

Overcoming Challenges in Bulacan's Alternative Learning System

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Abstract

The Alternative Learning System (ALS) in the province of Bulacan, Philippines, aims to enhance educational access for diverse groups, including out-of-school youth (OSY), adults, individuals with disabilities, and those in remote areas. This study investigates the critical challenges and barriers faced in implementing effective education within the ALS framework. Utilizing a qualitative research design with purposive sampling, the study involved interviews with 21 regular teachers and 14 learners who voluntarily participated. These discussions were recorded and transcribed to provide an in-depth understanding of the information collected through content analysis. The findings reveal several significant challenges affecting ALS program implementation, including limited face-to-face interaction, ineffective communication among teachers, difficulties in understanding educational modules, inadequate facilities and resources, and an overwhelming workload of written activities. Additionally, issues related to curriculum mismatch, resource constraints, teacher training needs, and student motivation were identified. To address these challenges effectively, it is essential to enhance instructional delivery by increasing face-to-face interactions between students and teachers and providing targeted training on ALS pedagogy for educators. Furthermore, developing effective learning materials, ensuring adequate facilities, creating a dedicated ALS curriculum, and establishing clear assessment policies will help minimize distractions, support student engagement, and improve overall learning outcomes. This research highlights the urgent need for policy interventions that can strengthen the ALS framework in Bulacan and ensure equitable educational opportunities for all learners.

Keywords: ALS Curriculum, Alternative Learning System, Challenges Encountered, Educational Access, Learning Materials, Policy Interventions.

Introduction

The Alternative Learning System (ALS), previously known as Non-Formal Education in the Philippines, is designed to address the educational needs of diverse groups, including out-of-school youth (OSY), adults, individuals with disabilities, and those in remote areas. ALS aims to provide accessible and adaptable learning opportunities for individuals unable to attend traditional schools. Its programs feature flexible schedules and delivery methods, allowing education to occur in various settings, such as communities, workplaces, or online. This approach not only enhances accessibility but also recognizes the prior knowledge and skills learners may have gained outside formal education while emphasizing practical skills relevant to daily life and work (1). Globally, UNESCO plays a significant role in promoting education as a vital component in achieving the Sustainable Development Goals (SDGs), particularly the aim of ensuring inclusive and equitable quality education for all. The

Education for All (EFA) initiative, led by UNESCO, seeks to meet the learning needs of all children, youth, and adults by 2030 (2). In alignment with this initiative, the Philippine government established ALS under the Department of Education (DepEd) to provide unrestricted access to basic education for all Filipinos (3). This alignment reflects a commitment not only to global educational standards but also to addressing local educational disparities. In Bulacan, a province characterized by its rapid urbanization and diverse socio-economic landscape, ALS serves as a critical intervention for marginalized populations. The province is home to both urban centers and rural areas, leading to varying access to educational resources. Economic challenges such as poverty and limited infrastructure further exacerbate educational inequalities, making the role of ALS even more crucial. Despite its success in enrolling over 28 million students in the 2022-2023 school year, completion rates for accreditation

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remain low, limiting the rights of ALS students compared to their peers in formal education (4). Research indicates that insufficient stakeholder involvement—particularly among local government officials and parents—has hindered the development of essential support mechanisms for ALS, such as instructional materials and financial resources. This lack of local engagement underscores the importance of contextualizing global initiatives within local frameworks. In response to these challenges, the ALS program was transformed in 2019 with the introduction of ALS 2.0, aimed at improving access to education for OSY, adults, and individuals with disabilities, extending up to Senior High School (5). The Second Congressional Commission on Education (EDCOM II) has also made recommendations to enhance the accessibility and responsiveness of the ALS program, emphasizing the importance of nutrition and feeding programs for early childhood development (6). Given these ongoing challenges within the ALS framework in Bulacan, it is essential to document the implementation of the Senior High School (SHS) ALS as a basis for policymakers in executing program guidelines and curricula. There is limited published documentation on the implementation of the ALS 2.0 (ALS K-12) program in Bulacan since this curriculum was only introduced in 2019. This study aims to address the challenges faced by ALS teachers and learners in effectively executing the program while highlighting the need for improved support and resources. By examining these local challenges within the broader context set by UNESCO's initiatives, this research contributes valuable insights that can inform policy decisions aimed at enhancing educational outcomes within Bulacan's Alternative Learning System.

