3
2	employer	4	4	3	4	4	4	4	4	4	3	3	3	3	4	3	4	3	4	3	4	4	4	3	5	3	2	2	5	2	2	5	3	2	2	5	3	3
3	employer	4	5	5	4	5	4	4	4	4	3	3	3	3	5	5	5	4	5	5	5	5	5	3	5	5	2	2	5	2	2	5	3	2	2	5	3	3
4	employer	4	4	5	4	5	4	4	5	4	3	3	3	3	5	4	4	4	5	5	5	5	5	5	5	5	2	2	4	2	2	3	3	2	2	3	3	3
5	employer	5	5	5	5	5	5	5	5	5	3	3	3	3	5	4	4	5	5	5	5	5	5	5	5	5	2	2	5	2	2	4	3	2	2	5	3	3
6	employer	5	5	5	5	5	5	5	5	5	3	3	3	3	5	5	5	5	4	4	5	4	5	5	5	5	2	2	5	2	2	4	3	2	2	3	3	4
7	employer	5	5	5	5	4	4	4	5	5	3	3	3	3	4	5	5	5	4	4	4	5	5	5	5	5	2	2	4	2	2	4	3	2	2	4	3	3
8	employer	3	3	5	3	3	3	3	3	4	3	3	3	3	4	5	5	5	5	5	4	5	5	5	5	5	2	2	3	2	2	5	3	2	2	5	3	5
9	employer	3	3	5	3	5	5	5	4	4	3	3	3	3	4	5	4	5	5	4	5	5	5	5	5	5	2	2	5	2	2	5	3	2	2	5	3	4
10	employer	4	5	5	4	5	4	4	4	4	3	3	3	3	5	4	5	4	5	5	5	5	5	5	5	5	2	2	4	2	2	5	3	2	2	5	3	4
11	employer	5	5	4	4	4	5	5	4	4	3	3	3	3	4	5	5	4	3	3	5	4	5	5	5	3	2	2	4	2	2	5	3	2	2	5	5	4
12	employer	4	4	4	4	4	4	4	4	4	3	3	3	3	4	5	5	5	4	4	5	4	5	5	5	4	2	2	4	2	2	3	3	2	2	5	5	4
13	employer	5	5	4	4	4	5	5	4	4	3	3	3	3	4	5	5	5	3	3	3	3	5	5	3	2	2	4	2	2	5	3	2	2	5	5	4	
14	employer	4	5	4	3	3	3	3	3	3	3	3	3	3	3	4	4	5	4	3	3	3	5	5	4	2	2	4	2	2	3	3	2	2	5	5	4	
15	employer	4	4	4	5	5	5	5	5	5	3	3	3	3	5	5	5	5	4	5	3	3	5	5	5	2	2	5	2	2	5	3	2	2	5	5	4	
16	employer	5	5	4	5	5	5	5	5	5	3	3	3	3	5	4	5	4	4	4	3	3	5	5	5	2	2	5	2	2	5	3	2	2	5	5	4	
17	employer	4	4	5	5	5	5	5	5	5	3	3	3	3	5	4	5	4	4	4	3	4	5	5	5	2	2	5	2	2	5	3	2	2	5	5	4	
18	employer	4	4	5	4	5	4	5	4	5	3	3	3	3	5	4	5	5	5	4	3	3	5	5	5	2	2	5	2	2	5	3	2	2	5	5	4	
19	employer	5	3	2	3	2	3	3	2	2	3	3	3	3	3	3	4	4	3	5	3	3	5	5	5	2	2	5	2	2	5	3	2	2	5	5	4	
20	employer	5	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	4	4	4	3	3	5	5	4	2	2	4	2	2	5	3	2	2	5	5	4	
21	employer	5	4	4	4	4	4	4	4	4	3	3	3	3	3	4	4	4	4	5	3	3	5	5	5	2	2	5	2	2	5	3	2	2	5	5	4	
22	employer	5	4	4	3	4	4	4	4	4	3	3	3	3	3	5	5	4	5	3	3	5	5	5	3	2	5	2	2	5	3	2	2	5	5	4		
