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**ALTERNATIVE LEARNING SYSTEM (ALS) IMPLEMENTATION IN  
THE CITY AND PROVINCE OF ILOILO: BASIS FOR POLICY  
RECOMMENDATION**

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**ABSTRACT**

This descriptive-qualitative study determined the implementation of the Alternative Learning System (ALS) in the city and province of Iloilo for policy recommendation during the school year 2024-2025. In-depth interviews were conducted to 10 ALS implementers from the City and 10 from the Province. The researcher-made questionnaire underwent content validation by the panel of experts, and permits were obtained from various sources. The collected data was analyzed and interpreted using a thematic approach, ensuring comprehensive understanding of the ALS implementation. It was found out that the ALS program implementation in the city of Iloilo were to advocate and social mobilization, coordinate with stakeholders, conduct orientation, conduct enrollment, conduct assessment, provide intervention, classify learners according to needs, decide learning modalities, and conduct evaluation. The study also revealed that the ALS programs in the province of Iloilo conduct advocacy and social mobilization, conduct enrollment and assessment, provide intervention, coordinate with stakeholders, and decide learning modalities.

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**Keywords:** *Alternative Learning System (ALS), Iloilo City, Province of Iloilo, Policy Recommendation*

## INTRODUCTION

According to R.A. 9155, Rules XII, Section 12.1, the Alternative Learning System (ALS) operates alongside the formal education system, offering an alternative pathway for learners who may have been left out or who did not succeed in the traditional school system. It incorporates both informal and non-formal foundations of knowledge and expertise. In order to address the need for a more methodical and adaptable strategy to accommodate various learners beyond the traditional educational framework, the Alternative Learning System (ALS) was created.

The Philippines requires an Alternative Learning System as several Filipinos lack the chance to pursue and finish traditional basic education (Grades 1-6 and Year 1-4) for various factors. Some individuals discontinue their education, while others are deprived of access to educational institutions in their areas. Given that every Filipino has the freedom of choice to free elementary school education, the government implements the Alternative Learning System (ALS) to ensure that all Filipinos have the likelihood to get and achieve basic education tailored to their unique circumstances and requirements.

The functions of ALS, as outlined in Executive Order Number 356, series of 2004, are to meet the educational needs of marginalized populations, encompassing the disadvantaged,

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hopeless, and underprivileged; collaborate with various agencies to facilitate skills development that enhances career opportunities, effectiveness and proficiency within the employment market; facilitate the broadening of gateway to educational pathways for individuals with varied preferences, abilities, social class and economic statuses; and advocate for the certification of alternative learning programs for basic education.

Republic Act No. 11510, also denoted to as the "Alternative Learning System Act," establishes the Alternative Learning System (ALS) for school-aged children not attending school in unique circumstances and grown-ups. The law points to uphold the entitlement of all persons to obtain great education at every level, ensuring that such education is made accessible to everyone. Additionally, the State prioritizes the creation of policies that foster human development and accelerate social progress, with the goal of reducing social, economic, and political disparities.

ALS Programs offered are as follows: Basic Literacy Program, A & E Elementary (12 years old and above) and A& E Junior High School (16 years old and above). To effectively deliver the ALS program different learning modalities can be utilized to respond the needs of the ALS learners such as modular instruction, face-to-face learning session, online, digital or mobile learning, blended learning or an integration of diverse methods, etc.

ALS learning sessions/classes can be school-based and community-based. When we say school-based the learning session or classes takes place in the school where the ALS teachers and learners can utilize the school facilities and equipment while community-based the learning session takes place in the available learning space provided by municipalities or

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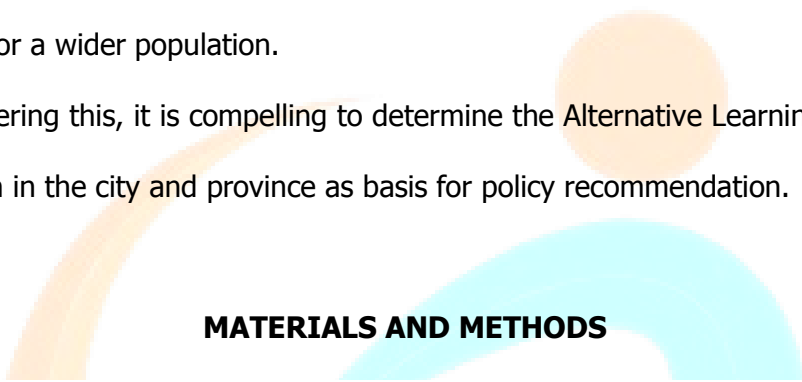


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the barangays.

