IMPLEMENTATION OF ALTERNATIVE LEARNING SYSTEM IN THE LIGHT OF K-12 CURRICULUM

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Education was considered to be a vital part key in the personal growth and development of a person, particularly the younger generation and due to the emergence of modern technological advances brought about by the rapid spread of globalization, the education system too had been trying its best to keep up with such gradual changes in order to encourage more young individuals to learn and be of use not just to their respective families but as well as to the society in the future. One particular example of these changes was the implementation of the K-12 curriculum which deals with the having two (2) additional years in high school (Grade 11 and 12) which consequently will function as a preparation for students in college and in vocational courses if they want to. This particular form of ‘upgrade’ had also caused the Philippine education system to ‘step up’ it’s ‘game’ and become more globally competitive (Mercado, 2016).

One particular purpose of education was preparing young individuals on a certain career path that they want to pursue and be able to work in such profession over the past few years, there had been a global decline in terms of the creation of skilled and knowledgeable workers. They also added that employers nowadays were complaining how the employees they hire often lack proper orientation regarding the job they had intended to apply for and sometimes harbour a long period of time adjusting in their work environment as they were still learning the business. The World Economic Forum (2016) also added that many employers were now starting to complain about their inability to fill these newer middle-skill jobs, and worry especially about what will happen after their Baby Boomer employees retire from them.
Aside from the declining quality of graduates and potential employees, this had also been said to be connected on the notion that poverty had also been considered to be a primary factor on why youngsters had not been able to afford education and thus became out-of-school youth. In answer to this, the Philippine government through the Department of Education (DepEd) had introduced the Alternative Learning System (ALS) which was in accordance with the provisions of the 1987 Philippine Constitution that provided recognition and promotion of other forms of education other than the formal ones that was traditionally known in the Philippines. Under the Article XIV, Section 2, Paragraph (1) it declares that “the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society; and paragraph (4) concisely encourages non-formal, informal and indigenous learning systems as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs.” (Montemayor, 2019).

The program is directed either in school grounds or on private organizations depending on the conveyance of instructions gave by government-paid educators or by private nongovernment organizations. This challenges ALS teachers to try their best to provide a meaningful learning experience to such a diverse group.

References:

