



# Policy Analysis of Alternative Learning System Program Implementation in Biri District: Learners' Perspectives Toward Governance and Program Enhancement

Jerome Tonog Luna\*

*ALS Teacher, Department of Education, Northern Samar, Philippines*

**Abstract**—This study assessed the needs of Alternative Learning System (ALS) learners in Biri District to provide inputs for policy and program enhancement aligned with Republic Act 11510. A mixed-methods research design was employed involving ten (10) ALS learners. Data were gathered using a structured learner profiling tool and needs assessment questionnaire while qualitative data are collected through interviews and small group discussions and were analyzed through thematic analysis. The study examined learners' socio-economic profiles, literacy levels, learning goals, barriers to participation, skill gaps, and support needs. Results revealed that learners came from diverse backgrounds, including out-of-school youth, working individuals, single parents, and adult learners who discontinued formal schooling due to financial difficulties, family responsibilities, early pregnancy, and accessibility issues. Most learners demonstrated low to moderate proficiency in reading, writing, numeracy, and communication skills. Learners were primarily motivated by the desire to complete basic education, gain employment, and improve personal skills. However, work schedules, financial constraints, and family obligations limited program participation. Identified support needs included flexible learning schedules, financial assistance, learning materials, counseling services, and childcare support. The findings highlight the need for a holistic and learner-centered ALS program that integrates academic instruction, livelihood training, flexible delivery approaches, and strengthened support systems to ensure inclusive and sustainable learning opportunities.

**Index Terms**—Alternative Learning System, needs assessment, literacy, learner support, inclusive education, program enhancement.

## 1. Introduction

Education is recognized as a fundamental human right and an essential instrument for social and economic development. Central to this principle is inclusive education, which seeks to provide equitable access to quality learning opportunities for all individuals regardless of socio-economic status, geographic location, or personal circumstances. In the Philippines, however, many learners continue to experience barriers to formal schooling due to poverty, family responsibilities, early pregnancy, unemployment, and geographical isolation. These

realities are particularly evident in geographically isolated and disadvantaged areas such as Biri District in Northern Samar, where access to educational resources and opportunities remains limited. Such conditions highlight the need for flexible and responsive educational interventions that can address the diverse needs of marginalized populations.

To address educational exclusion, the Department of Education (DepEd) institutionalized the Alternative Learning System (ALS) as a parallel learning pathway for out-of-school children, youth, and adults (OSCYA). ALS provides flexible, learner-centered, and non-formal education opportunities designed to promote literacy, life skills, and continuing education. Republic Act No. 11510, or the Alternative Learning System Act, further strengthened the program by institutionalizing ALS and mandating inter-agency collaboration among DepEd, the Technical Education and Skills Development Authority (TESDA), the Commission on Higher Education (CHED), local government units (LGUs), and other stakeholders. Through these collaborative efforts, ALS aims to expand access to education, improve employability, and support lifelong learning among underserved sectors.

Despite these policy initiatives, ALS implementation continues to encounter numerous challenges, particularly in remote communities. Existing studies and reports have identified concerns related to inadequate learning facilities, limited instructional materials, insufficient funding, inconsistent program delivery, and weak stakeholder coordination. The Second Congressional Commission on Education (EdCom 2) also reported the underutilization of the Special Education Fund (SEF) by many LGUs, limiting potential support for ALS initiatives. These challenges affect not only program delivery but also learners' participation, motivation, and educational outcomes. Furthermore, while policies emphasize inclusive and participatory governance, the actual experiences and needs of ALS learners are often underrepresented in policy discussions and program planning.

Several studies emphasize that understanding learners'

\*Corresponding author: jerome.luna@deped.gov.ph

perspectives is essential in developing responsive and effective educational programs. Learners' experiences provide valuable insights into barriers to participation, literacy and skill gaps, learning motivations, and support mechanisms needed to sustain engagement in ALS. In the context of Biri District, where socio-economic and geographic constraints significantly influence educational access, a comprehensive assessment of learners' needs can contribute to evidence-based policy and program enhancement. Such assessment may also guide stakeholders in strengthening support systems, improving instructional delivery, and developing learner-centered interventions that are responsive to local realities.