The Alternative Learning System serves as a commendable initiative that fosters lifelong learning and empowers individuals to achieve their full potential. By expanding educational access and fostering a more inclusive learning environment, ALS plays a vital role in bridging the gap in education and creating opportunities for personal and professional advancement for a wider population.

Considering this, it is compelling to determine the Alternative Learning System (ALS) implementation in the city and province as basis for policy recommendation.



## MATERIALS AND METHODS

### Research Methodology

The chapter outlines the research methodology, design, study participants, data collection techniques, research instruments, and data analysis employed in the study. The study aimed to assess the implementation of the Alternative Learning System (ALS) in the City and Province to inform policy recommendations for the 2024-2025 academic year.

### Research Method

In the study, qualitative research methods were applied, and data were collected through comprehensive interview.

Descriptive method according to Fraenkel and Wallen (2007) is used to describe a given situation as fully and carefully as possible.

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The interviewer and interviewee were permitted to sit at a distance during the interview to contemplate a set of questions regarding a specific problem. The objective was to obtain the primary or essential perspectives of the participants regarding a certain topic within a social setting through their responses to the questions.

### Research Design

The study utilized a phenomenological research design, which is rooted in the philosophical tradition of phenomenology. This approach to qualitative research seeks to explore and understand the lived experiences of individuals, particularly how they interpret and make sense of the world around them. Phenomenology is concerned with uncovering the essence of those experiences from the perspective of the participants, focusing on their personal, subjective viewpoints.

By employing this design, the researchers aimed to gain deeper insight into how individuals perceive various phenomena in their lives, acknowledging that their perceptions may not always align with conventional or widely accepted beliefs. Rather than looking for objective truths or generalizable outcomes, phenomenology emphasizes understanding the unique, personal meanings that individuals attach to their experiences. This allows the researcher to capture the richness and complexity of human perception and to reveal how those perceptions may differ from, or even challenge, mainstream interpretations of reality (Moustakas, 1994).

Smith (2013) suggests that phenomenology investigates the structures of consciousness from a first-person perspective. The key characteristic of an experience is its

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intentionality, which refers to its direction toward an object, focusing on the experience of or regarding that object.

## Participants of the Study

The participants of the study were the ten (10) selected ALS implementers from the city and another ten (10) ALS implementers from the Province for the school year 2024-2025.

The ten (10) selected ALS implementers in the City are assigned in Mabini Elementary School, Brgy. Esperanza Tanza ALS Learning Center (LC), Brgy. Rizal Pala-pala Zone 2, PJMP female dormitory, Montes Elementary School, Bo. Obrero Elementary School, Brgy. Monica ALS Learning Center, Brgy. Tabuc Suba, Lapaz, Brgy. Jereos, la Paz, Iloilo City, Bito-on Elementary School, Balantang Elementary School, Iloilo River Plains Integrated School, Angela A. Celis memorial School, Brgy. Balabago ALS LC, Brgy. Cuisay ALS LC, Jaro National High School, Brgy. San Isidro, Jaro ALS LC, Brgy. Ungka Jaro ALS LC, PJMP-Ungka Jaro, Oñate De Leon ALS LC, PHHC Block 22, Mandurriao Elementary School, Brgy. North Baluarte-Molo ALS LC, Brgy. San Pedro Molo ALS LC, Taal Elementary School ALS LC, Brgy. Sto. Niño Sur ALS LC Brgy. Sto. Niño Norte ALS LC, Brgy. Buntatala Tagbak ALS LC, Brgy. Lanit ALS LC, Tacas Elementary School ALS LC, and Jaro I Elementary School ALS LC.

