



Explain your innovation briefly

The innovation targets the first cohort of Grade 12 ALS students, consisting of 19 enrollees specializing in TVL Track - Home Economics, with a focus on Cookery, Bread and Pastry Production (BPP), and Food and Beverage Servicing (FBS) NC II. Through blended learning, the program aims to prepare students with industry-relevant skills for local jobs, entrepreneurship, further middle skills training, and college. It also seeks financial sponsorships for the Civil Service sub-professional exam to support ALS learners in pursuing public sector careers. Based on a survey, the initiative addresses the goals of 15 students seeking local employment, 2 aiming for higher education, and 2 looking for opportunities abroad, ensuring they are job-ready upon graduation.

Problem Statement – What problem does the innovation seek to address

The 19 Grade 12 ALS-SHS students are uncertain about their post-graduation paths, mainly seeking local jobs but lacking guidance, experience, and financial support. The school aims to enhance the curriculum and support systems to better align with students' career goals and ensure their readiness for the job market or higher education. This initiative, aligned with the school's Annual Improvement Plan (AIP), focuses on developing skills and academic readiness for college, employment, entrepreneurship, and further middle skill education.

How does the project demonstrate a clear understanding of the needs of your school community?

Learners
 Pain: Lack of Practical Experiences; Uncertainty About Career Path; Insufficient Job Market Knowledge
 Need: The project provides hands-on training and real-world exposure to address this gap, offers personalized career counselling to clarify their paths and improve their job readiness; and includes job market insights and networking opportunities to help them understand their prospects.

Parents
 Pain: Concerns About Job Security and Career Prospects; Lack of Awareness About Career Preparation Programs; and Financial and Emotional Support.
 Need: The project addresses this concern by enhancing learners' employability and providing clear pathways to job opportunities; includes informational sessions and updates to keep parents informed and engaged in their children's career development; and provides free or low-cost resources and guidance to ease this burden.

Teachers
 Pain: Limited Resources for Career Preparation; Difficulty in Aligning Curriculum with Industry Needs; and Increased Workload
 Need: The project supplies additional materials and tools to support teachers in preparing students for the job market; ensures that training and resources are aligned with current market demands; and offers structured support and resources to help manage this additional workload.

Barangay Officials
 Pain: Community Development and Employment; Support for Educational Program; and Coordination with Local Businesses.
 Need: The project helps by preparing students for local job markets and contributing to community economic growth; aligns career preparation with local and regional job demands, fostering community and economic development; and involves local businesses in the training process, improving collaboration and job placement opportunities.

What makes the project unique, different, and worthy of emulation?

Project PREPARE is unique as it is being piloted in SDO-Baguio City. It caters to learners having difficulties in access to earning due to being an Out of School Youth or Adults (OSYA). The challenge goes with the characteristics and mind set-up of learners who had just undergone ALS JHS through self-portfolios and to learn through combinations of alternative delivery modes.

On its features, Project PREPARE stands out because it caters to the needs of ALS learners, integrating practical skill development with career readiness support. Unlike traditional programs, it combines modular and face-to-face learning to ensure both flexibility and hands-on experience. There's an inclusion of preparation to the Civil Service Examination having provision of financial support or scholarship to better prepare them to apply for a job after graduation from senior high school having TESDA NC II Certification. The curriculum being aligned with local job market demands, having personalized career guidance and integration of trainings like Go Negosyo, this project addresses the diverse goals of students from need of immediate employment to college education. This holistic approach makes the project a model for effectively preparing ALS-SHS learners for varied career pathways.

What are your key challenges and how do you plan to overcome them?

- Limited Hands-On Training Strategy:** Partner with local businesses for internships, offer in-school workshops, create simulated work environments, and facilitate TESDA NC II certification and other training opportunities like Go Negosyo.
- Resource Constraints Strategies:** Secure funding from government programs, NGOs, and private partners. Share materials across classes and use cost-effective methods like peer learning and community projects. Establish a scholarship fund for Civil Service exam costs, seek local sponsorships, and apply for educational grants. Provide career counseling and offer diverse pathways, including advanced courses for college or guidance for overseas opportunities.

What resources would you need? How would you source them?

Training Materials and Equipment: Partner with local businesses and culinary schools for donations or discounts. Apply for government or private grants for vocational training.

Qualified Trainers: Recruit volunteer professionals or partner with culinary institutes and guest chefs for specialized workshops.

Internship and Job Placement: Collaborate with local bakeries, restaurants, hotels, and food service companies. Organize networking events and use community and alumni networks for job placement.

Digital Learning and Career Support: Apply for educational technology grants or collaborate with tech companies for discounted platforms. Seek government subsidies for student internet access and engage professionals for workshops and mentoring. Partner with career development organizations and form a volunteer support committee.

Financial Support: Apply for scholarships from foundations, alumni, or seek corporate sponsorships. Work with local governments or NGOs for financial aid for Civil Service exam prep, TESDA NC II, and Go Negosyo training.



Title of Innovation: PROJECT PREPARE (Path Ready: an Empowering Program for ALS-SHS Recipients in their Education) – Phase 1

Name of Presenter: DANILO P. GAYAO



The Problem

The 19 Grade 12 ALS-SHS students are uncertain about their post-graduation paths, mainly seeking local jobs but lacking guidance, experience, and financial support. The school aims to enhance the curriculum and support systems to better align with students' career goals and ensure their readiness for the job market or higher education. This initiative, aligned with the school's Annual Improvement Plan (AIP), focuses on developing skills and academic readiness for college, employment, entrepreneurship, and further middle skill education.

