



**IMPLEMENTATION CHALLENGES OF SCHOOL-BASED AND
COMMUNITY-BASED ALTERNATIVE LEARNING SYSTEM
(ALS): BASIS FOR CONTEXTUALIZED
INTERVENTION PROGRAM**

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ABSTRACT

This study aimed to find out the challenges on the implementation of school-based and community-based Alternative Learning System (ALS) as bases for contextualized intervention program in the Schools Division of Iloilo City during the school year 2023-2024. The researcher used the qualitative method to explore and understand the richness and complexity of human experiences, behaviors, and social phenomena. The research method that was utilized in this study was qualitative method using the researcher-made questionnaire. There were 5 school-based implementers with 10 learners and 5 community-based implementers, and 10 learners selected as participants of the study. Thematic analysis was employed for data analysis. Based on data gathered, a proposed contextualized implementation plan was made focusing on the challenges encountered by the ALS implementers and learners in both school-based and community-based ALS program. Ultimately, this research study provides valuable insights and

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recommendations that promote the flourishing of implementers and learners that impact on the implementation of ALS program in Iloilo City.

Keywords: *Challenges, School-Based and Community-Based, ALS*

INTRODUCTION

The Alternative Learning System (ALS) is a government initiative designed to offer educational opportunities to persons who have not completed formal schooling. The program focuses on reaching out those who are not currently enrolled in school, including both young people and adults who may have discontinued their education for various reasons, such as financial constraints, early marriage, or work obligations. Additionally, it provides adaptable learning methods such as self-directed study, remote learning, and modular instruction to accommodate the varied requirements and situations of the students. The Alternative Learning System learning sessions are carried out in both school-based and community-based settings. (Antonsen et al., 2018).

School-Based Alternative Learning System (ALS) implementation integrates the ALS programs within traditional school settings. ALS classes are conducted in regular schools, either during regular school hours or through special sessions. ALS learners are provided with appropriate instructional materials and support services (Balay Rehabilitation Center, 2020).

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Furthermore, the community-based Alternative Learning System (ALS) is a program that offers non-formal education to young individuals and adults who are not enrolled in schools. This education is provided within a community context. It facilitates the mobilization and organization of community members to actively engage in the ALS program. It involves conducting community meetings, forming committees, and establishing partnerships with local organizations and stakeholders. ALS learning sessions are conducted in community spaces such as barangay halls, community centers, or volunteer houses (Krug et al., 2022).

ALS implementation in different settings can assess the effectiveness of achieving its goals. As an ALS teacher, there are many challenges in evaluating learning outcomes, maintaining retention rates, and the overall success of the program. It can differ depending on whether it is school-based or community-based. I encountered a lack of awareness and understanding of the ALS program among community members, inadequate facilities, teaching materials, and educational resources (MaAra, (2016).

The Alternative Learning System (ALS) Program offers a chance for persons who are not currently enrolled in school, encompassing both youths and adults, to expand their standard of life and raise their reading altitude. The program is designed for individuals who desire to gain literacy skills and pursue education at both the secondary and elementary levels (Fernandez, 2013).

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The researcher conducting this study among the ALS implementers and learners allows her a comprehensive understanding of the challenges and identify potential solutions. The information gathered can be used to improve the ALS program and address specific issues faced by implementers and learners in each setting.

In four (4) years of service in Alternative Learning System (ALS), it has become evident that a comprehensive comprehension of the distinct requirements and attributes of learners in various settings are necessary. This awareness may help modify some interventions and strategies that are specific to the setting, ensuring that ALS programs are responsive and effective to the Schools Division of Iloilo City.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The objective of this study is to identify the difficulties faced in the implementation of School-Based and Community-Based Alternative Learning Systems (ALS) as the foundation for targeted intervention programs in the academic year 2023-2024.

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Research Method

The research method utilized in this study was qualitative research using in-depth interviews.

The interviewer with the interviewee during the interview were allowed to sit together at a distance and to think about the series of questions about a certain issue. The aim is to get the main or the necessary observations of the participants on a certain concern in a social context through the responses of the participants to the questions (Patton, 2015).