The ten (10) selected ALS implementers in the province are assigned in Central School Learning Center (LC), Brgy. San Amrosio ALS LC, Brgy. Tigbanaba ALS LC, Brgy. Balibagan ALS LC, Brgy. Lawigan ALS LC, Brgy. Tagarura ALS LC, San Joaquin South Central Elementary School, District of Leon, Alimodian Central Elementary School, Brgy. Ingwan Community Learning Center (CLC), Pajo elementary School, Brgy. Baguingin-Lanot CLC, Brgy. Cabacanan

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Rizal CLC, BJMP Nanga, Brgy. Batuan CLC, Brgy. Cauayan CLC, Brgy. Abangay CLC, District of Badiangan, Calao CLC, Cansilayan CLC, PD Monfort Central Elementary School ALS Center, District of San Enrique, District of San Miguel, and District of San Rafael.

## Sampling Design

Purposive sampling design was used in the study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. To put it another way, units are selected "on purpose" in purposive sampling.

This sampling strategy, known as judgmental sampling, depends on the researcher's discretion to identify and pick individuals, cases, or events that will yield the most pertinent information for fulfilling the study's objectives.

Purposive sampling is prevalent in qualitative and mixed techniques research. It is especially advantageous for identifying information-dense cases or optimizing limited resources, however it is susceptible to research biases such as observer bias.

## Research Instrument

The study employed a researcher-developed interview schedule as its research tool.

The interview schedule of seven (7) questions centered on the study's objective.

Audio and video recording devices were employed for data gathering and documentation, contingent upon participant consent.

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## Validity of the Research Instrument

Before assessing the validity of the interview schedule created by the researcher, it was submitted for validation to the adviser, the Dean of the Graduate School, and a panel of experts in research, testing and assessment, and English. They were asked to review and suggest modifications to each question.

Validity pertains to the relevance, significance, accuracy, and applicability of the conclusions drawn by a researcher. In terms of content-related evidence of validity, the content and structure should align with the definition of the variables and the sample of subjects being measured. It also plays a crucial role in verifying the items in the questionnaire (Fraenkel & Wallen, 2007).

The feedback, corrections, and recommendations from the panel of validators concerning the interview schedule were taken into account using the proper format outlined by Good and Scates (Appendix A).

## Data Gathering Procedures

The researcher followed a thorough and systematic process to ensure that the study was conducted ethically and with proper permissions. First, the researcher obtained the necessary approvals from various stakeholders involved in the study. This included obtaining permits and consent from the research adviser, the Dean of the Graduate School, and key administrative figures such as the Office of the Schools Division Superintendent, the District Supervisors, and the School Heads. These approvals were crucial for ensuring that the

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research was conducted in alignment with institutional and educational policies. Additionally, individual participants were also asked for their consent to participate in the study.

In order to facilitate the interview process, the researcher made personal visits to the schools, communities, or locations that were most accessible and convenient for the participants. This allowed the researcher to conduct interviews in settings where participants would feel comfortable and could freely express their opinions.

Before the interviews began, the researcher made sure that all participants were fully informed about the study by asking them to sign off on a form. This step ensured that participants understood their rights, the purpose of the study, and their voluntary involvement in the research process.

During the interviews, the researcher used both audio and video recording devices to accurately capture the participants' responses. This allowed for a more detailed and reliable collection of data. After the interviews were completed, the researcher compiled all the gathered data from the recordings and any other relevant materials to analyze and interpret the findings in a comprehensive manner.

## Data Analyses

The collected information was analyzed using a thematic approach.

Thematic analysis involves recognizing patterns or themes within qualitative data. As noted by Maguire and Delahunt (2017), its purpose is to uncover significant or intriguing themes, such as recurring patterns in the data, and use them to explore a research question

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or provide insights into an issue. This process entails summarizing, analyzing, interpreting, and data synthesis.

## RESULTS AND DISCUSSIONS

This research sought to assess the implementation of the Alternative Learning System (ALS) in the city and province for policy recommendations during the 2024-2025 school year. A qualitative method was used, with in-depth interviews conducted ten ALS implementers from the city and ten from the province. The questionnaire was validated for content by a panel of experts, and permits were obtained from various sources. The collected data was analyzed and interpreted using a thematic approach, ensuring comprehensive understanding of the ALS implementation.

