



Matrix Analysis of Socio-Cultural and Socio-Economic Context of Alternative Learning System Learners: A Fundamental Factor in Designing Curriculum Localization Implementation Plan

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Abstract : This study was conducted to determine the socio-cultural and socio-economic context of ALS learners in designing a curriculum localization plan. The researcher employed mixed-method research design. The research design is a combination of qualitative and quantitative methods. Under socio-cultural context these were the factors to be considered: family perception on education- positive perception; family structure- two parents; ethnicity-Asian; community experience- active member of the community; religion-catholic; nutrition-healthy; and language-Minasbate. For socio-economic context these were the factors to be considered: monthly family income- less than 5,000; educational background of parents- elementary level; financial and material support by parents-insufficient; geographical location-poblacion/ upland; parental involvement in education-supportive; peer influence in education-positive influence; and employment status-unemployed. The dominant socio- economic factor was the positive influence of peers while the dominant factor for socio-cultural was Minasbate as their language. The effects of curriculum localization implementation plan in the production of localized learning resources were: consider the socio-cultural and socio-economic context of ALS learners in crafting localized learning resources; quality assures all session guides, DLPs, and other learning resources to ensure quality; and test research should be done during and after the implementation of localized curriculum.

Keywords: Matrix Analysis, Socio-Cultural, Socio-Economics, Alternative Learning System, Curriculum Localization Implementation Plan

INTRODUCTION

According to UNESCO localization of curriculum is a process of defining parts or components of the curriculum at community/local or school level, normally with the involvement of local staff, stakeholders, and institutions, to address issues that are locally relevant and allow for more meaningful learning experiences. Alternative learning system utilizes andragogy where learners engaged in meaningful learning experiences, therefore localization of curriculum is needed in literacy sessions.

Alternative Learning System (ALS) provides opportunities for out- of- school youth and adult (OSYA) learners and out-of- school children in special cases to develop basic and functional literacy skills and to access equivalent pathways to complete basic education. By the virtue of Republic Act Number 10533 also known as “The Enhanced Basic Education Act of 2013” paved the birth of K to 12 program in the Department of Education. Since Alternative Learning System also offers basic education to out-of- school children, youth, and adults it also mandated to align the curriculum to K- 12 program. The K to 12 Basic Education Curriculum of Alternative Learning System also features the 21st century skills needed by the learners which are information, technology, and media skills, communication skills, learning and innovations skills, and career and life skills. For the learners to be globally competitive, the five (5) learning strands from the previous curriculum become six (6) in the new curriculum with the addition of learning strand 6 also known as digital citizenship. Learning strand 6 or digital citizenship will enhance the digital literacy of our learners due to the demand in the advancement of technology. There are also changes in the way teachers deal with challenges in terms of learning environment, learning resources, and the way they assess learning among learners.

Republic Act Number 11510 or An Act Institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in Special Cases and Adults and Appropriating Funds Therefor. This act have the following objectives: (a) Provide adequate, timely and quality attention and support to basic learning needs of out-of-school children in special cases and adults including indigenous peoples; (b) Guarantee equitable access for all learners, including those who reside in the unreached, underserved, conflict-affected communities, and communities in emergency situations to avail of systematic, flexible and appropriate alternative basic education programs outside of the formal school system; (c) Promote lifelong learning opportunities anchored on the Alternative Learning System (ALS) K to 12 Basic Education Curriculum (BEC) that takes a holistic, integrated