Research Design

The study employed a phenomenological research design. Phenomenology is a philosophical method used in qualitative research. Phenomenology aims to comprehend the perspectives of individuals and the potential deviations from widely accepted viewpoints by examining their subjective interpretations of personal experiences. Phenomenology involves conducting interviews with participants to gather their impressions. It is commonly applied in disciplines such as psychology, sociology, and social work. (Creswell, 2009).

Phenomenology, as defined by Smith (2013), subjective perspective refers to an individual's personal viewpoint on the patterns and organization of consciousness. The essential quality of an experience is its intentionality, which denotes its inherent focus on a particular object or subject matter. An involvement is directed towards an object by means of its substance or

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significance, which acts as a symbol of the thing, in addition to the essential facilitating circumstances.

Participants of the Study

The participants of the study were 10 school-based learners, 10 community-based learners, 5 school-based ALS implementers, and 5 community-based ALS learners at the Schools Division of Iloilo, Iloilo City for the school year 2023-2024.

The ALS learning Centers in Iloilo City were Barangay Airport ALS Community Learning Center, Barangay Bolilao ALS Community Learning Center, and Barangay Hibao-an ALS Community Center. All schools in the Iloilo City Division served as the school-based ALS learning center.

Sampling Design

A purposive sampling design was used in the study. A purposive sample is a type of non-probability sample that is chosen based on certain features of a population and the goals of the investigation. Purposive sampling, sometimes referred to as judgmental, selective, or subjective sampling, is a method of selecting participants or data based on specific criteria or the researcher's subjective assessment. It is a process of selecting informants from inside a group based on their expertise in explaining a certain theme, concept, or phenomenon (Nikolopoulou, 2023).

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Research Instrument

The research instrument utilized in the study was a researcher-made interview question and interview schedule. These aimed to gather relevant information about the phenomenological experiences of teachers and learners in school-based and community-based ALS in the Schools Division of Iloilo City.

An open-ended question was used for the interview. The researcher instructed the participants to respond to the interview questions and subsequently address any pertinent questions that may arise from their responses.

A video and voice recorder were also used for data gathering and documentation depending upon the permission of the participants.

A thematic analysis was used to summarize the results of the study.

The interview schedule has four questions focusing on the purpose of the study.

Validity of the Research Instrument

Prior to the researcher's assessment of the interview schedule's validity, the adviser, the Dean of the Graduate School, and a panel of jurors with expertise in research, testing, assessment, and English were asked to review and modify each question for validation.

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Validity encompasses the suitability, significance, accuracy, and use of the conclusions drawn by a researcher. Content-related proof of validity requires that the content and format of the measurement align with the definition of variables and the characteristics of the subject being assessed. This approach is useful for validating the items in a questionnaire. (Fraenkel and Wallen, 2009).

The comments, changes, and suggestions made by the panel of validators regarding the interview schedule were considered, utilizing the proper form of Good and Scates (Appendix A).

Data Gathering Procedures

The researcher sought permits from various authorities, including the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the Schools District Supervisors, School Heads, and individual participants, in order to perform the study. The researcher personally visited schools, communities, and locations that were convenient for the participants in order to conduct the interview.

The researcher interviewed the participants but before this, the researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study. The researcher consolidated all the collected data after a series of interviews.

Data Analysis

The gathered information was analyzed using thematic approach.

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Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing, and interpreting the data gathered and making sense of it.

RESULTS AND DISCUSSIONS

This study was conducted to find out the challenges encountered by teachers and learners on the implementation of a School-Based and Community-Based Alternative Learning System (ALS) in the Schools Division of Iloilo City during the school year 2023-2024.

The research method that was utilized in this study was a qualitative method using a researcher-made questionnaire.

The total number of participants in this study is 10 school-based learners, 10 community-based learners, 5 school-based ALS teachers, and 5 community-based ALS teachers in the Schools Division of Iloilo City.