The Context



The innovation targets the first cohort of Grade 12 ALS students, consisting of 19 enrollees specializing in TVL Track - Home Economics, with a focus on Cookery, Bread and Pastry Production (BPP), and Food and Beverage Servicing (FBS) NC II. Through blended learning, the program aims to prepare students with industry-relevant skills for local jobs, entrepreneurship, further middle skills training, and college. It also seeks financial sponsorships for the Civil Service sub-professional exam to support ALS learners in pursuing public sector careers. Based on a survey, the initiative addresses the goals of 15 students seeking local employment, 2 aiming for higher education, and 2 looking for opportunities abroad, ensuring they are job-ready upon graduation.

Stakeholders Pain Points

Learners

Pain: Lack of Practical Experiences; Uncertainty About Career Path; Insufficient Job Market Knowledge

Need: The project offers hands-on training and real-world experience to bridge the gap, provides personalized career counseling to clarify career paths and enhance job readiness, and includes job market insights and networking opportunities to help students understand their prospects.

Teachers

Pain: Limited Resources for Career Preparation; Difficulty in Aligning Curriculum with Industry Needs; and Increased Workload

Need: The project provides extra materials and tools to assist teachers in preparing students for the job market, ensures that training and resources meet current market demands, and offers structured support to help manage the additional workload.

Parents

Pain: Concerns About Job Security and Career Prospects; Lack of Awareness About Career Preparation Programs; and Financial and Emotional Support.

Need: The project tackles this issue by boosting learners' employability and creating clear job pathways. It includes informational sessions and updates to keep parents involved in their children's career development and offers free or affordable resources and guidance to alleviate financial burdens.

Barangay Officials

Pain: Community Development and Employment; Support for Educational Program; and Coordination with Local Businesses.

Need: The project prepares students for local job markets and supports community economic growth by aligning career training with regional job demands. It fosters economic development by involving local businesses in the training process, enhancing collaboration and job placement opportunities.

**Cite source: One-on-one interview with stakeholders*

The Solution

1. The curriculum for TVL – Cookery, Bread and Pastry, and Food and Beverage Servicing will be enhanced to better meet local job market and tourism industry needs. This will involve focusing on practical employability skills through hands-on laboratory workshops, simulated work environments, peer-to-peer learning, and community-based projects. It will also incorporate cost-effective blended learning methods, and support for acquiring TESDA NC II certification, with additional training opportunities from government, NGO, and private entities like Go Negosyo.
2. Develop a support network by forming partnerships with parents, government organizations (GOs), non-government organizations (NGOs), alumni, private individuals, and local businesses. This network will provide internships, training, job placement, professional talks, financial grants, sponsorship for educational supplies, communication, and transportation. It will also offer moral and career guidance, monitor home-based learning, support Civil Service Examination review, and facilitate personality development.



A Differentiated Approach

Use graphics like these



ALS –SHS
GRADE 12
SY 2024-2025



Curriculum
Enhancement



Support System



EMPLOYMENT



COLLEGE



ENTREPRENUERSHIP



MIDDLE SKILL
DEVELOPMENT

Challenges



1. Limited Hands-On Training Strategy: Partner with local businesses for internships, offer in-school workshops, create simulated work environments, and facilitate TESDA NC II certification and other training opportunities like Go Negosyo.
2. Resource Constraints Strategies: Secure funding from government programs, NGOs, and private partners. Share materials across classes and use cost-effective methods like peer learning and community projects. Establish a scholarship fund for Civil Service exam costs, seek local sponsorships, and apply for educational grants. Provide career counseling and offer diverse pathways, including advanced courses for college or guidance for overseas opportunities.

Needed Resources

1. **Training Materials and Equipment:** Partner with local businesses and culinary schools for donations or discounts. Apply for government or private grants for vocational training.
2. **Qualified Trainers:** Recruit volunteer professionals or partner with culinary institutes and guest chefs for specialized workshops.
3. **Internship and Job Placement:** Collaborate with local bakeries, restaurants, hotels, and food service companies. Organize networking events and use community and alumni networks for job placement.
4. **Digital Learning and Career Support:** Apply for educational technology grants or collaborate with tech companies for discounted platforms. Seek government subsidies for student internet access and engage professionals for workshops and mentoring. Partner with career development organizations and form a volunteer support committee.
5. **Financial Support:** Apply for scholarships from foundations, alumni, or seek corporate sponsorships. Work with local governments or NGOs for financial aid for Civil Service exam prep, TESDA NC II, and Go Negosyo training.





Monitoring & Evaluation

A weekly monitoring tool will track program progress, and end-of-year performance indicators (retention, promotion, drop-out, failure, and graduation rates) will measure success.

Year-round evaluations will assess program activities, and a career tracer will monitor long-term outcomes. .

- The ALS program opens opportunities for those who dropped out of formal education by enabling them to pursue parallel education and career advancement. To this end, more analytical work is needed to examine barriers that learners encounter throughout the ALS trajectory so that DepEd can effectively engage those who are hindered from accessing and completing the program ([UNIPH-2021-ALS-research-brief.pdf \(unicef.org\)](#))