Methodology

The study employed a qualitative approach to provide a comprehensive overview of the program's implementation, focusing on the challenges faced by ALS teachers and learners. Data was collected through interviews and focus group discussions with participants who voluntarily took part in the research. For the data gathering, the researcher initially sought the approval from the different Schools Division in Bulacan, and personally brought by the researcher. After receiving the endorsement letter, the researcher went personally to the different

schools to present and ask for the schedule to conduct the interview and focused group discussions.

Sampling

This study was conducted among the SHS ALS schools in different twenty-four municipalities and cities in the province of Bulacan. The participants of the study are the regular ALS teachers/coordinators, and SHS learners who voluntarily took part in the research. The researcher developed a set of questions aimed at collecting relevant information related to the four learning domains in ALS: learning delivery, learning resources, learning environment, and learning assessment. These questions are open-ended, allowing both the researcher and participants to express their thoughts freely during the interviews and focus group discussions.

Data Collection Method

The researcher personally interview the participants and recorded for the transcription, analysis and interpretation of the gathered information. This research study adhered to strict ethical guidelines to ensure the protection of participants' rights and privacy. Before participation, all individuals were fully informed about the study's purpose, procedures, and potential benefits. This transparency was crucial in obtaining informed consent, allowing participants to make an educated decision about their involvement. Confidentiality was prioritized throughout the research process. To protect participants' identities and personal information, unique codes were assigned to anonymize data. This coding system ensures that individual responses cannot be traced back to specific participants, thereby safeguarding their privacy. Additionally, all data collected during interviews and focus group discussions were securely stored and only accessible to the research team. Furthermore, the researcher committed to using the findings ethically by ensuring that the results would be reported in aggregate form, without revealing any identifying information about participants.

Limitations

The study utilized purposive sampling, involving 21 regular teachers and 14 learners from various ALS institutions in Bulacan. While this approach allows for in-depth insights, the limited sample size may not fully represent the diverse

experiences of all ALS stakeholders across the regions within the Philippines. The study focuses specifically on Bulacan's ALS framework, which may differ significantly from other regions due to unique socio-cultural, economic, and political contexts. As a result, while the findings provide valuable insights into the local implementation of ALS 2.0, they may not be applicable to ALS programs in other provinces or countries with different educational landscapes.

Results and Discussion

Challenges Encountered by the Learners

SHS ALS learners various challenges are presented in a comprehensive manner in Table 1 in according to a content analysis. The identification of the three areas of instruction and the grouping of key ideas into organizing themes make it possible to focus on important aspects of delivery of instruction, teacher support, learning materials, facilities and resources, and curriculum. All the themes represent various aspects of the challenges experienced by these learners which include; limited face to face contact and communication with teachers, inadequate resources and comprehension of educational materials.

Table 1: Content Analysis on the Challenges Encountered of the SHS ALS Learners

Codes	Narrative Extracts	Key Ideas	Organizing Themes
Limited Face-to-Face Interaction	As for attendance, when we have face-to-face classes, we only have about 30 minutes per subject. So, we are just going online, Ma'am. We are forced to go online because some people can't attend since only a few can make it.	Students prefer face-to-face interaction for better understanding and participation.	Instructional Delivery
Need for more face-to-face classes	We hope to have face-to-face classes at least twice a week to see some improvement. They just keep giving modules, and some of them are not explained, even if you ask in the group chat. Yes, especially with the module in math, because we've been studying for a long time, and we get left behind. It really requires personal effort on how to study, but aside from being weak, we really need someone to teach us face-to-face.	Students believe more face-to-face interaction would improve their understanding.	
Teacher communication issues	It seems they lack skills sometimes, like in the group chat, when you ask a question, you need them to reply, but they don't, unless you ask in person. Sometimes we need the reply because we will submit the	Teachers play a crucial role in supporting students, but some lack necessary skills.	Teacher Support

module that week, meaning we can't do it if we don't have the answer now. It means you'll be left behind in that week's module because those information aren't there yet. Last year we also studied ALS in junior high school, grade 10. The teacher explained well how to use the module. Here, they just keep giving modules, and some of them are not explained, even if you ask in the group chat.

Difficulty understanding the modules

It's difficult if it's just modules and activities all the time because we don't really understand them that way.

Yes, especially with the module in math, because we've been studying for a long time, and we get left behind. It really requires personal effort on how to study, but aside from being weak, we really need someone to teach us face-to-face.

Regarding the module you mentioned, are you having difficulty because you don't understand it? There are many parts, so it would be better if someone could explain it further

Students need more explanation for modules.