The following are the findings of the study:

The study consists of ten participants with varying levels of experience in implementing and teaching ALS in the city of Iloilo. The first participant, aged forty-five, has nineteen years of service and completed a Bachelor of Elementary Education and a Master of Arts in Education. The remaining participants have varying levels of experience, with the tenth participant having eleven years of service.

In the Province of Iloilo, Participants 1 and 10 have various degrees and experience in various fields, including ALS implementation, administration, management, educational management, and teaching. They have all obtained the Completed Academic Requirements (CAR) leading to a Master of Arts in Education (MAEd) degree. The participants have worked as ALS implementers, teachers, administrators, and supervisors, with varying degrees and

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years of service. Some have also pursued doctoral degrees in educational management, while others have worked as teachers and implementers. The study aimed to provide a comprehensive understanding of ALS implementation and teaching.

According to the research outcomes, it was found out that the ALS program in the city of Iloilo conduct advocacy and social mobilization, coordinate with stakeholders, conduct orientation, conduct enrollment, conduct assessment, provide intervention, classify learners according to needs, decide learning modalities, and conduct evaluation.

It was also learned that the ALS program implementation in the province of Iloilo included conducting advocacy and social mobilization, conducting enrollment and assessment, providing intervention, coordinating with stakeholders, and deciding learning modalities.

Following the analysis of the findings, the insights are as follows:

Diversity can lead to a richer understanding of the challenges and successes associated with ALS implementation, as each participant brings unique perspectives from their respective roles—whether as implementers, teachers, or school heads. When these diverse voices come together, they can paint a more complete picture of the challenges ALS faces, as well as the successes and potential areas for improvement. The exchange of different viewpoints promotes a richer dialogue that can help identify creative solutions, optimize implementation strategies, and ensure that ALS reaches its full potential in providing quality education to underserved populations.

ALS program is supported by individuals who are not only experienced but also academically qualified, which can enhance the quality of education provided to learners. The

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study underscores the importance of experienced and well-educated individuals in the successful implementation of ALS.

The ALS program in Iloilo City is a vital initiative aimed at bridging educational gaps and providing flexible learning opportunities for marginalized groups. While it faces challenges, its focus on community engagement, lifelong learning, and inclusivity positions it as a promising avenue for empowering individuals and promoting educational equity in the region.

ALS program in Iloilo Province exemplifies a comprehensive and community-oriented approach to education. By addressing various barriers to learning and fostering collaboration among stakeholders, the program aims to create a supportive environment that promotes lifelong learning and personal development for its learners.

## CONCLUSION

Based on the findings and insights from this study, the following recommendations are put forward:

Organize workshops that bring together implementers from different roles within the ALS program. These workshops should focus on sharing experiences, discussing challenges, and brainstorming solutions. By creating a safe space for open dialogue, participants can learn from each other's successes and setbacks, fostering a culture of teamwork and ongoing development.

Implement a mentorship system where more experienced implementers can guide those who are newer to the ALS program. This pairing can help transfer knowledge and skills,

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particularly in areas where challenges are prevalent, such as classroom management or community engagement strategies.

Provide training sessions that emphasize the importance of diversity in educational settings. These sessions can cover topics such as cultural sensitivity, inclusive teaching practices, and the benefits of diverse perspectives in problem-solving. By enhancing awareness and understanding, implementers can better appreciate the value that each role brings to the ALS program.

Establish structured feedback mechanisms that allow implementers to share their insights and suggestions regarding the ALS implementation process. This could include surveys, focus groups, or suggestion boxes. Regularly reviewing this feedback can help identify common themes and areas for improvement, ensuring that the program evolves in response to the needs of its implementers.

Create opportunities to celebrate the achievements of individuals and groups within the ALS program. Recognizing successes, whether big or small, can boost morale and motivate implementers to continue striving for excellence. This can be done through awards, recognition events, or showcasing success stories in community newsletters.

A copy of a proposed policy recommendation should be shared to the Schools Division Office, District office, and to the other school heads for their information and guidance, and if necessary be implemented in their respective schools.

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A similar study is recommended for future research, exploring additional variables that were not included or mentioned in the current study. If possible, a quantitative research in line with the level of implementation and comparative study should be conducted.



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