

Annex "A"

ALS – EST Development Facility



**Alternative Learning System –
Education and Skills Training
(ALS-EST) Partnership
Guidelines**

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I. Alternative Learning System – Education and Skills Training (ALS-EST) Overview

1.1 Background and Rationale

The Department of Education (DepEd) is constitutionally¹ and statutorily required² to make basic education available and accessible to all Filipinos,³ including out-of-school children, youth and adult learners⁴ who fail to benefit from formal education.⁵ In order to reach out-of-school youth and adults who have not completed basic education, DepEd has the Alternative Learning System (ALS) Program,⁶ a parallel learning system and viable alternative to the existing formal instruction,⁷ to give these individuals access to, and an opportunity to complete, basic education.

One of the components of the ALS Program is the *AbotAlam* Program (AAP). The AAP is funded through a line item budget appropriated by Congress in the 2014 and 2015 General Appropriations Act (GAA)⁸ for the delivery of non-formal or alternative learning education to out-of-school learners, specifically out-of-school youth between the ages of 15 to 30 years old (hereinafter to be referred as “OSY learners”) who have not completed basic education.⁹

Under the AAP, interventions for education, entrepreneurship, or employment were provided by DepEd and its partner-institutions, made up of various national government agencies and non-government organizations (NGOs) and institutions, to these OSY learners.¹⁰ The program gave them the option to either go through the education track provided by DepEd, or through the entrepreneurship or employment track, also called the skills training track, provided by DepEd’s partner-institutions.

¹1987 Constitution, Art. XIV, Secs 1 and 2 (2) and (4)

² Republic Act No. 9155 (2001), Sec. 2.

³1987 Constitution, Art. XIV, Sec. 1.

⁴ Republic Act No. 9155 (2001), Section 4(g). Learner – is any individual seeking basic literacy skills and functional life skills or support services for the improvement of the quality of his/her life.

⁵ 1987 Constitution, Art XIV, Sec. 2, pars. 2 and 4.

⁶DepEd Order No. 46 s. of 2017 dated 15 August 2017.

⁷DepEd Order No. 17 s. of 2015 dated 15 May 2015, Sec. 2.7.

⁸ Republic Act No. 10633 (2013) and Republic Act No. 10651 (2014)

⁹DepEd Order No. 17 s. of 2015 dated 15 May 2015.

¹⁰ *Id.*



Limitations, however, were identified in the course of reviewing the implementation of the AAP. These limitations include, among others, the inability to monitor the progress of the skills training components as a result of this dual track approach.

To correct these limitations and improve the AAP, DepEd refined the program by consolidating both tracks into a single integrated track called the Intensified *AbotAlam* Program (IAAP).¹¹ Through the IAAP, DepEd seeks to increase the interest and participation of the learners in completing the program.

To implement the IAAP, DepEd secured the consultancy services/technical assistance of Development Academy of the Philippines (DAP) through an agency-to-agency procurement¹², as well as transferred funds to DAP under COA Circular No. 94-013 and COA Circular No. 2012-001, Sec. 3.0 for the exclusive purpose of the IAAP projects. Under the Memorandum of Agreement between DepEd and DAP,¹³ DAP shall manage the funds and monitor the implementation of authorized IAAP projects¹⁴.

The concept of an integrated education and skills training program for ALS was later on formalized as a framework through Department Order No. 46, s. 2017, titled “Framework for the Pilot Implementation of the Alternative Learning System – Education and Skills Training” or ALS-EST. Thus, IAAP projects may be regarded as subsumed under the ALS-EST framework.

The ALS-EST Partnership Fund aims to:

- Fulfill the legal mandate of DepEd to provide access to education for all;
- Increase the access of ALS learners to employment and livelihood opportunities;
- Increase the number of partners and institutions mobilized to implement ALS-EST.

1.2 Implementation Modalities for the IAAP: ALS-EST Projects

IAAP projects shall be implemented through either: A) the procurement modality or b) the partnership modality not involving a procurement between the partners.

¹¹ Supra note 5.

¹² 2016 Revised Implementing Rule and Regulations of R.A. 9184, Section 53.5.

¹³ 2016 Memorandum of Agreement between DepEd and DAP, Sec. 2.i.

¹⁴ 2016 Memorandum of Agreement between DepEd and DAP, Sec. 4.9.