23	employer	4	5	5	5	5	5	5	5	5	3	3	3	3	3	5	4	5	4	5	3	3	5	5	4	3	2	5	2	2	3	3	2	2	5	5	3	
24	employer	4	4	5	5	5	5	4	5	5	3	3	3	3	3	4	5	5	3	5	3	3	5	5	5	3	2	5	2	2	5	3	2	2	5	5	4	
25	employer	3	5	5	5	5	5	5	5	5	3	3	3	3	3	5	5	5	3	5	3	3	5	5	5	3	2	5	2	2	4	3	2	2	5	5	4	
26	employer	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	3	4	3	3	5	5	5	5	2	4	2	2	4	3	2	2	5	5	4	
27	employer	5	5	5	4	4	4	5	5	4	4	4	4	4	3	4	3	5	3	3	3	3	3	4	4	3	2	4	2	2	5	5	2	2	5	5	4	
28	employer	4	4	3	3	4	4	4	3	4	4	3	3	4	3	3	5	3	5	3	5	4	4	4	4	4	2	4	2	2	5	4	2	2	5	5	4	
29	employer	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	5	4	3	4	4	4	4	4	3	5	3	3	5	5	3	3	5	5	4	
30	employer	5	4	4	3	4	4	4	4	4	4	4	3	4	3	4	3	4	3	4	3	3	5	4	4	3	3	4	3	3	5	3	3	3	5	5	4	
31	employer	4	4	5	5	4	5	4	4	4	4	5	5	5	3	5	5	5	3	5	3	3	5	5	5	5	3	5	3	3	4	3	3	3	5	5	4	
32	employer	4	4	4	5	4	5	4	4	5	4	4	5	5	3	5	4	4	3	5	3	3	5	4	4	5	3	5	3	3	5	3	3	3	5	5	4	
33	employer	5	5	5	4	5	5	5	5	4	4	4	4	4	3	4	5	5	3	5	3	3	5	4	4	4	3	5	3	3	5	3	3	3	5	5	4	
34	employer	5	5	5	4	4	4	5	4	3	5	3	3	3	3	4	4	5	3	3	3	3	5	4	3	3	3	5	3	3	5	3	3	3	5	5	4	
35	employer	5	5	5	4	5	4	5	5	3	5	3	3	3	3	5	5	4	3	4	3	3	5	5	5	5	3	5	3	3	5	3	3	3	5	5	4	
36	employer	5	5	5	5	5	5	5	5	3	5	3	3	3	3	5	4	5	3	4	3	3	5	5	4	5	3	5	3	3	5	3	3	3	5	5	4	
37	employer	5	5	5	5	4	5	4	4	3	5	3	3	3	3	4	5	5	3	4	3	3	5	4	4	4	3	5	3	3	5	3	3	3	5	5	4	
38	employer	4	4	5	4	3	4	5	4	3	4	3	3	3	3	3	4	4	3	5	3	3	5	3	4	4	3	4	3	3	5	3	3	3	5	5	4	
39	employer	4	4	5	4	5	5	5	5	3	4	3	3	3	3	5	5	5	3	5	3	3	5	5	4	4	3	5	3	3	5	3	3	3	4	5	4	
40	employer	5	5	5	5	4	5	5	5	3	5	3	3	3	3	4	4	5	3	5	3	3	5	4	5	5	3	5	3	3	5	3	3	3	4	3	4	
Respondent (employer)	Type	C S 1	C S 2	C S 3	C S 4	C S 5	C S 6	C S 7	C S 8	P s 1	P s 2	P s 3	P s 4	P s 5	P s 6	P s 7	S U R	S U R	S U R	S U R	S U R	S U R	D O S	D O S	D O S	D O S	D O S	D O S	D O S	D O S	D O S	E o 1	E o 2	E o 3	E o 4	E o 5	E o 6	