and inter-sectoral approach, and provide pathways across modes of learning that will ensure learners will become caring, self-reliant, independent, productive, and patriotic citizens, by allowing such learners to pursue further education, after participating in ALS program and passing the accreditation and equivalency assessments or certifications, or both required by the Department of Education (DepEd), or seek employment; (d) Hire, capacitate and deploy ALS Teachers, Community ALS Implementors and Learning Facilitators to deliver a range of ALS programs especially in far-flung unserved, underserved, conflict-affected communities, and communities in emergency situations; (e) Design specialized programs for learners with disabilities, taking into consideration their different levels of learning needs and other functional difficulties in the development of instructional materials and learning resources in accessible format; (f) Develop, integrate, and utilize nonformal and informal education approaches and strategies in the delivery of the ALS programs and the assessment of learning outcomes and competencies of ALS learners by providing flexibility in the duration of learning programs, learning contents, and delivery strategies, among others; (g) Improve access to education and other learning opportunities and raise the level of literacy to contribute to an individual's sustainable future; and (h) Strengthen nonformal basic education programs while ensuring support to the policy of the DepEd that school age children should be enrolled in formal education, and that they should be able to return to the formal education system in the event that they drop out.

Localization is very important in the success of literacy session in Alternative Learning System. Socio-cultural and socio-economic context of Alternative Learning System learners should be considered before designing curriculum localization plan. The purpose of this research is to use matrix analysis in determining the socio-cultural and socio-economic factors in designing curriculum localization plan.

Objective

This study was conducted to determine the socio-cultural and socio-economic context of ALS learners in designing a curriculum localization plan. This research attempts to answer the following sub- problems:

1. What is the profile of the respondents as to:
 - 1.1 gender;
 - 1.2 age;
 - 1.3 literacy level;
 - 1.4 mother tongue; and
 - 1.5 cultural background?
2. What are the socio-cultural context of the respondents in terms of:
 - 2.1 family perception on education;
 - 2.2 family structure;
 - 2.3 language;
 - 2.4 ethnicity;
 - 2.5 community experiences;
 - 2.6 religion; and
 - 2.7 nutrition?
3. What are the socio-economic context of the respondents in terms of:
 - 3.1 monthly family income;
 - 3.2 educational attainment of parents;
 - 3.3 financial and material support by parents;
 - 3.4 parental involvement in education;
 - 3.5 geographical location;
 - 3.6 peer influence in education; and
 - 3.7 employment status?
4. What curriculum localization implementation plan will be proposed in consideration with the socio-cultural and socio-economic context of the respondents?
5. How does this curriculum localization implementation plan affect the production of localized learning resources?

METHODS

Research Design

The researcher employed mixed-method research design. The research design is a combination of qualitative and quantitative methods.

The interpretations and analysis made on the results of the researcher-made questionnaire will be used in the discussion part. It is also the basis in crafting the curriculum localization implementation plan considering the socio-cultural and socio-economic context of the respondents.

Population and Sampling

Due to the nature of ALS learners the researcher employed convenience sampling technique. Convenience sampling is a non-probability sampling method where units are selected for inclusion in the sample because they are the easiest for the researcher to access. This can be due to geographical proximity, availability at a given time, or willingness to participate in the research.

Table 1.1 shows the participants of this research. The respondents or the participants of this research came from seventeen (17) community learning centers in the Schools Division Office of Masbate City regardless of literacy levels. Five (5) learners were selected in each community learning center for a total of eighty-five (85) respondents. There were thirty-four (34) male and fifty-one (51) female respondents.

Table 1.1**Participants of this Research**

Indicators	Male	Female	Total
Barangay Anas Community Learning Center	2	3	5
Barangay Bantique Community Learning Center	1	4	5
Barangay Biyong Community Learning Center	4	1	5
Barangay Pating Community Learning Center	2	3	5
Barangay Tugbo Community Learning Center	3	2	5
Barangay Mayngaran Community Learning Center	1	4	5
Barangay Kinamaligan Community Learning Center	1	4	5
Barangay Espinosa Community Learning Center	3	2	5
Barangay Igang Community Learning Center	2	3	5
Barangay Ibingay Community Learning Center	3	2	5
Barangay Nursery Community Learning Center	3	2	5
Barangay F. Magallanes Community Learning Center	1	4	5
Barangay Malinta Community Learning Center	3	2	5
Barangay Pawa Community Learning Center	2	3	5
Barangay Sinalongan Community Learning Center	2	3	5
Barangay Bagumbayan Community Learning Center	0	5	5
Barangay Cagay Community Learning Center	1	4	5
Total	34	51	85

Instrumentation

A survey questionnaire was used in gathering data together with an interview with the respondents.