This study focuses on assessing the needs of Alternative Learning System learners in Biri District as inputs for policy and program enhancement. Specifically, it examines learners' socio-economic profiles, literacy levels, learning goals, barriers to participation, skill gaps, and support needs. By generating evidence grounded in the lived experiences of ALS learners, the study seeks to provide recommendations for improving ALS implementation, strengthening stakeholder collaboration, and advancing inclusive, accessible, and sustainable learning opportunities for marginalized populations.

## 2. Methods

### A. Research Design

This study utilized a mixed-methods research design employing both quantitative and qualitative approaches to assess the needs of Alternative Learning System (ALS) Learners in Biri. Quantitative data were gathered through questionnaires to identify the learner's educational, personal, and socio-economic needs, while qualitative data were collected through interviews and small group discussions to gain deeper insights into their experiences, challenges, and expectations. The integration of these methods provides a comprehensive understanding of the learner's needs and serves as a basis for program enhancement and intervention planning.

### B. Participants and Sampling

The study involved ten (10) ALS learners from the Municipality of Biri, Northern Samar. These participants were selected using purposive sampling, ensuring that they were currently enrolled in or had recent engagement with the ALS program and could provide relevant insights into its implementation. The small sample size allowed for an in-depth exploration of learners' experiences within a localized and context-specific setting.

### C. Data Collection Methods

Data were collected using three primary methods:

#### 1) Survey-Questionnaire

A structured survey-questionnaire was administered to gather baseline data on learners' experiences, perceptions of program accessibility, quality of instruction, availability of learning resources, and support systems. The questionnaire included both closed-ended and open-ended items to capture quantitative trends and qualitative feedback.

#### 2) Interviews

Semi-structured interviews were conducted to obtain deeper insights into the learners' lived experiences. This method allowed participants to elaborate on their responses, particularly on issues related to governance, program delivery, and challenges encountered in the ALS program. Interviews provided rich, narrative data that complemented the survey findings.

#### 3) Small-Group Discussion (SGD)

A small-group discussion was organized among the participants to facilitate collective reflection and shared experiences. This approach encouraged interaction among learners, enabling the identification of common themes, consensus, and differing viewpoints regarding ALS implementation and governance.

### D. Data Analysis

The study employed thematic analysis to systematically examine and interpret qualitative data obtained from interviews and small-group discussions, as well as open-ended survey responses. The analysis followed a structured process:

1. Data familiarization through repeated reading of transcripts and responses;
2. Initial coding to identify relevant patterns and recurring ideas;
3. Theme development by grouping codes into broader categories;
4. Review and refinement of themes to ensure consistency and coherence; and
5. Interpretation of themes in relation to governance, program effectiveness, and policy implementation.

Quantitative data from the survey-questionnaire were summarized using descriptive statistics (e.g., frequencies and ranking) to support and contextualize qualitative findings.

### E. Ethical Considerations

Ethical considerations were rigorously upheld throughout the study. Informed consent was obtained from all participants, ensuring they understood the purpose of research, data confidentiality, and their right to withdraw at any time. All data were anonymized to protect participant identities, and audio recordings, transcripts, and documents will be securely stored, accessible only to the research team in adherence to Philippine Data Privacy Act of 2012 (RA 10173).

## 3. Results

This section presents the results of the Needs Assessment conducted among ten (10) Alternative Learning System (ALS) learners. The data were analyzed using thematic coding, priority identification, and program implication analysis to determine the learners' needs, challenges, and aspirations. The findings aim to guide program improvement in alignment with the goals of Republic Act 11510.

### A. Profile of the Respondents

The respondents consisted of ten (10) ALS learners with diverse backgrounds in terms of age, gender, and socioeconomic status. Ages ranged from 17 to 35 years old,

including out-of-school youth, single parents, employed individuals, and adult learners returning to education.

Most respondents reported having discontinued formal schooling due to financial constraints, family responsibilities, early pregnancy, lack of interest, and distance from school. A majority were either employed in informal sectors (e.g., construction, vending, driving) or engaged in household responsibilities.

In terms of access to resources, several learners had limited access to stable internet and relied primarily on modular or face-to-face learning preferences. Flexible schedules such as evening or weekend classes were highly preferred.