Learning Materials

Module availability issues

When it comes to distributing the modules, sometimes they are incomplete, and some modules go missing, so we just take pictures of them to share with each other.

It's also difficult because if you're reading on a cellphone, you really need a module. If you are going to provide a module, it should be complete

There are not enough modules for all students.

Lack of dedicated ALS facilities

In our school, all the rooms are occupied from morning until afternoon, since ALS is in the afternoon. So, wherever there is space, like in the corridor, that's where they distribute

ALS classes share classrooms with regular students and lack a designated space.

Facilities and Resources

	<p>the modules. The teachers just lay them out on the table and hand them out like that because there is no available room.</p> <p>Regarding the classroom, we wish we had a room at least twice a week so that we could improve more.</p> <p>Lack of classroom intended for us, ALS students.</p>		
<p>Desire for Improvement</p>	<p>We are also afraid of being embarrassed during face-to-face classes because we fear being humiliated when asked to answer. We are afraid of embarrassment.</p> <p>The problem is that when it rains or during high tide, we have a hard time getting to school because of the large amount of water outside on the roads</p>	<p>Students express a desire for improvement in their learning experience.</p>	
<p>Workload of written activities</p>	<p>There are a lot of written tasks being assigned. It can be overwhelming because there are so many.</p>	<p>Students feel overwhelmed by the amount of written works.</p>	<p>Curriculum Design</p>

Instructional Delivery

The delivery of ALS instruction faces significant challenges primarily due to limited face-to-face interaction between students and teachers. Students express a strong preference for in-person engagement, believing it enhances their understanding and participation. The current setup lacks sufficient opportunities for direct interaction, which negatively impacts learning outcomes. Research supports this preference, indicating that direct engagement fosters better retention and comprehension. For instance, Ransom’s study highlights that "Direct interaction is key to learning and innovation," emphasizing the need for more face-to-face interactions in ALS programs (7). While studies show minimal differences in academic performance between online and face-to-face formats, students report feeling more enthusiastic and engaged in in-person activities (8, 9). Furthermore, students attending face-to-face classes tend to achieve better grades due to easier comprehension of course content. Studies on cooperative learning underline the importance of interpersonal

interactions during in-person sessions, which promote active learning. Although technology offers flexibility, students generally prefer in-person interactions for enhanced effectiveness and satisfaction (10). Overall, these findings underscore the critical role of face-to-face contact in education and align with students’ expectations for improved learning processes (9, 11).

Teacher Support

Teacher support is crucial for ALS implementation but faces significant challenges. Many teachers lack the necessary skills to effectively communicate with students, which can hinder understanding of modules and assignment completion. Focus group discussions reveal that students often experience delayed responses from teachers, impacting their ability to progress through the curriculum. One student noted the necessity of immediate replies to stay on track with assignments, highlighting the importance of timely communication. While some students recall positive experiences with teacher support in previous ALS settings, current feedback indicates a decline in effective communication and module

explanation. Literature indicates that ALS teachers often struggle with inadequate training and resources, leading to communication breakdowns and insufficient feedback (12). Addressing these issues requires focused efforts on enhancing teacher competencies and providing necessary resources to support both teachers and students effectively. This lack of preparation causes communication problems whereby teachers fail to give timely feedback thereby making students feel helpless and unable to complete those activities on time (13). Moreover, it is pointed out that there are no special facilities and learning aids, which makes teaching a daunting task. For example, it was observed that the availability of restricted resources plays a critical role in the quality of lessons and the ability of students to engage, underlining the necessity of adequate support for ALS teachers (13). In addition, it should also be noted that feedback and responses from teachers, which are crucial for student learning processes, are also deficient, and complaints were made by students regarding their inability to complete their modules without immediate help. Thus, while raising such problems at the ALS program, it is crucial to concentrate the efforts on improving teacher competencies, allocating the necessary materials and resources for overcoming the mentioned issues that influence the overall results at the program. Together, these results highlight the necessity of system-level modifications in the ALS framework for improving teacher support and resources to improve the education of the teachers as well as their students (14).

Learning Materials

The availability of learning materials poses a significant challenge in ALS implementation. Students report difficulties understanding modules due to insufficient explanations and a lack of complete materials. Focus group discussions highlight overwhelming workloads from numerous written tasks and incomplete module distributions. Research indicates that inadequate resources directly affect learners' interest and comprehension (12, 15). To address these challenges, it is essential to enhance resource accessibility and promote community involvement while improving teacher preparedness through professional development (15, 16). These strategies are vital for ensuring

that students have the necessary materials to succeed in their studies.

