



ACCREDITATION AND EQUIVALENCY PROGRAM (A&E) IMPLEMENTATION OF ALTERNATIVE LEARNING SYSTEM (ALS) IN THE DIVISION OF NAGA CITY

Sheena San Buenaventura Repolledo

Graduate Studies, Naga College Foundation, Inc.
Naga City, Philippines

Abstract

The level of efficiency of the Accreditation and Equivalency (A&E) program implementation of the Alternative Learning System (ALS), Division of Naga City for the school year 2020 – 2023 was determined using descriptive – comparative - correlational methods of research. Findings revealed that the level of efficiency of Accreditation and Equivalency (A&E) Program as perceived by ALS learners was highly implemented as reflected in the result of the weighted mean, while the level of efficiency of Accreditation and Equivalency (A&E) Program as perceived by ALS teachers was very highly implemented. Moreover, there was significant difference in the level of efficiency of Accreditation and Equivalency (A&E) Program between groups. However, there was no significant relationship in the level of efficiency of the Accreditation and Equivalency (A&E) Program between groups. Finally, Project SHELL (Setting a Healthy Environment for a Life-long Learning), as an intervention program, if implemented properly could improve the implementation of Accreditation and Equivalency (A&E) Program.

Keywords: Accreditation and Equivalency (A&E) Program, Implementation, Alternative Learning System (ALS)

Introduction

In this period of globalization, investment in education is the most vital and powerful act in socio-economic transformation. Education is a major contributor to the improvement of knowledge, competency, and potential development. It fosters creativity and critical thinking, which are essential for technological advancements and

innovation, contributing to a nation's overall progress. Aside from that, it is considered a cornerstone of progress and a means to foster a cohesive and unified society. The fundamental requirement to provide basic quality education is not only through schools, but also through the implementation of non-formal education programs. Informal learning and non-formal education have a great potential in helping a wide range of learners achieve more desirable and rewarding circumstances for themselves and their communities.

However, the education sector continues to face barriers which affect the quality of its delivery. One of the barriers to education is on the increasing number of adults who are not able to finish elementary or high school levels. Aside from that, poverty and inequality remain as unresolved issues concerning education. As children get older, they face increased pressure to drop from school so they can work and contribute to their family income. In addition, some get married at an early age forcing them not to continue their studies to focus on raising a family.

About 258 million children and youth are out of school, according to UIS data for the school year ending in 2018. The total includes 59 million children of primary school age, 62 million of lower secondary school age and 138 million of upper secondary age. As countries strive to achieve universal primary and secondary education by 2030, the UIS is providing the data and analysis needed to reach the children and youth who remain excluded from education. Through its website, publications and data visualizations, the UIS aims to strengthen the availability of detailed internationally-comparable data on out-of-school children and youth, to make it possible to better identify who they are, where they live and the barriers they face (UNESCO Institute of Statistics, 2025).

In the Philippines, over the years, more and more students are enrolled in ALS. The Department of Education (DepEd) reported during the EduAksyon Press Conference on April 28 that there are more than 4-million out-of-school youths and adults (OSYAs) enrolled in the Alternative Learning System (ALS) program during the Secretary Briones' administration. The enrollment numbers during the current administration is 80.32% higher than the past two administrations on a yearly average (Department of Education, 2021)

According to Mapa (2023), nationwide, about 18.6 percent of children aged 5 to 24 years were not attending school. Of those who were not attending school, the top reasons were the following: finished schooling or finished post-secondary/college (21.1%), employment (19.7%), lack of personal interest (12.6%), marriage (10.7%), and high cost of education/financial problem (9.9%). By sex disaggregation, a higher proportion of males than females were not attending school due to employment (25.9%) and lack of personal interest (17.9%). On the other hand, a higher proportion of females than males were not attending school due to the reason that they have already finished schooling (28.9%) or due to marriage (17.0%).