Table 1

Profile of the respondents

RESPONDENT	AGE	SEX	STATUS	REASON FOR LEAVING SCHOOL	EMPLOYMENT
R1	17	Male	Single	Bullying / Lack of interest	Unemployed
R2	22	Female	Single Parent	Early pregnancy / Financial	Unemployed
R3	19	Male	Single	Financial constraints	Construction Worker
R4	35	Female	Married	Poverty / No schooling	Housewife
R5	28	Male	Married	Family responsibility	Driver
R6	18	Female	Single	Distance from school	Unemployed
R7	24	Male	Single	Lack of interest	Unemployed
R8	30	Female	Married	Financial problems	Vendor
R9	21	Male	Single	Health issues	Factory Helper
R10	26	Female	Single	Family responsibility	Domestic Helper

**B. Literacy Level of Respondents**

Table 2

Literacy level of respondents

SKILL AREA	VERY LOW	LOW	MODERATE	HIGH
READING	1	2	6	1
WRITING	2	4	4	0
NUMERACY	2	3	5	0
COMMUNICATION	1	3	5	1

Table 2 shows that the majority of learners fall within the low to moderate levels across reading, writing, numeracy, and communication skills. Writing and numeracy emerged as the weakest areas, with no respondents rating themselves at a high level in these domains.

This finding indicates that many ALS learners require foundational and remedial instruction, particularly in functional literacy and basic mathematical skills. The presence of learners with very low proficiency also suggests the need for beginner level interventions and individualized support.

The results align with prior studies (Alvarez; SEAMEO INNOTECH) which emphasize that ALS learners often exhibit gaps in basic competencies due to disrupted schooling. Addressing these gaps is essential to ensure that learners can effectively engage with more advanced content and skill-based training.

Furthermore, improving literacy and numeracy is critical not only for academic success but also for everyday functioning, employability, and lifelong learning, reinforcing the goals of Republic Act 11510.

**C. Learning Goals of Respondents**

Table 3

Learning goals of respondents

LEARNING GOAL	FREQUENCY	RANK
FINISH BASIC EDUCATION	8	1
GET A JOB	7	2
IMPROVE SKILLS	6	3
START A BUSINESS	4	5
PERSONAL DEVELOPMENT	5	4

Table 3 reveals that the primary motivation of ALS learners is to finish basic education, followed closely by the desire to obtain employment and improve skills. A notable number of respondents also expressed interest in personal development and starting a business.

These findings indicate that learners are highly goal-oriented and view ALS as a pathway to socio-economic mobility. The emphasis on employment and skills development reflects the practical orientation of learners, who seek immediate and tangible benefits from their participation in the program.

This is consistent with the findings of Abad and Galleto (2020), as well as Alvarez (2024), who noted that ALS learners are driven by the need to improve their livelihood opportunities. The results also align with the objectives of Republic Act 11510, which promotes lifelong learning and employability.

The diversity of goals further suggests that ALS programs must be flexible and responsive, integrating both academic and vocational components to meet the varied aspirations of learners.

**D. Barriers to Learning**

Table 4

Barriers to learning

BARRIER	FREQUENCY	RANK
WORK SCHEDULE	5	1.5
FINANCIAL PROBLEMS	5	1.5
FAMILY RESPONSIBILITIES	4	3
TRANSPORTATION	2	4.5
LACK OF MOTIVATION	2	4.5
HEALTH CONCERNS	1	6

Table 4 highlights the major barriers that hinder learners' participation in ALS. Work schedule and financial problems emerged as the most significant challenges, followed by family responsibilities, transportation issues, lack of motivation, and health concerns.

These findings demonstrate that economic constraints are the primary obstacles to sustained engagement in learning. Many learners are compelled to prioritize work over education, which limits their availability and consistency in attending classes. Financial difficulties also affect their ability to afford transportation and other learning-related expenses.

This supports the findings of Delmo and Yazon (2020), as well as Alvarez (2024), who emphasized that poverty and economic pressures are major contributors to learner dropout in ALS programs. Additionally, the presence of family responsibilities and health concerns highlights the complex and multifaceted nature of barriers faced by learners.

The results suggest that addressing these barriers requires systemic interventions, such as flexible scheduling, financial assistance, and supportive policies, to ensure that learners can balance their responsibilities while pursuing education.

### E. Support Needs of Learners

Table 5  
Support needs of learners

SUPPORT NEEDED	FREQUENCY	RANK
FLEXIBLE SCHEDULE	7	1
FINANCIAL/TRANSPORT SUPPORT	5	2
LEARNING MATERIALS	4	3
COUNSELLING	3	4
CHILDCARE SUPPORT	1	5

Table 5 presents both the quantitative support needs of learners and the qualitative insights from ALS implementers and stakeholders regarding program improvement. The most frequently identified need among learners is a flexible schedule, followed by financial assistance, learning materials, counseling, and childcare support.