																	1	2	3	4	5	6		1	2	3	4	5	6	7	8	9							
41	employer	5	5	5	5	5	5	5	5	3	5	3	3	3	3	5	4	5	3	5	3	3	5	5	5	5	5	3	5	3	5	5	3	3	3	5	5	4	
42	employer	4	5	4	4	4	5	5	4	3	4	3	3	3	3	4	4	5	3	3	3	5	5	4	4	4	3	5	3	4	5	3	3	3	4	4	4		
43	employer	5	5	5	5	5	5	5	5	3	4	3	3	3	3	5	4	4	3	4	3	5	5	5	5	5	3	5	3	4	4	3	3	3	5	4	4		
44	employer	5	5	4	4	3	4	5	4	3	5	3	3	3	3	3	4	5	3	4	3	5	5	3	4	4	3	5	3	4	4	3	3	3	5	4	4		
45	employer	5	5	5	5	5	5	5	5	3	5	3	3	3	3	5	5	5	3	4	3	3	5	5	4	4	3	5	3	5	5	3	3	3	5	5	4		
46	employer	4	4	5	5	5	5	5	5	3	5	3	3	3	3	5	5	4	3	5	3	3	5	5	5	5	5	3	5	3	5	4	3	3	3	5	5	4	
47	employer	5	4	4	5	5	5	5	4	3	3	3	3	3	3	5	4	5	3	5	5	3	5	5	5	5	5	3	5	3	4	5	3	3	3	4	4		
48	employer	5	5	5	5	5	5	3	3	3	3	3	3	3	3	5	3	5	3	5	3	3	5	5	5	5	5	3	5	3	3	4	3	3	3	3	3	4	
49	employer	5	5	5	5	3	0	5	5	3	3	3	3	3	3	3	5	5	3	5	3	4	5	3	5	5	3	4	3	5	3	3	3	3	3	5	5	3	
50	employer	4	4	4	4	4	5	5	5	3	3	3	3	3	3	4	5	4	5	4	3	4	5	4	4	4	3	4	3		4	3	3	3	5		5		
51	employer	4	4	4	4	4	5	5	5	3	3	3	3	3	3	5	5	5	5	5	3	5	5	5	5	5	5	3	5	3	5	3	3	3	3	5	5	5	
52	employer	3	3	3	3	3	4	4	5	3	3	3	3	3	3	4	4	4	4	4	3	4	5	4	4	4	3	4	3	4	4	3	3	3	3	5	4	4	
53	employer	4	4	5	4	4	3	4	5	3	3	3	3	3	3	4	3	4	5	4	3	4	5	3	5	4	3	4	3	5	4	3	3	3	5	5	3		
54	employer	5	4	4	4	4	5	5	5	3	3	3	3	3	3	5	5	5	5	5	3	5	5	5	5	5	3	5	3	4	4	3	3	5	5	4	3		
55	employer	5	4	5	4	4	4	4	5	3	3	3	3	3	3	4	4	4	4	4	3	4	5	4	4	4	3	4	3	4	4	4	3	3	4	5	4	3	
56	employer	5	5	5	5	5	3	4	5	3	5	3	3	3	3	4	3	4	5	4	3	4	5	3	5	4	3	4	3	4	3	3	3	4	5	4	3		
57	employer	5	5	5	5	5	4	4	4	3	3	3	3	3	3	4	4	4	4	4	3	4	5	4	4	4	3	4	2	4	4	3	3	4	5	5	3		
58	employer	4	4	4	4	4	5	5	5	5	3	5	5	5	3	4	5	5	5	5	3	5	5	4	4	4	3	4	2	5	4	3	3	4	5	5	3		
59	employer	5	3	4	4	4	3	4	4	3	4	4	5	3	5	5	5	5	4	5	3	4	5	4	4	5	3	5	2	5	4	3	5	5	5	4	3		
60	employer	4	4	4	4	4	4	4	5	4	3	4	4	4	3	4	4	4	4	4	3	4	5	4	4	4	3	4	2	4	4	3	3	4	5	4	3		
61	employer	5	5	5	4	4	3	3	3	4	3	4	4	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	2	3	4	3	3	3	5	5	3		
62	employer	4	4	4	4	4	5	5	5	4	3	5	4	5	3	4	5	4	5	4	3	4	5	4	4	2	3	4	2	4	4	3	3	4	5	5	3		
63	employer	4	4	4	4	4	5	4	5	4	4	5	5	4	3	4	4	4	4	4	3	5	5	5	5	2	3	5	2	4	4	3	3	3	5	4	3		
64	employer	3	3	3	3	3	4	4	5	4	3	4	5	5	3	4	4	4	5	4	3	4	4	4	4	2	3	4	4	4	4	3	3		5	3	3		
65	employer	4	4	5	4	4	5	5	5	5	3	5	5	4	3	4	4	5	5	5	3	5	5	4	4	2	3	4	4	5	4	3	3	4	5	5	3		
66	employer	5	5	5	5	5	4	4	5	4	3	5	5	5	3	5	5	5	5	5	3	5	5	5	5	2	3	5	2	5	4	3	3	5	5	4	3		
67	employer	5	4	4	4	4	4	4	5	4	3	4	5	3	4	4	4	4	5	4	3	4	4	4	5	2	3	4	2	4	4	3	3	4	5	5	3		
68	employer	5	5	5	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	3	2	3	3	2	4	4	3	3	3	5	3	3		
69	employer	5	5	5	5	5	5	5	5	5	3	5	5	3	5	3	5	5	5	5	3	5	5	5	4	2	3	5	2	2	4	3	3	5	5	3	3		
70	employer	5	4	4	4	4	5	5	5	5	3	5	5	3	4	3	4	4	5	4	5	4	4	5	5	2	3	4	2	2	4	3	3	4	5	3	3		