Facilities and Resources

The absence of dedicated facilities for ALS classes significantly impacts student focus and learning outcomes. Classes are often conducted in shared spaces with regular students, leading to distractions. Students express a desire for dedicated rooms to facilitate better learning experiences. Studies indicate that the lack of specialized centers hinders effective instruction and resource availability (17). Improving facilities is crucial for enhancing the overall effectiveness of ALS programs. Strategic efforts must be made to establish well-equipped centers that support both teaching and learning processes.

Curriculum Design

Curriculum design within ALS also presents challenges that need addressing. Students feel overwhelmed by excessive written assignments, which can detract from their learning experience. Feedback indicates a need for a balanced workload that prioritizes face-to-face interaction and effective communication among teachers. Research emphasizes the importance of adopting a learner-centered approach in curriculum development. Assignments should be manageable to prevent student demotivation (18). Additionally, fostering stronger teacher-student relationships through direct communication is essential for effective support (17, 19). In conclusion, addressing the multifaceted challenges faced by ALS requires a comprehensive approach focused on improving instructional delivery, enhancing teacher support, ensuring adequate learning materials, upgrading facilities, and designing a flexible curriculum tailored to student needs.

Challenges Encountered by the Teachers

ALS in the Philippines was designed to offer educational access for especially out of school youth and adults who have not completed their basic education. It is imperative that we pinpoint the difficulties ALS teachers and learners encounter in the on-going process of enhancing the ALS program. Table 2 presents a content analysis of the key challenges encountered by Senior High School (SHS) ALS teachers, categorized into five organizing themes: This work identified areas of Curriculum Mismatch, Learning Materials, Facilities, Teacher Training Needs, and

Assessment Challenges. By focusing on the nature of obstacles that SHS ALS teachers encounter in the classroom, this analysis gives important information concerning the difficulties in teaching these learners effectively. With these challenges in

mind, it is possible for policy makers and program delivers to design appropriate interventions and strategies to improve the quality and access of ALS program in the Philippines and hence improve on the literacy rate of out of school children and adult.

Table 2: Content Analysis on the Challenges Encountered of the SHS ALS Teachers

Codes	Narrative Extracts	Key Ideas	Organizing Themes
Curriculum	<p>The lessons need to be more contextualized so they can easily understand them.</p> <p>We need to focus on how to really apply the lessons in real life, unlike in the regular curriculum where you still have to teach the theory. Here, we need to teach them how to apply it in everyday life so they don't struggle as much</p> <p>Their (learners) main concern is that they don't always understand these difficult subjects like math.</p> <p>Actually, we anchor it to the regular curriculum, but it's really difficult, and it should be different</p> <p>The biggest problem is the scope of what we need to teach in a whole year. It's not possible because they only come once a week.</p> <p>It's difficult to target the academics to cover all the lessons in a whole week.</p>	<p>Lack of separate ALS curriculum, following regular SHS curriculum</p> <p>Difficulty in adapting regular SHS curriculum for ALS learners</p>	Curriculum Mismatch
Modules	<p>There are modules that are missing, especially for Grade 12; there are subjects that do not have a module at all.</p> <p>Not all students receive modules, so we conduct research on specific topics to make it easier for the students to understand.</p> <p>We ourselves look for modules online that we can download and then send to the students using their Messenger or email.</p> <p>What we use here in Grade 11 is just what we take. However,</p>	<p>Lack of complete modules, especially for Grade 12</p> <p>Difficulty for students to understand modules</p>	Learning Materials

	<p>ma'am, for some subjects, we create our own materials, like PowerPoint presentations; we have other modules for ALS, but not all of them are available yet. It's the second quarter now, and we are still looking for books/modules.</p>		
<p>Facilities</p>	<p>Lack of classrooms intended solely for ALS learners. Need laboratories for the specialization of subjects like Information Technology and for technical vocational subjects.</p>	<p>Lack of technology for ALS-specific needs Limited classroom space Lack of training on ALS pedagogy High teacher turnover Subject specialization mismatch with ALS curriculum</p>	
<p>Teachers</p>	<p>The only person who is really training us in ALS is our coordinator/focal person. That would be the policy itself because we do not have a policy yet, and during the seminar, Sir *** mentioned that since there is still no policy for ALS, we could follow the policy of the regular senior high school. He said that there is no right or wrong as long as what we do is based on the DepEd series so that we won't violate the policy. As teachers, we still need to be capacitated, especially regarding ALS. We really need additional training for ALS senior high school, and I hope the curriculum and standards for ALS can be expedited.</p>		<p>Teacher Training Needs</p>
<p>Student Assessment</p>	<p>We don't know how we will assess them; is it going to be a portfolio or graded? When it comes to Technical Vocational, ma'am, we have already assessed the students who want to be assessed. Of course, they will also incur costs. There are no exams provided; the teachers create them, and it's not mandated by DepEd. As for the requirements for the students, we don't know if they are the same as the regular ones.</p>	<p>Lack of clear policy on assessment for ALS students</p>	<p>Assessment Challenges</p>

