Evaluating Impact:
From Promise to Evidence

ALS Impact Evaluation

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Making the paradigm shift a reality

From constant disadvantage...

Low investment due to lack of information
Dominance of formal school thinking
Less developed indicators and structures

...to unparalleled opportunity

Open-minded education system and society
Contextualized performance indicators
Strategic investment thru advanced analysis
1. Intervention Summary

**ALTERNATIVE LEARNING SYSTEM (ALS)**

- Parallel learning system providing a viable alternative to the existing formal education instruction
- Two major NonFormal Education programs under the ALS:
  - **Basic Literacy Program (BLP)**: caters to those who have no literacy and numeracy skills; learners undergo a 10-month module-based learning intervention
  - **Accreditation & Equivalency (A&E) Program**: caters to the semi-literate or neo-literate, and the basically literate; undergo a 10-month module-based learning intervention; an Accreditation and Equivalency (A&E) test conducted at the elementary and secondary levels; a certificate is earned comparable to that of an elementary or secondary education graduate in the formal school system is earned after passing test
1. Intervention Summary: ALS

- Two types of learning facilitators:
  1. **DepEd-hired mobile teachers** –
     - Licensed teachers and part of DepEd staff
     - Undergoes training on ALS conducted by DepEd
     - Supervised by DepEd ALS Supervisors
  2. **DepEd-contracted non-government service providers**
     - Not necessarily licensed teachers but should be at least college graduate
     - Undergoes training on ALS conducted by DepEd
     - Supervised by head of contracted NGO and monitored by DepEd ALS Supervisors
1. Intervention Summary - ALS

B. Who is targeted?
Out-of-school children, youth, and adults who:
- are unable to avail of education in the formal school system
- dropped out of formal elementary or secondary education
- are willing and able to participate in the program

C. Where is it conducted? Nationwide (17 Regions)

D. When is it conducted? From January to December every year

E. Name(s) of implementing organization(s)
   Philippines Department of Education
2. Results Chain

**PROGRAM**

**INTERMEDIATE OUTCOME**

**Outcome**

**Input**
- Budget
- Learning Facilitators
- Curriculum
- Learning Resources
- Facilities
- Training
- Assessment & Certification
- Delivery Mode
- Program Management

**Activities**
- Secure budget approval
- Hire Learning facilitators
- Alignment of ALS Curriculum with the K to 12 Curriculum
- Develop and provide learning resources
- Develop and conduct training programs
- Conduct assessment and certification
- Monitoring
- Advocacy and Social Mobilization activities

**Outputs**
- Learning Facilitators hired
- Curriculum revised
- Learning resources are available
- Learning Facilitators and Supervisors trained
- People/community are being informed of the program

**Intermediate Outcome**
- Improved access to basic education services
- Increased teaching efforts
- Increased learning competencies and functional literacy of learners

**Outcome**
- Improved economic status of the learners
3. Research Questions

A. What is the comparative effectiveness of DepEd Mobile Teachers versus DepEd-contracted (non-government service providers) delivery of ALS services to intended beneficiaries?

Indicators:

– percentage of intended beneficiaries of ALS who complete Elementary/Secondary levels of education
– passing rate (Accreditation and Equivalency Test)
– cost per learner served for DepEd Mobile teachers and DepEd procured service providers
– cost per unit gain in education outcomes (completion and passing rate)
3. Research Questions

B. Does a performance-based payment scheme for the Service Providers matter in altering teaching effort and ultimately in improving learning outcomes (passing and completion rate)?

Indicator:

– Percentage of intended beneficiaries of ALS who complete Elementary/Secondary levels of education

– passing rate (Accreditation and Equivalency Test)
4. Impact Evaluation Design

A. Describe the intervention:

Given the new learners, a randomized control trial will be conducted.
Impact Evaluation Design

B. Describe the sample size
   - Power calculations to be done to determine the sample size

C. Describe the program assignment rule:
   The Division Office randomly assigns the Mobile Teachers to be provided with additional performance-based incentives. The Division Office will randomly assigns the learners to the three types of learning facilitators. (ie DepEd-contracted non-government Service providers, DepEd Mobile teachers with additional performance-based incentives, and DepEd Mobile Teachers without additional performance-based incentives). Division Office will be the level of randomization for DepEd Mobile Teachers to be provided incentives.
5. Data Collection

A. List program indicators to be collected:
   – Completion rate of ALS learners
   – Passing rate of ALS learners in the A & E exam

Existing data sets by category (collected by DepEd through MIS and M & E forms) - Financial, Management and Administration, Technical, Profile of Household Members, Learners Profile, A&E Test Registrants, Community Profile and Community Learning Center / Service Provider Profile. Qualitative data through Kamustahan (literally ‘meet and greet’) during informal community gatherings facilitated by mobile teachers.
5. Data Collection

B. Method of data collection:
   - On-site data collection by Central Office & ALS field implementers using MIS and M & E forms

C. Frequency of data collection:
   Annual

D. Who will collect the data:
   DepEd Central Office & field ALS implementers