Respondent (employer)	Type	C S 1	C S 2	C S 3	C S 4	C S 5	C S 6	C S 7	C S 8	P s 1	P s 2	P s 3	P s 4	P s 5	P s 6	P s 7	S U R 1	S U R 2	S U R 3	S U R 4	S U R 5	S U R 6	D O S 1	D O S 2	D O S 3	D O S 4	D O S 5	D O S 6	D O S 7	D O S 8	D O S 9	E o 1	E o 2	E o 3	E o 4	E o 5	E o 6
--------------------------	------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	-------------	-------------	-------------	-------------	-------------	-------------

71	employer	4	3	3	3	3	5	5	5	5	3	5	5	3	4	3	4	4	5	4	3	4	4	5	5	2	3	4	2	2	4	3	3	5	5	4	3
72	employer	5	5	5	5	5	4	5	4	5	3	5	3	3	3	3	4	4	5	5	4	4	4	5	5	2	3	4	2	2	4	3	3	4	5	5	3
73	employer	5	4	4	4	4	5	5	5	5	3	5	3	3	3	3	4	5	5	5	5	5	5	5	4	2	3	4	4	2	4	3	3	5	5	5	3
74	employer	5	4	4	4	4	5	5	5	5	3	5	3	3	3	3	5	5	5	5	5	5	5	5	5	2	3	5	5	5	4	3	3	4	5	5	3
75	employer	5	4	5	4	4	4	4	5	4	3	4	3	3	3	3	4	4	4	4	3	4	4	5	4	2	3	4	2	2	4	4	3	4	5	3	3
76	employer	5	5	5	5	5	4	4	5	4	3	4	3	3	3	3	4	4	4	4	3	4	4	5	4	2	3	4	2	2	4	4	4	4	5	4	3
77	employer	5	5	5	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	5	3	2	3	3	2	2	3	3	3	4	5	4	3
78	employer	3	5	5	5	5	5	5	5	5	3	5	3	3	3	3	5	5	5	5	3	5	5	5	5	2	3	5	2	2	4	3	3	4	5	4	3
79	employer	5	5	5	5	5	5	5	5	5	3	5	3	3	3	3	5	5	5	4	3	4	5	5	5	2	3	4	2	2	4	2	3	4	5	3	3
80	employer	5	5	5	4	4	4	5	5	4	3	4	4	3	3	3	3	5	3	3	3	3	3	5	4	2	3	4	2	2	4	2	3	4	3	3	3
81	employer	4	4	3	3	4	4	4	3	4	3	3	3	3	3	3	3	5	3	5	3	5	4	5	4	2	3	4	2	2	4	2	3	4	3	3	3
82	employer	5	4	4	4	4	4	4	4	4	3	4	3	3	3	3	4	4	3	4	3	4	4	5	4	2	3	5	2	2	4	2	3	4	3	3	3
83	employer	5	4	4	3	4	4	4	4	4	3	4	3	3	3	3	3	4	3	4	3	4	5	5	4	2	3	4	2	2	4	2	3	2	3	3	3
84	employer	4	4	5	5	4	5	4	4	4	3	5	3	3	3	3	5	4	3	5	3	5	5	5	5	2	3	5	2	2	4	2	3	2	3	3	3
85	employer	4	4	4	5	4	5	4	4	5	3	4	3	3	3	3	4	4	3	5	3	5	5	5	4	2	3	5	2	2	4	2	3	2	3	3	3
86	employer	5	5	5	5	4	5	5	5	5	2	2	3	5	3	3	5	4	3	5	3	5	5	5	4	2	3	5	2	2	4	2	3	2	3	3	3
87	employer	5	5	5	4	4	4	5	4	4	2	2	3	5	3	3	4	4	3	3	3	4	5	5	3	2	3	5	2	4	4	2	3	2	3	3	3
88	employer	5	5	5	4	5	4	5	5	5	2	2	3	5	3	3	5	4	3	4	3	3	5	5	5	2	3	5	2	4	4	2	3	2	3	3	3
89	employer	5	5	5	5	5	5	5	5	5	2	2	3	5	3	3	4	4	3	4	3	3	5	5	4	2	3	5	2	2	4	2	3	2	3	3	3
90	employer	5	5	5	5	4	5	4	4	5	2	2	3	5	3	3	5	4	3	4	3	3	5	5	4	2	3	5	2	2	4	2	3	2	3	3	3
91	employer	4	4	5	4	3	4	5	4	5	2	2	3	4	3	3	4	4	5	5	3	3	5	5	4	2	3	5	2	2	4	2	3	2	3	3	4
92	employer	4	4	5	4	5	5	5	5	5	2	2	3	4	3	3	5	4	3	5	3	3	5	5	4	2	3	5	2	2	4	2	3	2	3	3	4
93	employer	5	5	5	5	4	5	5	5	5	2	2	3	5	3	3	4	4	3	5	3	3	5	5	5	2	3	5	2	2	4	2	3	2	3	3	4
94	employer	5	5	5	5	5	5	5	5	5	2	2	3	5	3	3	3	4	3	5	3	3	5	5	5	2	3	5	2	2	4	2	3	2	3	3	4
95	employer	4	5	4	4	4	5	5	4	5	2	2	3	4	3	3	3	4	3	3	3	3	5	5	4	2	3	5	3	2	4	2	3	2	3	3	4
96	employer	5	5	5	5	5	5	5	5	4	2	2	3	5	3	3	3	4	3	4	3	3	5	5	5	2	3	5	2	2	4	2	3	2	3	3	4
97	employer	5	5	4	4	3	4	5	4	5	2	2	3	3	3	3	3	4	3	4	3	3	5	5	4	2	3	5	2	2	4	2	3	2	3	3	4
98	employer	5	5	5	5	5	5	5	5	5	2	2	3	5	3	3	3	4	3	4	3	3	5	5	4	2	3	5	2	2	4	2	3	2	5	3	4
99	employer	5	5	5	5	5	5	5	5	5	2	2	3	5	3	3	3	4	3	5	3	4	5	5	5	2	3	5	2	2	4	2	3	2	5	5	4
100	employer	4	5	4	4	4	5	5	4	5	2	2	3	4	4	3	3	4	3	3	3	5	5	5	4	2	3	5	2	2	4	2	3	3	5	4	4