Ethical Consideration

Only the data taken from the research tools were exposed in this research. The identity of the ALS learners is not included. Application of fundamental ethical principles to the conduct of this study was observed. Moreover, prohibitions against fabricating, falsifying, or misrepresenting research data were maintained to help him to promote the truth and avoid errors. The confidentiality of the data, the names and/or identities of the key informants were kept.

Data Collection

The data to be collected in this research are the profile of the respondents and their socio-cultural and socio-economic context using the researcher-made questionnaire. The output will be the curriculum localization implementation plan for Alternative Learning System. Figure 1 shows the data collection process.

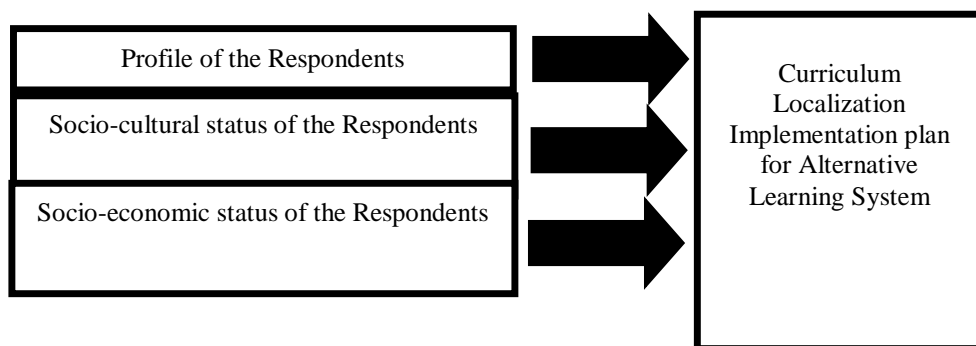


Figure 1
Data Collection Procedure

Data Analysis

Data analysis is quantitatively and qualitatively interpreted. Tallies, frequency count, and percentage are used to describe the results.

The percentage is compute using the formula

$$\text{Percentage (\%)} = \frac{Mn}{N} \times 100$$

where: P is the percentage

Mn is the mean

N is the total number of students

RESULTS and DISCUSSION

1. Profile of the Respondents

The profile of the respondents was presented based on their gender, age, literacy level, mother tongue, and cultural background.

1.1 Gender

The respondents of this study were presented in Table 1.1. There were thirty-four (34) male and fifty-one (51) female respondents for a total of eighty-five (85).

1.2 Age

Table 1.2 presented the age of the respondents. Twenty-eight (28) or 32.94% of the respondents with age range of 16 to 20 years old, twenty-six (26) or 30.59% ranges from 21 to 25 years old, ten (10) or 11.76% for 26 to 30 years old, nine (9) or 10.59% for 31 to 35 years old, six (6) or 7.06% for 11 to 15 years old, three (3) or 3.53% for 36 to 40 years old, and one (1) or 1.18% for ages 41 to 45, 56 to 60, and 61 to 65 respectively. Most ALS learners ranges from 16 to 20 years old and 21 to 25 years old with a total percentage of 63.53%.

Table 1.2
Age

Indicators	Frequency	Percentage
11 to 15	6	7.06
16 to 20	28	32.94
21 to 25	26	30.59
26 to 30	10	11.76
31 to 35	9	10.59
36 to 40	3	3.53
41 to 45	1	1.18
46 to 50	0	0
51 to 55	0	0
56 to 60	1	1.18
61 to 65	1	1.18
Total	85	100.00

1.3 Literacy Level

As shown in Table 1.3, two (2) or 2.35% of the respondents were enrolled under the Basic Literacy Program (BLP), thirteen (13) or 15.29% were enrolled in Accreditation & Equivalency Elementary level, and seventy (70) or 82.35% were enrolled in Accreditation & Equivalency Junior High School level. In the community learning centers, most learners enrolled in Accreditation & Equivalency Junior High School Level. This data also reflected the national data in the learners Information System or LIS.