In this context, the Accreditation and Equivalency (A&E) Program served as the core component of the Alternative Learning System that aims to provide a system for assessing levels of literacy and other non-formal learning achievement covering basic and functional literacy skills and competencies designed to be comparable to that of the formal school system; offer an alternative pathway by which out-of-school youth and adults earn an educational qualification comparable to the elementary and secondary school system, and enable the out-of-

school youth and adults to gain reading, writing and numeracy skills to meet their learning goals as they define them to gain the skills they need to improve their economic status and function more effectively in society.

With that, the researcher as an ALS teacher is motivated to look into the areas in connection with Accreditation and Equivalency (A&E) program. Challenges have emerged in the implementation of the A&E program since its inception. Most of these target learners live below the poverty line predominantly coming from the depressed, disadvantaged, under-developed, and under-served areas, and it also the needs of the differently-abled, the prisoners, and the cultural communities. Moreover, the diverse circumstances of learners and potential learners greatly complicate ALS implementation and outreach efforts.

In Naga City Schools Division, the ALS teachers had a fair share of issues and challenges in terms of the implementation of the Accreditation and Equivalency (A&E) program. The researcher as an ALS teacher considered learning delivery, and learning materials since ALS teachers' backgrounds were mostly generalists and most of them did not have a particular field of specialization in terms of conducting learning sessions and interventions. Also, as a matter of practice, the researcher was also assigned to one community learning center with a minimum of 75 learners, thus it was a challenge to deliver all the learning strands to the learners. Aside from that, the learning environment was also considered, as well as the teaching approach which was applicable to the kind of learners they had. The aforesaid issues and concerns were just a handful of examples of bigger complexities in terms of the implementation of the said program of the department. It was in this light of thought that the researcher would like to investigate the efficiency of the program implementation.

Accreditation and Equivalency (A&E) Program

For the past five decades, DepEd has operated parallel education systems for youth and adults who did not complete basic formal education. The basis on their promotion to the next academic level is the Accreditation and Equivalency (A&E) Program.

The ALS Accreditation and Equivalency (A&E) Assessment and Certification is a process that comprises an exam and other appropriate assessments to measure the competencies acquired by ALS learners based on the ALS K to 12 Basic Education Curriculum (BEC). Completers of ALS who are passers of the A&E Test are given certificates which certify their competencies as comparable graduates of the formal education system (Department of Education, 2024).

The Alternative Learning System Accreditation and Equivalency (ALS A&E) System is a new non formal education initiative of the Department of Education' It provides an alternative means of learning and certification for out-of-school youth and adults aged 15 years old and above who are unable to avail of educational opportunities of the formal school system' or who have dropped out of formal elementary or secondary education (Guisando, 2024). Furthermore, Atilano et al. (2016), emphasized that illiteracy and poverty were the worst adversary the Philippine government has been encountering. In search for prompt gratification of their needs, children and youth struggle to keep up with schooling and tend to satisfy their immediate concern by dropping out of school.

Relevant to the abovementioned, the ALS A&E Test formerly the Nonformal Education A&E Test is one of the four components of the ALS A&E (then NFE A&E). It offers the successful test takers certification of learning achievements at two learning levels – Elementary and Secondary – that is comparable to the formal school system. The ALS A&E Tests in both levels are standardized paper and pencil-based tests and use multiple-choice test and composition writing. The test items are based on the learning competencies of the five learning strands of the ALS Curriculum (Alternative Learning System Accreditation & Equivalency (Als A&E) System, 2024).

In addition, Pinca (2015) emphasized that ALS learners must understand and be prepared in communicating and in collaborating to diverse individuals globally. It can also be implied that there is a moderate level of development of learners in their self-direction and critical thinking skills. This implies that they are directly involved in the learning process thus fostering their capabilities to correspond and to formulate their own ways to learn.