These findings are reinforced by qualitative data, which identified several key themes for improving ALS delivery: formalization of partnerships, strengthened communication and coordination, community engagement, budget allocation, enhancement of resources and facilities, integration of livelihood training, and capacity building for implementers.

The strong demand for flexible scheduling reflects the realities of learners who juggle work and family responsibilities. This aligns with the principle of flexibility emphasized in Republic Act 11510. Meanwhile, the need for financial support highlights persistent economic barriers that require intervention from local government units and partner organizations.

The qualitative findings further underscore the importance of institutionalized partnerships, as evidenced by the use of Memoranda of Agreement and barangay ordinances. As noted by Salendab and Cogo (2022) and Termes et al. (2020), formal partnerships enhance accountability and sustainability. Similarly, the emphasis on communication and joint planning aligns with the work of Cruzat et al. (2022), who highlighted the role of collaboration in effective program implementation.

Community awareness and engagement were also identified as critical factors in increasing participation and support for ALS, consistent with the findings of Cowie et al. (2017) and Ways and Dinoro (2023). Additionally, the need for improved learning resources and facilities reflects ongoing challenges in program delivery, particularly in underserved areas.

The integration of livelihood and digital skills training, supported by partnerships with organizations such as TESDA, highlights the importance of aligning ALS programs with labor market demands. Finally, capacity building for implementers, as emphasized by SEAMEO INNOTECH and UNICEF, is essential to ensure effective and sustainable program delivery.

Overall, Table 5 illustrates that improving ALS requires a comprehensive and collaborative approach that addresses both learner needs and systemic challenges.

## 4. Thematic Analysis of Learner Needs

The responses were grouped into five major themes: educational barriers, economic challenges, motivation and aspirations, skill gaps, and support needs.

### A. Educational Barriers

A significant number of respondents identified barriers related to their previous educational experiences. Common reasons for leaving school included financial difficulties, early pregnancy, lack of interest, and geographical inaccessibility.

Several learners also demonstrated low to moderate proficiency in reading, writing, and numeracy. One respondent expressed difficulty in writing and basic comprehension, while another adult learner reported having no formal schooling background.

These findings suggest that many ALS learners require foundational academic support and remediation, particularly in literacy and numeracy.

### B. Economic Challenges

Economic factors emerged as a major theme affecting learners' participation. Many respondents reported the need to work to support themselves or their families, which limited their availability for regular class attendance.

Financial constraints also affected access to transportation and learning materials. For instance, one respondent cited the inability to attend classes regularly due to lack of fare, while another struggled to balance work and study schedules.

This indicates that economic survival often takes precedence over education, necessitating flexible and accessible program delivery.

### C. Motivation and Aspirations

Despite the challenges, respondents exhibited strong motivation to pursue education. The primary reasons for enrolling in ALS included finishing basic education, improving employment opportunities, starting a business, and personal development.

Learners expressed aspirations such as obtaining stable jobs, acquiring technical skills, and achieving self-improvement. One respondent aimed to pursue vocational certification, while another intended to expand a small business.

These findings highlight that ALS learners are goal-oriented and view education as a pathway to socio-economic mobility.

### D. Skill Gaps

The assessment revealed gaps in both academic and practical skills. While some learners demonstrated moderate literacy levels, others struggled with writing and numeracy.

In terms of training needs, the most commonly selected areas included computer literacy, technical/vocational skills, entrepreneurship, and financial literacy. These preferences reflect the learners' desire to acquire market-relevant competencies.

The findings suggest a need to integrate academic learning with practical skill development to better prepare learners for employment and livelihood opportunities.

### E. Support Needs

Respondents identified several forms of support necessary for their continued participation in the program. The most frequently mentioned needs included flexible schedules, financial assistance (e.g., transportation allowance), learning

materials, and guidance or counseling services.

Specific cases also highlighted the need for childcare support for single parents and individualized attention for learners with very low literacy levels.

These findings emphasize that effective ALS implementation requires comprehensive support systems beyond instructional delivery.

#### *F. Priority Needs Identification*

Based on the frequency of responses, the following were identified as high-priority needs:

1. Flexible learning schedules (evening and weekend classes)
2. Access to livelihood and skills training
3. Financial assistance, particularly for transportation
4. Improvement of basic literacy and numeracy skills

In addition, several special intervention needs were identified. These include learners requiring childcare support, those with very low literacy levels needing foundational instruction, individuals with health concerns requiring flexible pacing, and learners needing psychosocial support due to low motivation or confidence.