Table 1.3
Literacy Level

Indicators	Frequency	Percentage
Basic Literacy Program (BLP)	2	2.35
Accreditation & Equivalency Elementary Level	13	15.29
Accreditation & Equivalency Junior High School Level	70	82.35
Total	85	100.00

1.4 Mother Tongue

Most of the respondents mentioned that Minasbate were their mother tongue specifically eighty-four (84) or 98.82% of them and only one (1) or 1.18% used Cebuano as their mother tongue.

Table 1.4
Mother Tongue

Indicators	Frequency	Percentage
Minasbate	84	98.82
Cebuano	1	1.18
Total	85	100.00

1.5 Cultural Background

The cultural background of the respondents was shown in table 1.5. Fifty-four (54) or 63.53% of the respondents with traditional cultural background, eighteen (18) or 21.18% with modern cultural background, and thirteen (13) or 15.29% with mixed cultural background. Some learners were situated in upland and coastal barangays where traditional culture still existed.

Table 1.5
Cultural Background

Indicators	Frequency	Percentage
Traditional Culture	54	63.53
Modern Culture	18	21.18
Mixed Culture	13	15.29
Total	85	100.00

2. Socio-Cultural Context of the Respondents

The socio-cultural context of the respondents was presented using family perception on education, family structure, language, ethnicity, community experiences, religion, and nutrition as variables.

2.1 Family Perception on Education

As presented in the table below, fifty-nine (59) or 69.41% of the respondents with positive family perception on education, twenty-four (24) or 28.24% with neutral family perception, and two (2) or 2.35% with negative family perception. Despite of being part of the least, the last, and the lost member of the society, ALS learners had positive perception on education. This was the main reason why they enrolled in ALS.

Table 2.1**Family Perception on Education**

Indicators	Frequency	Percentage
Positive Perception	59	69.41
Neutral Perception	24	28.24
Negative Perception	2	2.35
Total	85	100.00

2.2 Family Structure

As presented in the table below, nineteen (9) or 22.35% of the respondents belong to a family with only one parent. Fifty (50) or 58.82% of the respondents belong to a family with two parents and sixteen (16) or 18.82% with guardian/s only. The family structure of the respondents was one of the factors why they cannot access formal schooling. Some of them were engaged in child labor and sacrificed their studies since they had only one parent or residing with the guardian/s.

Table 2.2**Family Structure**

Indicators	Frequency	Percentage
One Parent	19	22.35
Two Parents	50	58.82
Guardian/s Only	16	18.82
Total	85	100.00

2.3 Language

In terms of language used, eighty-four (84) or 98.82% of the respondents can speak Minabate and only one (1) or 1.18% can speak Cebuano. The data told us that Minabate is the mother tongue of the respondents.

Table 2.3**Language**

Indicators	Frequency	Percentage
Minabate	84	98.82
Cebuano	1	1.18
Total	85	100.00

2.4 Ethnicity

The ethnicity of the respondents is presented below. Seventy- three (73) or 85.88% were Asian, five (5) or 5.88% came from white race, and seven (7) or 8.24% came from black race. Most of the respondents were Asian since Philippines is an Asian Nation.

Table 2.4**Ethnicity**

Indicators	Frequency	Percentage
Asian	73	85.88
White	5	5.88
Black	7	8.24
Total	85	100.00

2.5 Community Experiences

In terms of community experience, sixty (60) or 70.59% were active members of the community while twenty-five (25) or 29.41% were inactive members of the community. Since the community learning centers of Alternative Learning System were in the communities, the respondents were expected to be active in almost all community activities.