Aside from out-of-school youth, people deprived of liberty also had the opportunity of taking the Accreditation and Equivalency (A&E) Test. the Education and Training Section of the Iwahig Prison and Penal Farm (IPPF), through the Department of Education (DepEd) Alternative Learning System (ALS), conducted an Accreditation and Equivalency (A&E) Test (Bureau of Corrections, 2025)

In the study conducted by Brizuela (2022) which aimed to determine the performances of Accreditation and Equivalency Test takers in every Learning Strand of the Alternative Learning System of the Naga City Schools Division. Specifically, it answered the performances of secondary ALS learners for the calendar years 2015, 2016, 2017; the significant relationships of every Learning Strand with the overall performance; the differences in the performance of the respondents' standard scores by learning strand, and according to the calendar year; the gender differences in the performance of the respondents' scores by learning strand; and, the programs that can be proposed to further improve the performances in the A&E Test.

In addition, Castillo (2023) conducted a study to determine the level of Competencies of Alternative Learning System (ALS) Implementers on Learners' Achievement, as evidenced by the 2016 Accreditation and Equivalency Test in the Division of Bulacan. The competencies of ALS implementers measured in this study are: Knowledge of the Learners, Assessment of Learning, ALS Curriculum, Teaching-Learning Process and Managing of Learning Environment. The findings of the study presented that the ALS implementers were equipped with the 5 Teaching Competencies: Knowledge of the Learners, Teaching-Learning process, Assessment of Learning, ALS Curriculum and Managing of Learning Environment hence, as evidenced by the result of the 2016 ALS A&E Test.

Moreover, Moleño (2019) conducted a study and it was concluded that the face-to-face mode of delivery is the most preferred by the ALS Instructional Managers and ALS learners do not possess the needed competencies in the Sustainable Use of Resources and Productivity. Further, ALS learners have not gained much competence in their formal school attendance and the learners' competency in the areas of the A and E test were not outcomes of the influence of variables such as their sociodemographic characteristics, IMs' socio-demographic characteristics and initial literacy level.

Similarly, Villenes et al. (2018) conducted a study which explored the possibilities of utilizing mobile learning as a delivery mode and tool in increasing the delivery of instruction and enhancing learning experiences of its clientele of the Accreditation and Equivalency (A&E) Program. The first phase yielded acceptable and excellent ratings for the developed mobile learning material. The second phase showed a significant difference on the pre- and post-test results of the participating learners. It helped them increase their learning performance with the aid of the developed material. The third phase also revealed that there is a positive experience both from the teachers and learners because of the flexible learning and differentiated instruction designs.

Relevant to the abovementioned, Distor (2018) the researchers investigated the implications of using modular as a delivery mode and method for improving the delivery of instruction and enhancing the educational opportunities of its Accreditation and Equivalency (A&E) Program recipients. The findings indicated a statistically significant difference between the learners' pre- and post-test scores. It aided them in enhancing their learning efficiency by using modular materials. Additionally, the study discovered that both teachers and learners have a good experience as a result of the flexible learning and differentiated instruction designs. Additionally, this was performed to determine the acceptability level of the A&E Readiness Test (AERT).

Moreover, Apas (2022) explored the learning experiences of ALS A & E passers in Grade 11 Senior High School learning environment. The study revealed that students are somewhat unaccustomed with the school environment, hesitant to socialize with peers, amazed with the school facilities, and thinking that all teachers are terrors. Further, in terms of learning engagement, it is revealed that ALS students experienced difficulty in coping up with the lessons, feeling uneasy during class discussion, hard to connect with class activities, and thinking to stop schooling.

On the other hand, Gregorio (2024) also conducted a study that focused on reading comprehension skills among Alternative Learning System (ALS) learners play a vital role in educational development, enabling individuals to understand various forms of written information. It highlighted the significant differences based on profile variables and identified their challenges in developing reading comprehension skills. The proposed project offered a comprehensive approach to enhance reading comprehension among ALS A&E learners. Furthermore, the study indicated that factors such as age, sex, and socioeconomic status had minimal or insignificant influence on the reading comprehension skills of ALS learners.