Curriculum Mismatch

ALS teachers face significant challenges in adapting the regular Senior High School (SHS) curriculum. They advocate for a more contextualized approach to enhance comprehension, emphasizing the need to apply lessons to real-life situations rather than focusing solely on theory. Teachers report that students struggle particularly with difficult subjects like math, indicating a need for tailored instructional strategies. The difficulty of anchoring the ALS curriculum to the regular SHS framework is evident, with teachers stating that it requires a fundamentally different approach. They express concerns about the scope of content, noting that the extensive curriculum is unmanageable given the limited instructional time—typically just once a week. In summary, ALS teachers call for a curriculum specifically designed for their learners, highlighting the necessity for contextualization and practical application to improve educational outcomes. Based on the study, the understanding of the difficulties of ALS teachers in implementing changes in the regular SHS curriculum constitutes the following implications: It has been noted that ALS teachers find it difficult to integrate their content meaningfully for the learners hence the need to adopt a curriculum that suits the ALS learners. For example, on the role of substituting the curriculum to afford it a more relevant applicability to work-oriented scenarios has been noted to improve students' knowledge and interest (15). Likewise, the instructional strategies used by the teachers place the students in a very difficult position to learn given that, tutors often fail to cover all the contents that are in the regular SHS curriculum because of the short time that the ALS classes meet normally once a week (18). This limitation can compromise the pedagogy role of the teachers whereby to pass all the contents effectively, especially in those areas of difficulty such as mathematics may not be fully accomplished. Furthermore, on the same note and within the context of the ALS framework, there is a need for the implementation of a more contextualized as well as a more pragmatic type of approach to teaching by noting that there is also a need to review the curriculum especially to make a lot of practicality instead of theory (17, 19). This is supported by the perceptions of the teachers where there is a general concern that the current

curriculum which is closely aligned to the typical SHS standards fails to properly address the needs of the ALS learners thus causing feelings of frustration and helplessness among students and teachers alike. Taken together, these studies highlight the need to design a curriculum that would fit for ALS learners; that is, both DAP and suitable to their daily lives to improve their ALS experience and outcome.

Learning Materials

A significant challenge in the implementation of the Alternative Learning System (ALS) is the lack of complete modules, particularly for Grade 12. This deficiency hampers students' understanding and their ability to complete assignments. Teachers often resort to supplementary materials, which can be time-consuming and may not effectively meet the needs of ALS learners. The findings regarding the lack of complete modules in the ALS, particularly for Grade 12, are supported by various studies that highlight the challenges faced by teachers and students in this context. Research indicates that the absence of complete modules can significantly hinder students' understanding of the material and their ability to complete assignments effectively. That emphasizes that the reliance on supplementary materials due to incomplete modules can be time-consuming for teachers and may not adequately address the specific needs of ALS learners (15). Furthermore, the Department of Education (DepEd) highlights that while ALS utilizes learning modules designed for self-learning, there are often gaps in the availability of these materials, particularly for higher grade levels. This situation forces teachers to seek additional resources online or create their own materials, as noted in the focused group discussions, which can lead to inconsistencies in the quality and relevance of the learning materials provided to students. Additionally, the lack of complete modules and the difficulties in accessing necessary educational resources can create barriers to effective teaching and learning, as highlighted in various reports on the challenges faced by ALS implementers (17, 19). These studies collectively underscore the critical need for comprehensive and accessible learning materials within the ALS framework to ensure that students receive the support they need to succeed in their educational endeavors.