Table 2.5**Community Experiences**

Indicators	Frequency	Percentage
Active Member of the Community	60	70.59
Inactive Member of the Community	25	29.41
Total	85	100.00

2.6 Religion

As we all know, our country is rich in culture, and we have diversity of religious beliefs. Seventy- seven (77) or 90.59% of the respondents were catholic, three (3) or 3.53% were born again Christians, two (2) or 2.35% of them were Baptist and Iglesia ni Cristo members respectively, one (1) or 1.18% were Pentecostal believer.

Table 2.6**Religion**

Indicators	Frequency	Percentage
Catholic	77	90.59
Baptist	2	2.35
Born Again Christian	3	3.53
Iglesia Ni Cristo	2	2.35
Pentecostal	1	1.18
Total	85	100.00

2.7 Nutrition

The nutrition of the respondents played a vital role in their studies. Only two (2) or 2.35% were undernourished, one (1) was malnourished, and eighty- two (2) or 96.47% were healthy.

Table 2.7**Nutrition**

Indicators	Frequency	Percentage
Undernutrition	2	2.35
Malnutrition	1	1.18
Healthy	82	96.47
Total	85	100.00

3. Socio-Economic Context of the Respondents

The socio-economic context of the respondents was presented using monthly family income, educational attainment of parents, financial and material support by parents, parental involvement in education, geographical location, peer Influence in education, and employment status as variables.

3.1 Monthly Family Income

Table 3.1 shows the monthly family income of the respondents. Sixty-six (66) or 77.65% of the respondents with less than 5,000 monthly family income, fifteen (15) or 17.65% with 5,000- 10,000 monthly family income, one (1) respondent or 1.18% for other indicators except for 25,001- 30,000 monthly family income with zero (0) frequency. Most of the learners belonged to poverty threshold since according to NEDA the poverty threshold in 2021 of P14,498 for half a year or P2,416.33 per month which represents the amount a Filipino need, on the average, to meet his basic food and non-food requirements.

Table 3.1**Monthly Family Income**

Indicators	Frequency	Percentage
Less than 5,000	66	77.65
5,000 - 10,000	15	17.65
10,001 - 15,000	1	1.18
15,001 - 20,000	1	1.18
20,001 - 25,000	1	1.18
25,001 - 30,000	0	0.00
More than 30,000	1	1.18
Total	85	100.00

3.2 Educational Attainment of Parents

As shown in Table 3.2, most of the parents of the respondents attained elementary level for their education corresponds to 44.71% and 40.00% for father and mother respectively. 17.65% of father and 22.25% of mother were elementary graduate, 16.47% of father and 14.12% of mother attained high school level education, 9.41% of father and 4.71% of mother were high school graduate, and only 5.88% and 7.06% of father and mother respectively never attend schooling.

Table 3.2**Educational Attainment of Parents**

Indicators	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
No Schooling	5	5.88	6	7.06
Elementary Level	38	44.71	34	40.00
Elementary Graduate	15	17.65	19	22.35
High School Level	14	16.47	12	14.12
High School Graduate	8	9.41	4	4.71
Total	85	100.00	85	100.00

3.3 Financial and Material Support by Parents

The financial and material support were presented in table 3.3. Fifty-one (51) or 60.00% of the respondents experienced insufficient support from their parents, twenty-eight (28) or 32.94% of the respondents said that their parents' support was enough, and six (6) or 7.06% experienced more than enough support from their parents. The data told us that the majority of our ALS learners experience insufficient support from their parents. This data validated their reasons why they chose ALS instead of formal education and they were considered as children in special cases.

Table 3.3**Financial and Material Support by Parents**

Indicators	Frequency	Percentage
Insufficient	51	60.00
Enough	28	32.94
More than Enough	6	7.06
Total	85	100.00

3.4 Parental Involvement in Education

Parental involvement in education played an important role in the success of our learners in the Alternative Learning System. As shown in table 3.4, twenty-five (25) or 29.41% of the respondents declared that they had a very supportive parent. Fifty-six (56) or 65.88% were supportive, and four (4) or 4.71% were not supportive parents.