Finally, recent trends in research stressed the need in evaluating the effectiveness of non-formal education programs such as the ALS Program of the Philippines, according to the study conducted by De la Rosa and Lintao (2018). The use of effective evaluation of such programs plays a critical role in revealing its outcomes especially in terms of assessing if the objectives of the programs are met. As such, assessing students' outcomes is one of the best ways to measure the effectiveness of such programs and to see to it that it helps students to become globally competitive through the acquisition of needed skills despite learning in non-formal school.

Alternative Learning System (ALS)

The Department of Education (DepEd) established the Alternative Learning System (ALS) as a parallel education pathway for those who did not finish basic education via the formal school system. ALS teaches functional

literacy skills as well as prepares learners for the Accreditation and Equivalency (A&E) Test, which awards passers a certificate equivalent to a formal elementary or junior high school degree. ALS is one of the priority programs of current DepEd Secretary Leonor Briones who took office in 2016 (Briones, 2016).

In the study conducted by Alvarez (2024) on Second Chances: Exploring the Philippine Alternative Learning System, the examine the authentic experiences of out-of-school youths and adults that led them leave the four corners of classroom. Interestingly, the results of this study revealed that ALS students left the formal education system due to problems with family, personal conflicts, financial concerns, and accessibility concerns. Nevertheless, the narratives shared by the participants served as a way of deeply understanding the root cause that impedes their learning journey as they navigate the path of alternative education.

Interestingly, Alternative Learning Systems (ALS) provides practical options for any learners who finds success in completing education using his own phase. Results revealed of a well- managed implementation of ALS in the region. The allotted funds to provide essential learning materials for teaching and assessment were utilized properly. Appropriate leadership skills and technical trainings were evident. Employ ability of graduates may be intensified through internship program. On current status, there is a significant difference between leadership and age of students. Regarding level of effectiveness, there is a significant difference between learning support and ALS program enrolled; assessment practices, age and employment status of the students; and A & E certification and students 26 years old and above. There is a significant relationship between allocation of funds to learning support and instructional materials in the delivery of alternative learning system in Region 3. (Victoria, 2024).

In the study conducted by Cagang (2024), the researcher evaluated the implementation of the Alternative Learning System (ALS) and the 21st-century life skills. Results showed that the level of implementation and level of effectiveness in 21st-century life skills of the Alternative Learning System (ALS) was rated High by SHS teachers. There was a significant positive relationship between these variables, which means that high implementation would significantly affect the effectiveness of the 21st-century life skills of ALS. The results of the quantitative and qualitative data served as a basis for crafting the policy guidelines on specialization, hiring, deployment, promotions, and benefits of ALS teachers must be implemented. Results also revealed that financial or government subsidies to ALS learners to support their learning needs must be available, and the partnership of industry partners and possible work opportunities must be strengthened.

Similarly, Baccal et al. (2021) conducted a study on the implementation of Alternative Learning System in public schools in Isabela, Philippines. Results of the study showed that implementation of ALS are commendable. They perceived the implementation of ALS program generally as very good. The data showed that majority of them revealed that relevance of instructional materials use during ALS sessions was outstanding. They affirmed that facilities and equipment were always available, enough, relevant, with quality, accessible and safe in the learning centers. They also perceived that financial resources appropriation, availability, and sufficiency exist in the ALS program implementation. Moreover, majority of the respondents revealed that establishing linkages, participation

of stakeholders such as parents and government officials and attitude of ALS implementers were very good. There are significant differences in some areas of the factors in the implementation of Alternative Learning System.

Relevance to the abovementioned, Besmonte (2023) assessed the status of the implementation of Alternative Learning System (ALS). Alternative Learning System is often implemented with respect to teaching methodologies, instructional materials and evaluative techniques as evaluated by ALS learners. No significant difference exists on the perception of the respondents on the implementation of Alternative Learning System with respect to teaching methodologies, instructional materials, and evaluative techniques in terms of age, sex, civil status, educational attainment, and monthly family income.