### **5. Summary of Findings**

This study aimed to analyze the needs of Alternative Learning System (ALS) learners using a structured learner profiling and needs assessment tool, complemented by stakeholder perspectives to inform program improvement. Specifically, it examined learners' educational backgrounds, barriers, motivations, skill gaps, and support needs, alongside systemic factors affecting ALS delivery. The findings collectively provide a comprehensive understanding of both learner-level and program-level realities in alignment with Republic Act 11510.

The respondents, composed of ten (10) ALS learners from diverse socio-economic backgrounds—including out-of-school youth, working individuals, single parents, and adult learners demonstrate the inclusive reach of ALS. Most had discontinued formal schooling due to financial constraints, family responsibilities, early pregnancy, distance from school, and lack of motivation. These conditions reflect persistent structural barriers that limit access to formal education.

Across the data, economic factors emerged as the most significant constraint to participation. Learners frequently struggle with balancing work and study, limited financial resources, and competing family obligations. These challenges directly affect attendance, engagement, and continuity in the program. Correspondingly, the most common barriers identified were work schedule conflicts, financial difficulties, and family responsibilities. These findings affirm that education for ALS learners is often secondary to immediate survival needs.

Despite these constraints, learners demonstrated strong motivation to pursue education. Their goals are largely practical and future-oriented, including completing basic education, securing stable employment, starting a business, and achieving personal development. This indicates that ALS is widely

perceived as a critical pathway toward socio-economic mobility and improved quality of life.

In terms of academic readiness, most learners exhibited low to moderate proficiency in reading, writing, and numeracy, highlighting the need for foundational and remedial instruction. At the same time, there is a strong demand for market-relevant competencies, particularly in computer literacy, entrepreneurship, and technical-vocational skills. This suggests that ALS programs must balance academic instruction with practical skill development to remain relevant and responsive to learners' needs.

The study also identified key support needs essential for sustained participation. These include flexible learning schedules, financial assistance—especially for transportation—access to learning materials, and psychosocial support. Additionally, specific groups, such as single parents and learners with very low literacy levels, require targeted and differentiated interventions. These findings emphasize that effective ALS delivery must extend beyond instruction to include comprehensive learner support systems.

In summary, the findings reveal that while ALS learners face significant economic, educational, and social barriers, they possess strong motivation and clear aspirations for self-improvement. At the same time, ALS implementation is supported by committed stakeholders but constrained by systemic challenges related to resources, coordination, and policy execution. These results highlight the need for a holistic, flexible, and partnership-driven ALS framework that integrates academic and livelihood learning, strengthens institutional collaboration, and provides comprehensive support systems to ensure inclusive and sustainable education for all.

### **6. Conclusions**

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

1. ALS learners face multifaceted barriers that are primarily economic, social, and educational in nature. These barriers significantly affect their access to and participation in learning opportunities.
2. Economic survival often takes precedence over education, making flexibility in program delivery a critical factor in learner retention and success.
3. Learners are highly motivated and goal-oriented, with aspirations centered on employment, livelihood, and personal growth. This demonstrates that ALS programs have a meaningful role in transforming learners' lives.
4. There is a significant gap in both basic academic skills and employable competencies, indicating the need for integrated instruction that combines literacy development with practical skills training.
5. Support systems are essential for learner success, as many learners require not only academic instruction but also financial, emotional, and social assistance.
6. A one-size-fits-all approach is ineffective, as ALS learners have diverse needs that require differentiated instruction and targeted interventions.

## 7. Recommendations

In light of the conclusions drawn, the following recommendations are proposed:

### For ALS Implementers and Teachers

1. Adopt learner-centered instructional approaches by designing modules that are responsive to learners' varying literacy levels and life contexts. Differentiated instruction should be applied to address beginner, intermediate, and advanced learners.
2. Provide flexible learning options, such as evening, weekend, and modular or blended learning modalities, to accommodate working learners and those with family responsibilities.
3. Integrate livelihood and skills training into the curriculum, focusing on areas such as entrepreneurship, technical-vocational skills, and financial literacy to enhance learners' employability.
4. Strengthen psychosocial support services by incorporating guidance and counseling sessions to address learners' motivation, confidence, and personal challenges.