In the procurement modality, DepEd through DAP will procure the service of a private or public institution that will provide and implement an IAAP project either through competitive bidding or through the alternative methods of procurement, as the case maybe be,¹⁵ under Republic Act No. 9184 (R.A. 9184).¹⁶

On the other hand, in the partnership modality, DepEd through DAP will partner with one or more private or public institutions from an accredited list of partner-institutions and list of approved proposals, both lists to be posted in public places for transparency, in implementing and delivering an IAAP project. Before the beginning of an IAAP project, DepEd/DAP and the partner-institution will both identify their respective resources – e.g. funds, training materials, facilitators, venue, etc. – that they will use or contribute in the IAAP projects. After identifying their respective resources DepEd/DAP and the partner institution will formalize committing their identified resources by executing a partnership agreement that outlines the project description, deliverables, their identified resources and committed contributions, and the evaluation and monitoring standards for the IAAP projects. DepEd/DAP's identified resources or committed contributions will then be sourced from the IAAP funds and will be executed directly and/or through the regular process of procurement from entities other than the partner-institution.

1.3 Definition of Terms

ALS-EST – Alternative Learning System – Education skills training is an integrated program for academic intervention and skills training. It aims to let the target learners catch up with the basic education and acquire technical competencies suitable for employment.

COA – Commission on Audit, is the body that certifies the usage of public funds in accordance with the government auditing rules, systems and standards.

DAP - Development Academy of the Philippines is the implementing/managing entity who will provide the management and technical expertise to attain the goals of the project in collaboration with DepEd, the Partners and Suppliers of goods and services.

DepEd – Department of Education, is the Entity, providing the funds and engaged the management and technical services of DAP to roll out or implement the project.

Fund – public fund transferred by DepEd to DAP, to purposely make use of with the accredited partners in serving the target learners.

¹⁵ 1st DepEd-DAP PIMC Meeting dated 17 August 2017.

¹⁶ Government Procurement Reform Act.



GO – Government Organization or GO for this purpose, is an accredited partner owned or controlled by the government who will collaborate with DAP to provide the integrated education and skills training component of the ALS-EST to youth and adults who did not complete the basic education.

IAAP – Intensified *Abot Alam* Program. DepEd refined the program by consolidating both tracks into a single integrated track.

PE – Private Entity Partner or PE for this purpose an accredited entity owned or controlled by a private or group of private individuals who will collaborate with DAP to provide the integrated education and skills training component of the ALS-EST to youth and adults who did not complete the basic education.

RA 9184 – Procurement Law is a set of specific rules and regulations to be followed in the acquisition of needed resources.

Target Learners – or “targets” of this project is the minimum numbers of learners required to undergo the ALS-EST program who may be subjected to assessment of the qualifying institutions.

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II. GUIDELINES FOR ACCREDITATION

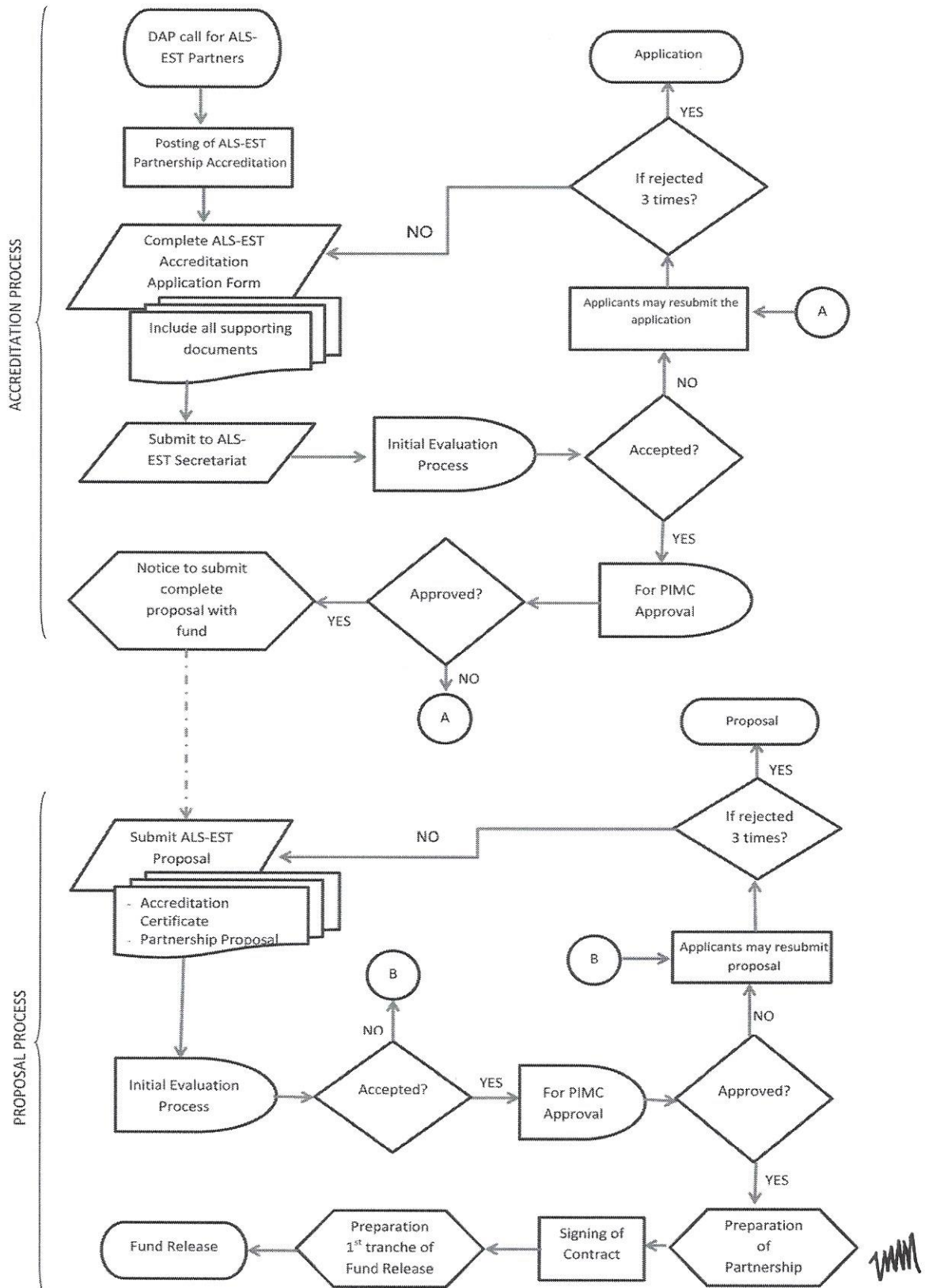


Fig. 1 ALS-EST Partnership process



2.1 Eligibility to Apply for Accreditation

Any government agency, non-government organization, public or private academic institution, non-stock non-profit corporation, or local government unit can apply for accreditations under the partnership modality of the ALS-EST project. The principal proponent of an ALS-EST project needs to apply for accreditation.

Once the principal proponent has been granted accreditation by the Project Implementation and Monitoring Committee, it can now submit a partnership proposal to undertake an ALS-EST project in partnership with other organizations and institutions.

2.2 Accreditation Application Process

Step 1: Complete the ALS-EST Partnership Accreditation Application Form.

Step 2: Submit the completed ALS-EST Partnership Accreditation Application Form to the ALS-EST PIMC within the prescribed dates. Accomplished forms and attachment may be submitted by courier or online to the following address.

*ALS-EST Development Facility
Development Academy of the Philippines
San Miguel Avenue, Pasig City
Email address: als-est@dap.edu.ph*

Step 3: The ALS-EST Development Facility Secretariat will acknowledge receipt of the application form within one week. The Secretariat will evaluate the documents submitted for completion and verification if needed. All applications will then be submitted to the PIMC for decisions on accreditation.

Step 4: Once accredited, the Secretariat will give the notice of accreditation and invitation to submit an ALS-EST project proposal. A notice of pending approval and needed actions for full accreditation will be given to organizations with incomplete and insufficient requirements.



2.3 Requirements for Accreditation

Accreditation requirements are applicable to the main proponent of the proposed project. In general, the accreditation requirements aim to establish the integrity, reliability and capability of the proponent to enter into partnerships with other organizations to implement an ALS-EST project.

The requirements are as follows:

CRITERIA	DOCUMENTARY REQUIREMENTS
2.3.1 An established organization with a legal personality, i.e. the ability to enter into a contracting arrangement with any institution and has no legal impediment to enter into such.	Proof of legal personality (ex. SEC Registration, Organization Charter, CDA registration, latest GIS)
2.3.2 With an established track record in implementing education and skills training projects;	Company profile, annual reports, organizational structure with existing staff compliment, board resolution detailing organizational mandate to implement education and skills training projects
2.3.3 Capacity to enter into partnerships with other organizations	List and certifications from partners of past and present education or skills training projects
2.3.4 Established ability to manage restricted funds	Duly-audited financial statement, financial management system (financial management manual, book of accounts, and the like)



III. ALS-EST PARTNERSHIP PROPOSALS

Once ALS-EST Principal Partners¹⁷ have been accredited, accredited partners may submit an ALS-EST Partnership Proposal using the template provided by the ALS-EST Development Facility. The Principal Partners will be invited to attend an orientation on the procedures of preparing the proposals. Sufficient time will be given to prepare the proposals in order to meet the corresponding deadline. Submission of proposals will not be entertained after the (said deadline/deadline set).

PIMC shall ensure that there is spread and balance among beneficiary communities and partners in Luzon, Visayas, and Mindanao.

Proposals will be approved based on the criteria below, subject to availability of funds. Proponents may resubmit proposals based on results of the evaluation.

3.1 Overview: Definition of Criteria and Weights

CRITERIA	PERCENTAGE
1. Curriculum and Content for ALS-EST Project. The Curriculum Framework should include a description of how the education, skills training, and life skills component will be delivered.	30%
2. Methodology for Delivering ALS-EST Project. The proposal should demonstrate an understanding of the target learners’ needs and include a plan for Monitoring and Evaluation, and Risk Management. The proposal should demonstrate the experience and expertise of their implementing team in running an ALS program.	30%
3. Contribution to the Partnership. The proposal should describe who the implementing partners of the Principal Partners are and what support they will contribute to the principal partner’s project.	30%
4. Fiscal Management (Cost per Learner, guaranteed Learners Reached). The Principal Partners should show the cost-effectiveness per learner and how the funds would be utilized.	10%

¹⁷**Principal Partner:** The partner organization in charge of designing, managing, and implementing the ALS-EST project proposal.

Co-Implementing Partner: The entities engaged by the principal partner to provide support to the ALS-EST project.



3.2 Detailed Description of Each Criteria and Means of Verification (MOV)

3.2.1. Curriculum and Content of ALS-EST (30%)		MOV
3.2.1.1	Curriculum framework and content of education component. Describe and justify what elements of basic education content will be included in the curriculum.	Description of Modules
3.2.1.2	Curriculum and content of skills training component. Describe and justify the skills training content.	Description of Modules
3.2.1.3	Integration of life skills training component into education and skills training component. Describe and justify the life skills training content.	Description of Modules
3.2.1.4	Assessment method. Describe how assessment will be implemented for each of the components, for the duration of the course and at the end of the course. The assessment should be related to the learning objectives and the desired curriculum outcomes relating to education and skills.	Description
3.2.1.5	Integration to the local community development plan, if any (how the program responds to community development needs). Show how the plan responds to the community development needs.	Description

3.2.2. Methodology for Delivering ALS-EST (30%)		MOV
3.2.2.1	Description of their understanding of their target learners needs. Describe (a) target learners demographics, competency needs and other relevant descriptors; (b) how this information was or will be gathered; and (c) how the curriculum will be contextualized to respond to these needs. Contextualization does not refer to dialect delivery but to the entire socio-economic context of the learner (economic environment, indigenous environment, etc)	Description
3.2.2.2	Number of beneficiaries targeted and area of coverage. State (a) how many participants are being targeted for this project (maximum and minimum); and (b) what localities will be covered.	Description
3.2.2.3	Monitoring and Evaluation Plan at the learner and program levels. Describe major activities of the project, including intake and assessments.	Accomplished M&E template
3.2.2.4	Viable Risk Management Plan. Develop a risk management plan that identifies, prioritizes, mitigates risks. Include contingency plans for times when the identified risk happens.	Accomplished RM template
3.2.2.5	Expertise and experience of implementing team. The implementing team should have expertise and experience	Curriculum Vitae, Staffing Pattern of

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<p>3.2.2. Methodology for Delivering ALS-EST (30%)</p>	<p>MOV</p>
<p>in (a) curriculum design and implementation and (b) project management.</p>	<p>Implementing Team</p>
<p>3.2.2.6 Support system for learners (e.g. guidance counselor, orientation of parents/primary caregivers). Describe how other learners' needs will be supported outside of the main curriculum, e.g., socio-emotional development, parent engagement, gender and diversity.</p>	<p>Description</p>
<p>3.2.3. Contribution to the Partnership. (30%).</p>	<p>MOV</p>
<p>3.2.3.1 Contribution to the ALS-EST project inputs such as venue, facilities and equipment, human resources, etc. The ALS-EST is a partnership with the Department of Education thru DAP in the latter's vision of education for all. This means expanding DepEd's reach and coverage of ALS. Principal Partners should be able to demonstrate what it can contribute as project inputs and partners it can mobilize. Such as venue, facilities and equipment, salaries of teachers, etc.</p>	<p></p>
<p>3.2.3.2 Description of Implementing Partners. Give a brief background on each implementing partner.</p>	<p>Description</p>
<p>3.2.3.3 Local government linkage and support; if applicable. If LGUs will be tapped to support the agreement, describe the support that will be given and how this will be used in the program.</p>	<p>Memorandum of Agreement</p>
<p>3.2.3.4 Existing viable network for ALS-EST delivery of partners. Describe what localities are covered</p>	<p>Documents/Description</p>
<p>3.2.4. Fiscal Management for Integrated Curriculum</p>	<p>MOV</p>
<p>(10%). The financial management plan includes all cost related to the implementation of the ALS-EST including partnership management, venues and facilities, materials, human resources, etc.</p>	<p></p>
<p>3.2.4.1 Cost effectiveness (cost per learner) – Comparison of target output/productivity (e.g. number of learners reached/enrolled) using leveraged resources from partners and DepEd to current productivity without leveraged resources</p>	<p>Budget allocation</p>
<p>3.2.4.2 Fiscal Management. Briefly describe your fiscal management system, including: recording and reporting, how ALS-EST funds will be kept separate from other existing projects of your organization.</p>	<p></p>



ALS – EST Development Facility



Alternative Learning System – Education and Skills Training (ALS-EST) Partnership Application Form

Partnership Title: [Enter Text Here]

Round 1: Application due _____



Who should accomplish this form?

Any government agency, non-government organization, public or private academic institution, non-stock non-profit corporation, or local government unit can apply for accreditation and submit a partnership proposal for an ALS-Education and Skills Training (ALS-EST) Project. Only the principal proponent of an ALS-EST project needs to apply for accreditation.

Definition of Terms

ALS-EST – Alternative Learning System – Education skills training is an integrated program for academic intervention and skills training. It aims to let the target learners catch up with the basic education and acquire technical competencies suitable for employment.

COA – Commission on Audit, is the body that certifies the usage of public funds in accordance with the government auditing rules, systems and standards.

DAP - Development Academy of the Philippines is the implementing/managing entity who will provide the management and technical expertise to attain the goals of the project in collaboration with DepEd, the Partners and Suppliers of goods and services.

DepEd – Department of Education, is the Entity, providing the funds and engaged the management and technical services of DAP to roll out or implement the project.

Fund – public fund transferred by DepEd to DAP, to purposely make use of with the accredited partners in serving the target learners.

GO – Government Organization or GO for this purpose, is an accredited partner owned or controlled by the government who will collaborate with DAP to provide the integrated education and skills training component of the ALS-EST to youth and adults who did not complete the basic education.

IAAP – Intensified *Abot Alam* Program. DepEd refined the program by consolidating both tracks into a single integrated track.

PE – Private Entity Partner or PE for this purpose an accredited entity owned or controlled by a private or group of private individuals who will collaborate with DAP to provide the integrated education and skills training component of the ALS-EST to youth and adults who did not complete the basic education.



Supporting Documents that should be Submitted/Attached with the Application Form

Below are the documentary requirements for accreditation application:

1. Proof of legal personality,(SEC Registration, Organization Charter, CDA registration, latest General Information Sheet (GIS))
2. Brief description of organization: organizational purpose and brief history. (Provide the following documents: organizational structure, current officers, staffing)
3. Certification or reference from existing partners and/or partners for the last three years
4. Duly-audited financial statement, description of financial management system (financial management manual, book of accounts, and the like)
5. Curriculum vitae of the key accounting and audit personnel
6. List of the following:
 - a. Area of coverage of existing programs
 - b. Number of beneficiaries served in existing programs related to education and skills training
 - c. Education and Skills Training programs conducted in the last three years.
 - d. Participants in the Education and Skills Training Programs
7. Participant's Evaluation of past education and skills training programs, list of participants
8. Pictures of sessions or class picture (and the like)

Supporting Documents that should be Submitted/Attached with the Partnership Proposal

Below are the supporting documents for the partnership proposal.

1. Basic Literary, Life Skills and Skills Training Modules to be used in the program
2. Sample of Formative and Summative Assessment Tools
3. Local Development Plan, if any
4. Monitoring and Evaluation Plan
5. Risk Management Plan
6. CVs of Program/Project Implementing Team
7. Letter of Invitation to and Acceptance of Partner Institutions
8. Financial Management Plan

Both Documentary Requirements for Accreditation Application and for Partnership Proposal should be attached to the Application Form upon submission to the PIMC Secretariat.



PART I. ACCREDITATION

I. Overview of the Organization

A. ORGANIZATION'S CONTACT DETAILS	
Name of Organization:	
Complete Office Address:	
Email address:	
Website (if any):	
Landline:	
Fax:	
Mobile:	
Tax Identification Number:	
B. CONTACT PERSONS	
Official Contact Person 1:	
Position:	
Phone Number:	
Official Contact Person 2:	
Position:	
Phone Number:	
C. PURPOSE OF THE EXISTENCE OF THE ORGANIZATION	
Vision:	
Mission:	
Goals:	
D. BRIEF HISTORY OF THE ORGANIZATION	
E. BRIEF DESCRIPTION OF THE MAJOR SERVICES, PROGRAMS AND PROJECTS OF THE ORGANIZATION	
F. DESCRIPTION OF GEOGRAPHICAL SPREAD AND CLIENTS/BENEFICIARIES OF THE ORGANIZATION	

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II. Legal Status, Governance, and Management

A. LEGAL PERSONALITY	
1. Type of Organization (Government agency, NGO, Public Academic Institution, Private Academic Institution, LGU, etc.)	
2. Source of Legal Personality	
B. NAMES OF OFFICERS AND POSITIONS (Add rows, if necessary)	
NAMES OF OFFICERS	POSITION
NAME OF EXECUTIVE DIRECTOR (ED) OR EQUIVALENT:	
C. PERSONNEL FOR CURRENT YEAR	
Please specify number as applicable in the space provided.	
No.	Employment Status
	Regular/full-time staff directly employed by the Organization
	Regular/full-time staff seconded from parent or affiliate company
	Part-time staff directly employed by the Organization
	Part-time staff seconded from parent or affiliate company
	Project-based staff <i>(hired on a per project basis or employment co-terminus with a project)</i>
	Regular volunteers <i>(who regularly provide uncompensated services to the organization)</i>
	Others (Specify):

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D. COMPLIANCE WITH CONCERNED GOVERNMENT AGENCY REGULATORY AND REPORTORIAL REQUIREMENTS
(Indicate compliance on the space provided, using the following: FC – fully compliant; PC – partially compliant; NC – not compliant at all)

	Bureau of Internal Revenue (BIR)
	Local Government Unit (LGU)
	Department of Trade and Industry
	Securities and Exchange Commission
	Government Line Agency, as applicable (e.g. DSWD, etc.)

III. Track Record in Education and/or Skills Training Project Implementation

Describe/list projects implemented in the last three (3) years related to provision of education and/or skills training (Add rows if necessary).

Programs/Projects Implemented in the last three (3) years (specify inclusive years):	Actual Beneficiaries	
	Type/s	Number

IV. Contribution to Partnership

Program/project partners in the last three (3) years (Add rows if necessary).

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Name of Partner Organization	Contribution to the Program/Project

v. Financial Management System

A. Description of qualification and/or experience of key personnel involved in financial process.

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B. Description of fiscal systems used to record and report restricted funds.

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C. Description of any regular internal reviews of financial and management controls (including fraud).

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D. Main sources of revenues—Specify year/s. Add rows if necessary

Year	Source of Revenue

Declaration:

I hereby declare the information provided in this application is true and correct and there have been no misleading statements, omission of any relevant facts nor any misrepresentation made.

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Signature	
Name of Official Representative	
Position	
Date	

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PART II. Partnership Proposal

A. Partnership Information

Partnership Project Title	
Name of Principal Partner Organization submitting this application	

B. Partnership Project Summary (150 words maximum)

Explain clearly what this Partnership project will deliver and achieve in terms of ALS-EST's key components: Basic Education, Skills Training, and Life Skills Training.

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C. Expected results

- List a **concise** set of expected outcomes and outputs ('results') that the Partnership aims to achieve in the Results Table below. Note: a more comprehensive description of results will be developed during design.
- Limit the outputs to **no more than five**. State these in the **past tense** (e.g. 'Training workshop delivered').

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<i>Learner's need</i>	<i>Give a brief description of your understanding of the learners' needs in your area. How many beneficiaries are you targeting? Where are they situated?</i>
<i>Impact</i>	<i>What effect will your project have in any or all of the following: (a) DepEd Education Agenda (b) LGU Development Goals (c) Target Learners</i>
<i>Goals</i>	<i>Outcomes are the short and medium-term changes or effects that are intended as a result of this PARTNERSHIP</i>
Long-term goals	<ul style="list-style-type: none"> • Employment for learners • Other long term goal/s, if any
Medium-Term Goals	<ul style="list-style-type: none"> • Course completion by learners (internal assessment by project) • Other mid-term goal/s, if any
Short Term Goals	<ul style="list-style-type: none"> • Enrolment • Other shot-term goal/s, if any
<i>Outputs</i>	<i>Outputs are the products, goods and services that will be <u>delivered</u> to achieve the Goals. These may include, but are not limited to, curricular design and instructional materials.</i>
	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.

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D. Detailed Description Of Partnership.

The Approval of and any improvements to the Partnership will be based on five criteria: **(1) Curriculum and Content of ALS-EST; (2) Methodology for Delivering ALS-EST; (3) Contribution to Partnership; and (4) Fiscal Management Plan for Integrated Curriculum.**

The questionnaire below is designed to help you prepare your proposal in accordance with the criteria set by this fund. Please answer all the questions.

1. Curriculum and Content of ALS-EST

<p>1.1 Curriculum framework and content of education component.</p> <p>Describe and justify what elements of basic education content will be included in the curriculum. If possible, provide an illustration/diagram of the framework) (800 word maximum).</p>
<p>1.2 Curriculum and content of skills training component.</p> <p>Describe and justify the skills training content. (800 word maximum)</p>
<p>1.3 Integration of life skills training component into education and skills training component.</p> <p>Describe and justify the life skills training content. (800 word maximum)</p>
<p>1.4 Assessment method (Formative and Summative).</p>



Describe how assessment will be implemented for each of the components, for the duration of the course and at the end of the course. The assessment should be related to the learning objectives and the desired curriculum outcomes relating to education and skills. **(800 word maximum)**

1.5 Integration to the local community development plan (how the program responds to community development needs. (Optional)

A critical aspect of ALS-EST is that it also responds to community development needs. Alignment with/integration to the local development plans will also encourage local government partners to actively support the program. Show how the plan responds to the community development needs. If any. **(300 word maximum)**

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2. Methodology for Delivering ALS-EST

2.1 Description of their understanding of their target learners needs.

Describe (a) target learners demographics, competency needs and other relevant descriptors; (b) how this information was or will be gathered; and (c) how the curriculum will be contextualized to respond to these needs. (Contextualization does not refer to dialect delivery but to the entire socio-economic context of the learner e.g. economic environment, indigenous environment, etc). **(500 word maximum)**

2.2 Number of beneficiaries targeted and area of coverage.

State:
(a) how many participants are being targeted for this program (maximum and minimum); and
(b) what localities will be covered.

2.3 Monitoring and Evaluation Plan.

Answer and attach the Monitoring and Evaluation Template. List goals indicators, activities and timelines.

2.4 Risk Management Plan

Answer and attach Risk Management Plan template provided.

2.5 Expertise and experience of implementing team.

The implementing team should have expertise and experience in:
(a) curriculum design and implementation; and
(b) project management.

2.6 Support system for learners

Describe how other learner needs will be supported outside of the main curriculum (e.g., socio-emotional development, parent engagement, gender and diversity). (This may be through the availability of a guidance counselor, orientation of parents/primary caregiver, etc.). **(300 word**



maximum)

3. Contribution to the Partnership.

The ALS-EST is a partnership with the Department of Education thru DAP in the latter's vision of education for all. This means expanding DepEd's reach and coverage of ALS. Principal Partners should be able to demonstrate what it can contribute as project inputs and partners it can mobilize. Such as venue, facilities and equipment, salaries of teachers, etc.