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the Schools District Supervisors, School Heads, and individual participants were obtained to allow the researcher to conduct the study. The researcher

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personally went to the schools and community learning center on the part of the participants to conduct the interview.

The researcher consolidated all the collected data after a series of interviews. The information that was gathered was analyzed and interpreted using a thematic approach.

The following are the findings of the study. Based on the results of the study on the Challenges of ALS Implementers in the Implementation of School-Based Alternative Learning System, the challenges were absenteeism of learners and lack of learning facilities. This can be inferred that implementers in alternative learning system must be supportive of their learners. They must provide support in terms of innovative strategies which is responsive, approachable, and receptive to the learners in ALS.

The challenges of ALS Implementers in the Implementation of a Community-Based Alternative Learning System were lack of financial support and the absence of a permanent learning center. This indicates that ALS implementers should use different strategies on how to overcome problems to keep the learners abreast of the program especially the older ones on the use of group activities which are meant to make a closer relationship among the learners.

The challenges of ALS Learners in the Implementation of the School-Based Alternative Learning System were late submission of activities and tests, failure to attend classes regularly, and difficulty in understanding the lessons in modules. This could be inferred that ALS teachers

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should try to be patient and allow their learners to develop gradually by exploring some solutions to the existing problems both in school and the community.

However, the challenges of ALS Learners in the implementation of a Community-Based Alternative Learning System were difficulty coping with and understanding the lesson, being late in attending ALS classes, and hard to manage time while working for a living. This can be inferred that ALS should be understanding, supportive, and sympathetic enough to the primary needs of their learners where some are working parents.

Based on the results of the in-depth interview the ALS implementers manage the challenges they encountered in the implementation of the school-based Alternative Learning System. They managed through monitoring learners' learning dedication and commitment. This can be inferred that really ALS implementers are a challenging profession with unique responsibilities that can impact their well-being and resilience.

On the results of the in-depth interview, the ALS implementer managed the challenges they encountered in community-based ALS through supportive community and home visitation. This infers that ALS teachers should know what work they are held responsible for, how to get help when they need it, and what to do when they finish. Support of the community and the performance of learners should be monitored properly for completion and accuracy.

Also, results showed during in-depth interviews, that ALS learners manage the challenges encountered in the implementation of School-Based ALS through determination to finish

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schooling, enough time to study, and self-discipline. This infers that ALS learners should overcome and be held liable for themselves by developing self-control and self-restraint that will provide them power to resist interruptions and help them motivate by accomplishing their own goals.

Finally, on the results of the in-depth interview the ALS learners managed the challenges they faced in the implementation of Community-Based ALS through supportive family, listening attentively to the teacher, and seeking help from teachers. This infers that generally families want the best for their children to nurture their growth and development for their children. This may become overwhelming and find it amenable to navigate the service system for their child and to find social and emotional support from the people that surround every ALS learner.

CONCLUSION

In the light of the findings and insights derived from the study, the following recommendations are forwarded:

ALS implementers in school-based may be ready, flexible, patient, and passionate, and most importantly, they must have a big heart for teaching out-of-school youth learners.

ALS implementers in community-based may encourage learners to attend individualized education programs and other related activities that would enhance their skills and knowledge in underpinning challenges that may be encountered in the community.

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ALS learners in school-based may be given formal instruction so they can complete basic education in a move that fits their diverse situation and needs.

ALS learners in community-based may be offered a customized program that allows for learning to occur at flexible time and setting, according on the learners' accessibility and availability.

ALS implementers in school-based may provide learning opportunities by which they may gain knowledge, skills, attitudes, and values, too. They may be further able to think and ponder critically and creatively for the good of the program.

ALS implementers in community-based may work together with the LGUs in one common program towards the sustainability of the program.

ALS learners in school-based may be encouraged to become an active and engaged member of their school community and to use their knowledge and skills to contribute to the development of society.

ALS learners in community-based may provide flexible schedules so learners with difficulties catching up on class programs can still get their diplomas.

Further research may be conducted duplicating the same research study.

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