### For School Administrators and Program Managers

1. Allocate resources for learner support, including transportation assistance, free learning materials, and access to digital tools where possible.
2. Establish partnerships with local government units (LGUs) and stakeholders to support livelihood training programs, funding assistance, and community-based learning initiatives.
3. Implement continuous needs assessment to ensure that programs remain responsive to the evolving needs of learners.

### For Policymakers and Stakeholders

1. Enhance support for ALS programs by increasing funding and expanding access to resources, particularly in underserved communities.
2. Promote inclusive education policies that address the unique needs of marginalized learners, including out-of-school youth, adult learners, and vulnerable groups.
3. Support capacity-building for ALS teachers through training in differentiated instruction, flexible learning delivery, and learner support strategies.

### For Future Researchers

1. Conduct studies with a larger sample size to validate and generalize the findings.
2. Explore the effectiveness of specific ALS interventions, such as mobile learning and blended modalities.
3. Investigate the long-term impact of ALS participation on employment and quality of life.

The findings of this study affirm that ALS plays a crucial role in providing second-chance education to marginalized learners. However, to fully realize its potential, the program must be adaptive, inclusive, and responsive to the complex realities of its learners. Strengthening learner-centered approaches, integrating livelihood skills, and providing comprehensive support systems are essential steps toward achieving

meaningful and sustainable educational outcomes.

## 8. Analysis and Policy Implications

The findings of the study reveal that the implementation of the Alternative Learning System (ALS) in Biri District remains highly relevant in addressing the educational exclusion experienced by marginalized learners. The program serves as a critical mechanism for providing second-chance education to out-of-school youth, adult learners, working individuals, and vulnerable sectors who were unable to complete formal schooling due to poverty, family obligations, early pregnancy, geographical isolation, and other socio-economic barriers. However, the study also demonstrates that while ALS has successfully expanded access to education, significant implementation challenges continue to affect learner participation, retention, and educational outcomes.

One of the most significant findings of the study is the strong influence of economic conditions on learners' educational participation. Most respondents identified work schedules, financial difficulties, transportation expenses, and family responsibilities as primary barriers to consistent attendance and learning engagement. This suggests that educational participation among ALS learners is closely tied to economic survival. In many cases, learners are compelled to prioritize employment and household responsibilities over education. The findings imply that ALS policies should not merely focus on instructional delivery but must also incorporate social protection and learner support mechanisms. Policies that provide transportation assistance, learning subsidies, flexible scheduling, and livelihood support programs are necessary to improve learner retention and participation.

The study further reveals that ALS learners possess strong motivation and aspirations despite the barriers they face. Learners view ALS as an avenue for improving their lives through employment, livelihood opportunities, entrepreneurship, and personal growth. This demonstrates that ALS is not only an educational intervention but also a socio-economic empowerment mechanism. Consequently, ALS policies should move beyond basic literacy instruction and strengthen the integration of technical-vocational education, entrepreneurship training, digital literacy, and employability skills. Strengthening partnerships with agencies such as the Technical Education and Skills Development Authority (TESDA), local government units (LGUs), non-government organizations, and private sector partners may help provide learners with relevant skills aligned with labor market demands.

The findings also indicate substantial gaps in foundational literacy and numeracy competencies among learners. Many respondents demonstrated low to moderate proficiency in reading, writing, and numeracy, suggesting that interrupted schooling has significantly affected their academic preparedness. This implies the need for differentiated and learner-centered instructional approaches within ALS implementation. Policies should support the development of contextualized learning materials, remedial programs, and individualized interventions that address the varying competency levels of learners. Teacher training programs

should likewise emphasize differentiated instruction, inclusive learning strategies, and flexible delivery modalities appropriate for adult and marginalized learners.

Another important implication of the study concerns the role of governance and institutional collaboration in ALS implementation. The findings underscore the importance of formalized partnerships, stakeholder coordination, and community engagement in sustaining ALS programs. The involvement of barangays, LGUs, schools, community organizations, and development partners contributes significantly to resource mobilization, advocacy, and learner support. However, the study also reveals persistent challenges related to inadequate funding, limited learning resources, insufficient facilities, and inconsistent support systems. These issues reflect broader governance concerns in ALS implementation, particularly regarding resource allocation and policy execution at the local level.

In relation to Republic Act No. 11510, the findings suggest that stronger institutional commitment is needed to fully operationalize the goals of the ALS Act. While the law institutionalizes ALS and promotes inter-agency collaboration, its implementation at the grassroots level remains constrained by limited funding, insufficient monitoring mechanisms, and uneven stakeholder participation. There is therefore a need for clearer accountability structures, stronger policy monitoring systems, and increased utilization of local resources such as the Special Education Fund (SEF) to support ALS initiatives in geographically isolated and disadvantaged areas.

The study likewise highlights the importance of psychosocial and social support systems in sustaining learner participation. Several respondents expressed the need for counseling services, emotional support, childcare assistance, and individualized attention. These findings indicate that ALS implementation should adopt a more holistic and inclusive framework that recognizes the diverse social realities of learners. Policies should therefore encourage the integration of psychosocial support services, learner mentoring programs, and community-based support networks to improve learner confidence, motivation, and well-being.

Furthermore, the findings emphasize the necessity of flexible and adaptive learning delivery systems. The preference for evening classes, weekend sessions, modular learning, and blended approaches reflects the realities of learners who balance education with employment and family responsibilities. This suggests that rigid and standardized instructional approaches may not be effective within the ALS context. Policies should therefore institutionalize flexible

learning delivery mechanisms that accommodate learners' varying schedules, capacities, and access conditions, particularly in rural and geographically isolated communities.

The study demonstrates that effective ALS implementation requires a comprehensive, learner-centered, and partnership-driven policy framework. Educational access alone is insufficient if learners continue to face economic, academic, and social barriers that limit their ability to participate meaningfully in the program. Strengthening ALS implementation therefore requires integrated interventions that combine literacy development, livelihood training, psychosocial support, stakeholder collaboration, and sustainable resource allocation. Through responsive governance, inclusive policies, and strengthened institutional partnerships, ALS can more effectively fulfill its role in promoting lifelong learning, social inclusion, and educational equity among marginalized populations.

## References

- [1] G. R. Abad and P. G. Galleto, "Alternative Learning System program's implementation landscape of a division in the Philippines," *Cypriot Journal of Educational Sciences*, vol. 15, no. 5, pp. 1078–1088, 2020.
- [2] A. J. Alvarez, "Second chances: Exploring the Philippine Alternative Learning System," *International Journal of Scholars in Education*, vol. 7, no. 1, pp. 1–16, 2024.
- [3] M. Cruzat, A. P. Cruzat, and M. G. Javillonar, "The school and its stakeholders: Partners in building a strong school community," *International Journal of Multidisciplinary Research and Growth Evaluation*, vol. 3, no. 4, pp. 314–418, 2022.
- [4] R. O. Delmo and A. D. Yazon, "Status of Alternative Learning System (ALS) at the City School Division of Cabuyao: A basis for an improved program implementation," *International Journal of Advanced Research*, vol. 8, no. 7, pp. 313–330, 2020.
- [5] Department of Education, "About Alternative Learning System," *Department of Education*, n.d.
- [6] Republic Act No. 11510, *Lawphil.net*, 2020.
- [7] R. T. Reyes-Carbaja, "Alternative learning in the Philippines," *Philippine Sociological Review*, vol. 71, pp. 171–185, 2023.
- [8] F. A. Salendab and D. A. Cogo, "Implementation of Alternative Learning System: Basis for policy review and recommendation," *Journal of Positive School Psychology*, pp. 5457–5467, 2022.
- [9] SEAMEO INNOTECH, *Evaluation of the Alternative Learning System in the Philippines*. Southeast Asian Ministers of Education Organization, 2016.
- [10] A. Termes, D. B. Edwards Jr., and A. Verger, "The development and dynamics of public-private partnerships in the Philippines' education: A counterintuitive case of school choice, competition, and privatization," *Educational Policy*, vol. 34, no. 1, pp. 91–117, 2020.
- [11] A. M. P. Walag and M. T. M. Fajardo, "Rapid assessment of the perceived impacts of an adult-education science competency-based enhancement training on Alternative Learning System mobile teachers and volunteer teachers in Cagayan de Oro City, Philippines," *Science International*, vol. 11, pp. 34–38, 2020.
- [12] S. Wayas and A. Dinoro, "An assessment of Alternative Learning System (ALS) in the Philippine rural areas," *Asia Research Network Journal of Education*, vol. 3, no. 2, pp. 74–97, 2023.