Also, Mamba et al. (2021) conducted a study on the orientation and college Readiness among Alternative Learning System (ALS) Graduates. The results revealed that the ALS graduates have unfavorable study orientation and are not college-ready. The study orientation also was found to significantly influence and predict college readiness. The findings imply the need for ALS graduates to enhance their study habits and attitudes as these are essential skills in improving their college readiness.

Likewise, Magatines and Flores (2024) also conducted a study that evaluated the implementation of the Alternative Learning System (ALS) in Magsaysay District 1, Misamis Oriental, with a focus on identifying challenges faced by program implementers. The findings revealed significant challenges for implementers, including limited availability of physical classrooms, insufficient internet access, and inadequate training for ALS mobile implementer.

On the same point, Flores (2022) also conducted a focusing on the problems encountered by Alternative Learning System (ALS) teachers. The results revealed that the ALS teachers have been experiencing problems like lack of learning facilities and materials, difficulty in the integration of learning competencies within and across learning strands, absenteeism of learners, difficulty in the use of differentiated instruction to address the multi-level group of learners, unstable peace and order, and minimal support from Barangay Local Government Unit (BLGU) and Municipal Local Government Unit (MLGU). Moreover, there is no significant differences in the extent of the problems encountered by ALS teachers when they are grouped according to their characteristics.

Aside from those mentioned above, another issue concerning ALS was the availability of learning centers. According to Llego (2024), to date, there are 25,219 ALS Community Learning Centers across the country. However, only about 1,000 of these are considered conducive learning environments. The majority of existing CLCs are simple (with a table, chairs, and chalkboard), temporary, makeshift, and often times, shared spaces. They can be small chapels or multipurpose facilities, or spaces owned or managed by the barangay or by private individuals. Studies have shown that providing conducive learning environments for ALS positively impacts the performance of its learners—from enrollment, completion, and passing the Accreditation and Equivalency Test.

Finally, Bahian and Brobo (2023) explored the level of usage of the following approaches, the level of learners' attitude towards ALS learning various teaching methods The study found that the ALS teachers and Community

ALS Implementers (CAI) highly utilized the four approaches, and the learners' attitude towards ALS learning was highly positive. In addition, the four approaches such as cooperative learning, deductive approach, inductive approach, and integrative approach, were positively correlated to the learners' attitude cooperative and integrative approaches best influenced the attitude of the learners.

Methodology

This study used descriptive-comparative-correlational method of research. The study was conducted using the data for the school year 2020 – 2023. There were 1, 875 ALS learners from elementary and Junior high school, and 18 ALS teachers who were involved in the study. The data were gathered through researcher-made survey questionnaire and they were treated using statistical tools such as Weighted Mean, t-test for Independent Samples, and Pearson Product-Moment Correlation of Coefficient.

Results and Discussion

In determining the level of efficiency of Accreditation and Equivalency (A&E) Program as perceived by ALS learners, learning environment had the highest average weighted mean, and it was interpreted as very highly implemented; however, learning delivery had the lowest average weighted mean, and it was interpreted as moderately implemented.

Based on the data presented in Table 2e, it could be analyzed that that for the ALS learners, they found the learning environment conducive to learning. At times, learners felt embarrassed to enter the learning centers because they were found in the community, and people could see them; however, as time went by, they got used to it. Learners felt comfortable while they were inside because teachers were accommodating, and attentive to their needs. It could also be inferred that in terms of learning delivery, some learners found difficulty especially when the schedule was hectic. They found it difficult to divide the time between school and works; sometimes between school and raising children or attending to family matters. Even if module were given, sometimes, they could not finish answering them all because there were too many and the allotted days were not enough. Moreover, the teachers also were creative in thinking of ways which could better help the learners. Teaching approaches used were flexible, so that all groups of learners could learn the lesson, and develop the skills even with minimal supervision.

