



ALS faces new normal

• Edwin R. Ferrer, EdD

In the light of the emerging health crisis due to covid -19 pandemic, ALS remains true to its name at the forefront of creating significant alternative options for education.

ALS stands undaunted as it continues to keep a keen eye over educational reforms in the delivery of accessible and quality education in reaching out-of-school youth and eager adults.

Under ALS program, DepEd has already been committed to several learning modalities and practical options that enhance the existing formal education.

Even before the emergence of the 'new normal', the department has been leaning into complete and comprehensive accessibility to pragmatic pedagogies.

Basically, DepEd implements two major ALS programs. These are: Basic Literacy Program and the Continuing Education Program-Accreditation and Equivalency (A & E). Both of these are in the modular mode, meaning it is self-paced learning.

This school year 2020-2021, the ALS Curriculum has strengthened its varied learning delivery options for inclusive

learning. This is to cater to all learners especially women, PWDs, indigenous people and marginalized groups.

Also, for continuous learning interventions amidst the crisis, ALS teachers adopted the blended learning delivery modality. These include: Self-learning module modality, which is a



Teacher Princess orient her ALS learner on the modalities that they will use in the new normal learning setup.

self-paced approach; Independent Learning Agreement (ILA) which is used to specify target learning objectives and determine available resources such as worksheets, radio, TV, internet and some other learning activities to reinforce the learning process.

To measure learning outcomes, the assessment task is also observed in evaluating learners' progress through the use of varied evaluation activities in

the module or other platforms such as text messages by which teachers can send questions for learners to answer.

Weekly written reflection is also encouraged for learners to develop creativity and higher-order thinking skills. This also serves as a venue for them to write down their thoughts and difficulties in any lesson they have encountered in answering their modules. This can be a form of feedback on the

ALS teachers' part in giving interventions in the teaching-learning process.

Online and social media platforms with those who have internet connections are also utilized for collaborative learning. Working folders or portfolios are used to check and compare progress of the students. The learners' entries in their portfolio will serve as a reflection for their accountability of learning and teachers' responsibility in reviewing the needs of their learners in remote education.

Limited face-to-face learning sessions for basic literacy are also offered on a scheduled basis, observing health protocols by having a minimum number of learners and physical distancing measures. This is to provide basic learning support, particularly for the learners who are struggling in their literacy skills, which could not be done in a remote setting.



ALS implementers continuously reach out learners through modular and online modalities of instruction.

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