Table 3.4**Parental Involvement in Education**

Indicators	Frequency	Percentage
Very Supportive	25	29.41
Supportive	56	65.88
Not Supportive	4	4.71
Total	85	100.00

3.5 Geographical Location

Table 3.5 shows the geographical location of our respondents. Twenty-five (25) or 29.41% of respondents were in coastal areas, twenty-nine (29) or 34.21% were in población, and thirty-one (31) or 36.47% were in upland areas. The location of our respondents will be the basis in providing examples during giving instructions as a point of contextualization.

Table 3.5**Geographical Location**

Indicators	Frequency	Percentage
Coastal	25	29.41
Poblacion (Centro)	29	34.12
Upland	31	36.47
Total	85	100.00

3.6 Peer Influence in Education

Peer influence in education was also considered in designing curriculum localization implementation plan. Seventy-nine (79) or 92.94% declared that they experienced positive influence with their peers and six (6) or 7.06% experienced negative peer influence.

Table 3.6**Peer Influence in Education**

Indicators	Frequency	Percentage
Positive Influence	79	92.94
Negative Influence	6	7.06
Total	85	100.00

3.7 Employment Status

Employment status of the respondents is shown in Table 3.7. Thirteen (13) or 15.29% were employed, fifty-seven (57) or 67.06% were unemployed, and fifteen (15) or 17.65% were self-employed. As we all know, some of our learners preferred to undergo ALS program due to their employment. The ALS program provided flexibility in terms of literacy session schedules.

Table 3.7**Employment Status**

Indicators	Frequency	Percentage
Employed	13	15.29
Unemployed	57	67.06
Self Employed	15	17.65
Total	85	100.00

4. Proposed Curriculum Localization Implementation Plan in Consideration with the Socio-Cultural and Socio-Economic Context of the Respondents

Table 4.1 shows the matrix analysis of socio-cultural and socio-economic context of Alternative Learning System learners. Under socio-cultural context these were the factors to be considered: family perception on education- positive perception; family structure- two parents; ethnicity- asian; community experience- active member of the community; religion- catholic; nutrition- healthy; and language- Minasbate. For socio-economic context these were the factors to be considered: monthly family income- less than 5,000; educational background of parents- elementary level; financial and material support by parents- insufficient; geographical location- poblacion/ upland; parental involvement in education- supportive; peer influence in education- positive influence; and employment status- unemployed. The dominant socio- economic factor was the positive influence of peers while the dominant factor for socio-cultural was Minasbate as their language. The matrix analysis was the basis in crafting the curriculum localization implementation plan.

TABLE 4.1

Matrix Analysis of Socio-Cultural and Socio-Economic Context of Alternative Learning System Learners

Indicators			Socio-economic						
			Monthly Family Income	Educational Background of Parents	Financial and Material Support by Parents	Geographical Location	Parental Involvement in Education	Peer Influence in Education	Employment Status
			Less than 5,000 (66)	Elementary Level (36)	Insufficient (51)	Poblacion/ Upland (29)	Supportive (56)	Positive Influence (79)	Unemployed (57)
Socio-cultural	Family Perception on Education	Positive Perception (59)	62.50, 73.53%	47.50, 55.88%	55.00, 64.71%	44.00, 51.76%	57.50, 67.65%	69.00, 81.18%	58.00, 68.24%
	Family Structure	Two Parents (50)	58.00, 68.24%	43.00, 50.59	50.50, 59.41%	39.50, 46.47%	53.00, 62.35%	64.50, 75.88%	53.50, 62.94%
	Ethnicity	Asian (73)	69.50, 81.76%	54.50, 64.12%	63.00, 74.12%	51.00, 60.00%	64.50, 75.88%	76.00, 89.41%	65.00, 76.47%
	Community Experience	Active Member of the Community (60)	63.00, 74.11%	48.00, 56.47%	55.50, 65.29%	44.50, 52.35%	58.00, 68.24%	69.50, 81.76%	58.50, 68.82%
	Religion	Catholic (77)	71.50, 84.11%	56.50, 66.47%	64.00, 75.29%	53.00, 62.35%	66.50, 78.245	78.00, 91.76%	67.00, 78.82%
	Nutrition	Healthy (82)	74.00, 87.06%	59.00, 69.41%	66.50, 78.24%	55.50, 65.29%	69.00, 81.18%	80.50, 94.71%	69.50, 81.76%
	Language	Minasbate (84)	75.00, 88.24%	60.00, 79.59%	67.50, 79.41%	56.50, 66.47%	70.00, 82.35%	81.50, 95.88%	70.50, 82.94%