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Educational Background

2014	Doctor of Philosophy Major in Educational Management,
2008	Master of Special Education, Major in Developmental Delay Pamantasang Lungsod ng Maynila
2004	Master of Arts in Education Major in Guidance and Counseling, Philippine Normal University
1990	Bachelor of Secondary Education Home Economics (Cum Laude) Philippine Normal University

Teaching Experiences

present	Master Teacher II Sergio Osmena Sr. High School QC
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2010- 2013

Master Teacher I

Sergio Osmena Sr. High School QC

1997-2010

Teacher II

Sergio Osmena Sr. High School QC

1990- 1997

Teacher I

Sergio Osmena Sr. High School QC

Recognition/Awards

Curriculum Writer

DepEd Central Office
2011

Regional Demonstration Teacher

Regional Mass Training 2010
June 8-11

Winning Trainer

Techno Quiz STEP Regional Level
February 2010

Division Demonstration Teacher

February 10, 1990

Writeshops/Seminars/Trainings Attended

Writeshop on the Development of Teaching Guide, Year III

Teachers Camp, Baguio City
August 22, 2011

Writeshop on K to 12 Finalization of Learning Competencies

Tagaytay, DAP
August 8-12, 2011

Writeshop on the Finalization of Curriculum Guide, Year III
Marikina City RELC
August 1-5, 2011

Writeshop on Development of Curriculum Guide, Year III
Marikina City RELC
July `11-15, 2011

Writeshop on Module Writing for Open High School Program
Marikina City RELC
May 15-19, 2011

Training for Test Construction
Marikina City RELC
May 13-15, 2011

Regional Mass Training for First Year, UBD
Carlos Albert High School
June 8-11, 2010