Table 2e

**Summary Table on the Level of Efficiency
as Perceived by ALS Learners**

Aspects	AWM	Int	R
Learning Environment	3.31	VHI	1
Learning Materials	3.26	VHI	2

Teaching Approach	3.20	HI	3
Learning Delivery	2.38	MI	4
Over-all AWM	3.04	HI	

The result could be linked to the study of Sumawang et al. (2023) The results showed that the difficulties encountered by the participants were the unavailability of a community learning center for ALS and absenteeism. The strategies that the participants observed are seeking community support and intervention made by the mobile teachers.

Among the aspects of challenges as shown on Table 3e, learning materials had the highest rank, and was interpreted as very highly implemented; while learning delivery was on the lowest rank, and was also interpreted as very highly implemented

Based on the data presented, it could be analyzed that ALS teachers provided adequate learning materials to the learners. Even though they did not regularly meet the learners just like those in the regular class, learners were provided with sufficient number of learning materials to ensure the mastery of learning. Moreover, learners could perform the tasks even without researching from the internet or other resources, because what they got from their teachers were enough for them to learn the concepts and develop the skills. Moreover, it could be inferred that teachers' struggle was on the learning delivery. As much as they wanted to meet the learners on a daily basis and in-person mode, however, some learners could not make it because of personal reasons.

Table 3e

**Summary Table on the Level of Efficiency
as Perceived by ALS Teachers**

Aspects	AWM	Int	R
Learning Materials	3.78	VHI	1
Learning Environment	3.62	VHI	2
Teaching Approach	3.61	VHI	3
Learning Delivery	3.53	VHI	4
Over-all AWM	3.64	VHI	

The result could be linked to the study of Moleño (2019) who focused on the influencing variables to the competencies of learners in the Accreditation and Equivalency Test of Alternative Learning System. It was concluded that: the face-to-face mode of delivery is the most preferred by the ALS Instructional Managers and

ALS learners do not possess the needed competencies in the Sustainable Use of Resources and Productivity. Further, ALS learners have not gained much competence in their formal school attendance and the learners' competency in the areas of the A and E test were not outcomes of the influence of variables such as their sociodemographic characteristics, IMs' socio-demographic characteristics and initial literacy level.

The researcher looked into the significant difference in the level of Accreditation and Efficiency (A&E) Program implementation between groups. Table 4 showed the result on the significant difference in the level of efficiency of the (A&E) Program as perceived by the groups of respondents.

Table 4

Significant Difference in the Level of Efficiency of the A&E Program Between Groups

Dimensions	T-value	p-value	Interpretation
Learning Delivery	-13.02286	0.00001	Significant
Learning Materials	-19.40012	0.00001	Significant
Learning Environment	-3.17378	0.01312	Significant
Teaching Approach	-3.48333	0.008279	Significant

It could be analyzed that teachers could offer the mode of learning which was suited to the kind of learners. During the enrollment period, an agreement was made between the teachers and the learners in terms of schedule, whether the meeting was in-person or online, modular or blended. However, for some reasons, the agreed schedule was not met because learners needed to attend to more important matters than studying. With that, learning delivery was affected. In addition, it could also be inferred that there was also significant difference in terms of learning environment and teaching approach based on the perception of teachers and learners. In terms of learning environment, there was an assigned building or classroom intended for ALS classes. However, some learners were not comfortable because learning centers were found within the community where they lived. They felt embarrassed being seen by other people attending classes. Furthermore, in terms of teaching approach, some learners had difficulties with the teaching approach used by the teacher. Sometimes, they became overly dependent to teachers. They failed to realize that teachers were facilitators, and learning would still depend on them. That was also the reason why modules were given to the learners, so they could study on their own.

The study of Villenes (2018) supported the findings of the study which focused on exploring the possibilities of utilizing mobile learning as a delivery mode and tool in increasing the delivery of instruction and enhancing learning experiences of its clientele of the Accreditation and Equivalency (A&E) Program. The first phase yielded acceptable and excellent ratings for the developed mobile learning material. The second phase showed a significant difference on the pre- and post-test results of the participating learners. It helped them increase their learning performance with the aid of the developed material. The third phase also revealed that there is a positive

experience both from the teachers and learners because of the flexible learning and differentiated instruction designs.