Teacher Training Needs

ALS teachers encounter significant difficulties due to inadequate training in ALS pedagogy, which limits their ability to effectively meet the unique needs of ALS learners. This challenge is exacerbated by high teacher turnover rates and mismatches between teachers' subject specializations and the ALS curriculum. Focus group discussions revealed that training primarily comes from coordinators, with a lack of formal policy guidance hindering effective instruction. Teachers expressed a strong need for additional training and expedited development of the ALS curriculum and standards. Studies indicate that without proper training, teachers struggle to cater to their students' specific needs, underscoring the critical importance of investing in the professional growth of ALS teachers to foster effective educational practices (15). These findings align with existing research highlighting the detrimental effects of limited professional development opportunities and high turnover rates among ALS educators (20, 21).

Assessment Challenges

The absence of a clear assessment policy for ALS students creates significant challenges for teachers, complicating their ability to cover necessary material within limited class time. This situation often leaves students feeling overwhelmed and struggling to complete assignments. Furthermore, without established guidelines, ALS teachers lack the necessary support to effectively assess student learning and progress. Moreover, the challenges faced by ALS teachers in creating assessments which highlight the difficulties in determining appropriate assessment methods, such as whether to use portfolios or traditional grading systems (18). The findings regarding assessment challenges in the Alternative Learning System (ALS) highlight significant issues stemming from the lack of a clear policy on assessment for ALS students. This absence can complicate the ability of teachers to adequately cover material within limited class time, leading to students feeling overwhelmed and struggling with assignments. Research indicates that the lack of standardized assessment policies can hinder teachers' ability to effectively evaluate student learning and progress that yields to the ALS completers to not take the A&E Test due to lack of time. This uncertainty can further

complicate the teaching process and negatively impact student learning outcomes. Additionally, the lack of mandated exams, as noted in the focused group discussions, means that teachers must create their own assessments, which can be time-consuming and may not align with the educational goals set by the Department of Education (21). Overall, the implementation of ALS faces significant challenges that need to be addressed to ensure the effective delivery of ALS programs. These challenges include curriculum mismatch, resource constraints, teacher training needs, student motivation and needs, and assessment challenges. Addressing these challenges will require a comprehensive approach that includes improving curriculum design, providing adequate resources, training teachers, and addressing student needs and motivation.

Conclusion

The implementation of the Senior High School Alternative Learning System (SHS ALS) faces several significant challenges that hinder its effectiveness. Key issues include limited face-to-face interaction, inadequate teacher support, insufficient learning materials, and a lack of dedicated facilities. Students have expressed a strong preference for more in-person classes to enhance their understanding and engagement, highlighting the importance of effective communication between teachers and learners. Additionally, the mismatch between the ALS curriculum and the regular Senior High School curriculum creates obstacles for both students and teachers, complicating the learning process and leading to feelings of overwhelm among students due to excessive written assignments. Furthermore, the lack of comprehensive training for ALS teachers significantly worsens these challenges, as many educators struggle to adapt to the unique needs of ALS learners. The absence of clear assessment policies further complicates the evaluation of student progress, leaving teachers uncertain about how to measure learning outcomes effectively. To address these challenges, a multifaceted approach is necessary, focusing on improving instructional delivery, providing adequate resources, enhancing teacher training, and developing a curriculum that meets the specific needs of ALS students. The findings from this research can directly inform policy decisions and practical interventions aimed at enhancing

ALS effectiveness. Policymakers should prioritize creating clear guidelines for instructional delivery that emphasize face-to-face interactions while establishing standards for teacher training programs focused on communication skills. Increased funding should be directed toward providing adequate learning materials and establishing dedicated facilities for ALS programs to ensure that both teachers and students have access to necessary resources. Implementing ongoing professional development initiatives tailored to ALS educators can address communication gaps and improve instructional strategies. Additionally, a reevaluation of the ALS curriculum is essential to create a more learner-centered approach that balances academic demands with student needs. By implementing these changes through targeted policy reforms and practical interventions, stakeholders can significantly improve the effectiveness of ALS programs, ultimately leading to better educational outcomes for non-traditional learners.

Abbreviations

ALS: Alternative Learning System,SDG: Sustainable Development Goal,SHS: Senior High School,FGD: Focus Group Discussion,DepEd: Department of Education.

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Author Contributions

Solely, the author design the study until the publication of the paper.

Conflict of Interests

The author have disclosed no financial or non-financial interests .

Ethics Approval

This study was approved by the Schools Division of Bulacan Superintendent dated January 15, 2024; Schools Division of Meycauayan City dated December 5, 2023 with Control No. 08326; Schools Division of Malolos City dated December 5, 2023 with Control No. 08326 . The written informed consent forms were signed by all participants who

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