According to the proposed curriculum localization implementation plan shown in Table 4.2 the teacher will craft session guides and DLPs considering the socio-cultural and socio-economic context of ALS learners on August- September 2023. Quality assurance of crafted session guides or DLPs will be from October- December 2023 while the implementation of localized curriculum will be in January to March 2024. Finally, test research on the implementation of localized curriculum will be in April to June 2024.

Table 4.2

Proposed Curriculum Localization Implementation Plan

Programs, Projects and Activities (PPAs)	Objectives	Timeline	Needed Resources	Source of Fund/s	Expected Output
Training-Writeshop of ALS Teachers and ALS Community Implementers about Localization Considering the following Learners' Context: A. Socio- cultural Family Perception on Education:	Craft Session Guides or DLPs considering the socio-cultural and socio-economic context of ALS learners as basis of localization	August-September 2023	Session Guide/ DLP Templates ALS Modules and Other Resources	ALS PSF/ Other Sources of Fund	Localized Session Guides/ DLP

<p>Positive Perception</p> <p>Family Structure: Two Parents</p> <p>Ethnicity: Asian</p> <p>Community Experience: Active Member of the Community</p> <p>Religion: Catholic</p> <p>Nutrition: Healthy</p> <p>Language: Minasbate</p> <p>B. Socio-economic</p> <p>Monthly Family Income: Less than 5,000</p> <p>Educational Background of Parents: Elementary Level</p> <p>Financial and Material Support by Parents: Insufficient</p> <p>Geographical Location: Poblacion/ Upland</p> <p>Parental Involvement in Education: Supportive</p> <p>Peer Influence in Education: Positive Influence</p> <p>Employment Status: Unemployed</p>					
Quality Assurance of Crafted Session Guides or DLPs	Quality assures the crafted session guides or DLPs	October-December 2023	Crafted session guides or DLPs	ALS PSF/ Other Sources of Fund	Quality assured session guides or DLPs

Implementation of Localized Curriculum	Implement the localized curriculum	January- March 2024	Quality assured session guides or DLPs	ALS PSF/ Other Sources of Fund	Quality assured session guides or DLPs Implementation Report
Test Research of Localized Curriculum	Conduct test research of localized curriculum	April- May 2024	Results of the implementation	BERF, ALS PSF/ Other Sources of Fund	Completed Research

5. Effects of Curriculum Localization Implementation Plan in the Production of Localized Learning Resources

The effects of curriculum localization implementation plan in the production of localized learning resources are: consider the socio-cultural and socio-economic context of ALS learners in crafting localized learning resources; quality assures all session guides, DLPs, and other learning resources to ensure quality; and test research should be done during and after the implementation of localized curriculum.

Conclusions

The effects of curriculum localization implementation plan in the production of localized learning resources were: consider the socio-cultural and socio-economic context of ALS learners in crafting localized learning resources; quality assures all session guides, DLPs, and other learning resources to ensure quality; and test research should be done during and after the implementation of localized curriculum.

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