Table 5 showed the data on significant relationship in the level of efficiency of the Accreditation & Equivalency (A&E) Program implementation between groups. The data only showed that the relationship was not significant.

Table 5

Significant Relationship in the Level of Efficiency of the A&E Program Between Groups

Dimensions	r-value	Int	p-value	Decision
Learning Delivery	0.877	Very strong correlation	.0506	Not significant
Learning Materials	0.161	Very weak correlation	.7955	Not significant
Learning Environment	0.763	Strong correlation	.1339	Not significant
Teaching Approach	0.298	Strong correlation	.6269	Not significant

From the data, it could be analyzed that in terms of learning delivery there was a very strong correlation between the perceptions of the teachers and learners; however, it was not significant. Whatever learning delivery used by the teachers; learners were able to adjust. In case, they were not able to meet regularly in the learning centers, teachers used other means like social media to communicate, follow-up, and provide assistance to the learners when needed. Aside from that, it could also be inferred that the use of modules as learning materials had very weak correlation, and also not significant. The modules used were complete from objectives, lesson proper, practice activities up to assessment. In case, learners were not able to get in touch with the teachers, everything that they needed could be found in the module, including the key to corrections.

The result could be linked to the study of Bahian and Brobo (2023) who focused their study on the Instructional Approaches and Learners' Attitude Towards Alternative Learning System (ALS). The study explored the level of usage of the following approaches, the level of learners' attitude towards ALS learning various teaching methods. The study found that the ALS teachers and Community ALS Implementers (CAI) highly utilized the four approaches, and the learners' attitude towards ALS learning was highly positive.

With this, the researcher conceptualized an intervention program entitled Project SHELL (Setting a Healthy Environment for a Life-long Learning) which contained objectives, contact persons, and activities anchored on the findings of the study. Though the over-all result indicated high in efficiency, there were still aspects which needed to be addressed like learning delivery and teaching approach. Aside from that, innovations could be introduced to improve the implementation of Accreditation and Equivalency (A&E) Program.

Conclusions

Based on the findings, it could be concluded that the level of efficiency of Accreditation and Equivalency (A&E) Program as perceived by ALS learners was highly implemented, while the level of efficiency of Accreditation and Equivalency (A&E) Program as perceived by ALS teachers was very highly implemented. Moreover, there

was significant difference in the level of efficiency of Accreditation and Equivalency (A&E) Program between groups. However, it was found out that there was no significant relationship in the level of efficiency of the Accreditation and Equivalency (A&E) Program between groups. Finally, Project SHELL (Setting a Healthy Environment for a Life-long Learning), as an intervention program if implemented properly, could improve the implementation of Accreditation and Equivalency (A&E) Program.

Recommendations

The researcher recommended that teachers should provide learners with technical assistance so they can be team leaders who can help struggling learners per group. They can also be the point person of each group who can communicate with the teachers in case. Aside from the printed modules or learning activity sheets provided to the learners, the provision of tablets or laptops containing the personalized video lessons per learner will be of great help. Moreover, the Education Program Specialist for ALS should organize a conference with ALS teachers for them to be informed about the result of the study. From the discussion, let them brainstorm on how the current status can be improved, and equip them so they can train learners with potential to become team leaders who will be in-charge of a particular learning group. Also, teachers should be trained to prepare personalized video lessons so that the learners can study on their own even while at work, or attending to their children. For learners with difficulties in reading, personalized video lessons can help them to understand the lessons because of the rich images and narration.

In addition, LGU and other stakeholders should allocate more budget to finance the improvement of the learning centers to Type 4. Specifically, a two-storey or higher building fully equipped with basic furniture and advanced ICT equipment for learning dedicated to ALS learning sessions and related activities. Aside from that, it is also recommended to establish a satellite learning centers to cater to the learners who cannot leave the house because of personal reasons, disabilities, and the like. Finally, innovations could be introduced to improve the implementation of Accreditation and Equivalency (A&E) Program.

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