3.1 Contribution to the ALS-EST program,

Briefly describe contributions to the project such as venue, facilities and equipment, human resources, etc.

3.2 Description implementing partners.

Give a brief background on each implementing partner. **(500 word maximum)**

3.3 Local government linkage and support; if applicable.

If LGUs will be tapped to support the agreement, describe the support that will be given and how this will be used in the program. **(500 word maximum)**

3.4 Existing viable network for ALS-EST delivery of partners.

Describe what localities are covered by the proponent and implementing partners. **(500 word maximum)**



4 Fiscal Management Plan.

The fiscal management plan includes all costs related to the implementation of the ALS-EST including partnership management cost, venues and facilities, materials, human resources, etc.

4.1 Cost effectiveness (cost per learner) –

Comparison of target output/productivity (e.g. number of learners reached/enrolled) using leveraged resources from partners and DepEd to current productivity without leveraged resources

4.2 Fiscal Recording and Reporting System.

Briefly describe your fiscal management system, including: recording and reporting (e.g., how ALS-EST funds will be kept separate from other existing projects of your organization.).

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PROJECT MONITORING & EVALUATION TEMPLATE

Project Impact	<p><i>What effect will your project have had on any or all of the following:</i></p> <p>(a) DepEd Education Agenda (b) LGU Development Goals (c) Target Learners</p>		
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GOALS	INDICATORS	ACTIVITIES (What major activities will you conduct to achieve these goals?)	TIMELINE FOR ACTIVITIES (Indicate when these activities should take place)
<p>Long-term Goals:</p> <p>1. Employment for learners</p> <p>2. Other long term goal/s, if any</p>	<p>1. How many learners will have been employed by the end of the project?</p> <p>a. BASELINE b. PROJECTED</p> <p>2. Indicators connected to goal #2</p> <p>a. BASELINE b. PROJECTED</p>	<p>What major activities will you conduct to achieve these long-term goals?</p>	<p>Indicate when these activities should take place</p>

Project Monitoring and Evaluation Template
Date Submitted

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Application Form



GOALS	INDICATORS	ACTIVITIES (What major activities will you conduct to achieve these goals?)	TIMELINE FOR ACTIVITIES (Indicate when these activities should take place)
<p>Mid-term Goals:</p> <ol style="list-style-type: none"> 1. Course completion by learners (internal assessment by project) 2. Other mid-term goal/s, if any 	<ol style="list-style-type: none"> 1. How many learners will have finished and passed the course/s they enrolled in? <ol style="list-style-type: none"> a. BASELINE b. PROJECTED 2. Indicators connected to goal #2 <ol style="list-style-type: none"> a. BASELINE b. PROJECTED 	<p>What major activities will you conduct to achieve these mid-term goals?</p>	
<p>Short-term Goals:</p> <ol style="list-style-type: none"> 1. Enrolment 2. Other short-term goal/s, if any 	<ol style="list-style-type: none"> 1. How many learners will have enrolled by the start of your project? <ol style="list-style-type: none"> a. BASELINE b. PROJECTED 2. Indicators connected to goal #2 <ol style="list-style-type: none"> a. BASELINE b. PROJECTED 	<p>What major activities will you conduct to achieve these short-term goals?</p>	

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Project Monitoring and Evaluation Template
Date Submitted

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PARTNERSHIP MANAGEMENT TEMPLATE

Item	Principal Implementing Partner Input	Partner 1 INPUT	Partner 2 INPUT	DepEd Contribution	Total

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Partnership Management Plan (Contribution to the Partnership)
Date Submitted

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RISK MANAGEMENT TEMPLATE

PROJECT PHASE (Below are examples of project phases.)	LIKELY RISKS DURING THIS PHASE	IMPACT ON PROJECT IF RISKS HAPPEN	WHAT THE ORGANIZATION WILL DO TO PREVENT THE RISK	IN CASE RISK HAPPENS, WHAT THE ORGANIZATION WILL DO TO MITIGATE THE IMPACT OF THE RISK
<i>Example:</i> Intake and Registration of Students (e.g. Student attribution)				
Conduct of Courses (e.g. Student attribution)				
A & E (e.g. no A&E exam)				
Graduation/End of Project Phase				

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Risk Management Plan
Date Submitted
V2...template

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