TOOLKIT ON ALTERNATIVE LEARNING MODALITIES

FOR SECONDARY EDUCATION IN SEA

SEAMEO
INNOTECH

- 4.1 million out-of-school adolescents at the lower secondary level in Southeast Asia (UNESCO Bangkok, 2018)

- greater demand for more complex and sophisticated skills due to globalization, regional integration, and developments in ICT

- constantly changing labor markets which requires a work force that is resourceful, tech-savvy, and adaptable (UNESCO, 2015; Ear, Sim, & Khiev, 2017)

- COVID-19 pandemic disruptions in education, affecting household incomes which further widened education achievement inequities, e.g., children from households in the poorest quintiles most likely not completing their primary and lower secondary education

- Alternative Learning Modalities (ALM) re viable solutions in ensuring that quality secondary education is made accessible to out-of-school youth and adults equitable

- ALMs are programs or methods of delivering basic education to learners who cannot readily access or benefit from traditional school-based formal education, including those who are at risk of dropping out of school and young adults who have not completed basic education

- ALMs are designed to be an inclusive intervention with a relatively high degree of flexibility in terms of schedule, place of study, and content, allowing learners to acquire and complete their basic education

- ALMs (in the Toolkit) include alternative learning programs, open learning, non-formal education, equivalency programs, flexible learning strategies/options, or community-based education, among others

TOOLKIT ON ALTERNATIVE LEARNING MODALITIES FOR SECONDARY EDUCATION IN SEA

INTRODUCTION TO ALTERNATIVE LEARNING MODALITIES

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What?

A resource material designed to help and support educators, administrators, program managers, supervisors, and policy makers in designing, managing, and implementing viable ALM programs for secondary learners

What's Inside?

- in-depth look at the key components of secondary level ALM programs and various support systems in selected SEAMEO member countries

- information on different Secondary Level ALM Programs

- sample secondary level ALM tools and resources

- case examples illustrating best practices on ALM implementation

- innovations on ALMs for secondary education and recommendations

- set of questions designed to spark curiosity and provoke significant insights on ALMs for secondary education

- list of existing policies and secondary level ALM programs and implementing offices/organizations

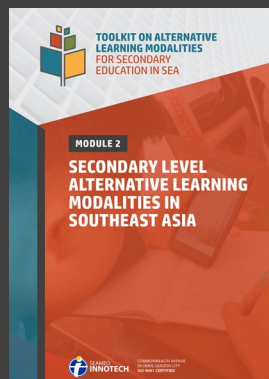- links to relevant ALM resources and websites
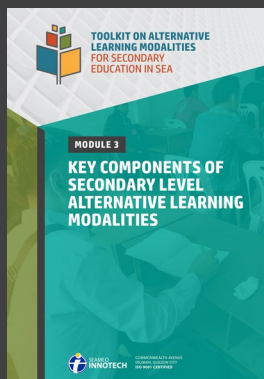
What's it like?

Composed of six modules with the following five major topics:
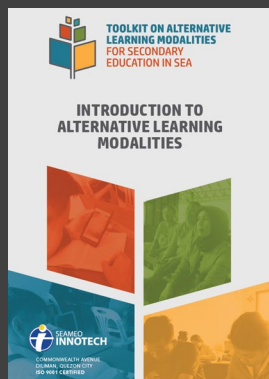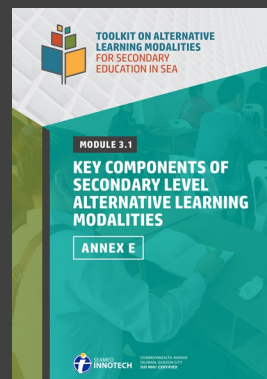
Module 1. Introduction to Alternative Learning Modalities

Module 2. Secondary Level Alternative Learning Modalities in Southeast Asia

Module 3. Key Components of Secondary Level Alternative Learning Modalities

Module 3.1. Key Components of Secondary Level Alternative Learning Modalities – Annex E

Module 4. Support Systems for Secondary Level Alternative Learning Modalities

Module 5. Quality Assurance Systems, Alternative Learning Modality Sustainability and Scale Up

How to Use?

Toolkit is modular – readers can simply proceed to a particular module or section they wish to read and utilize its resources

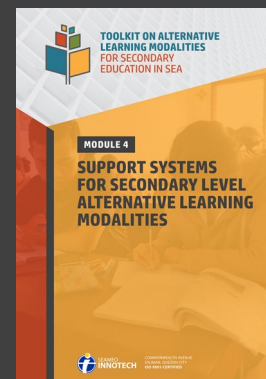**Module 1.** Introduction to Alternative Learning Modalities

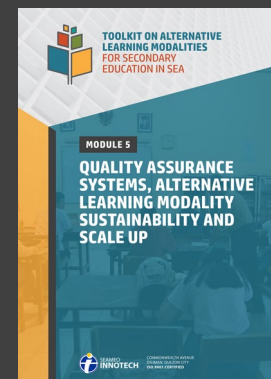**Module 2.** Secondary Level Alternative Learning Modalities in Southeast Asia
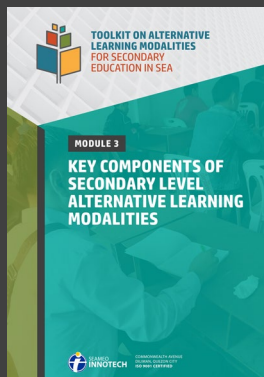
Module 3. Key Components of Secondary Level Alternative Learning Modalities
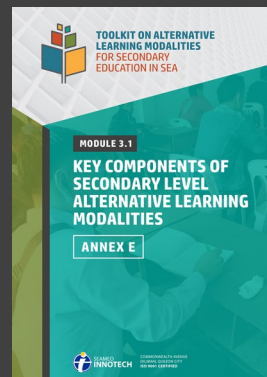
Module 3.1. Key Components of Secondary Level Alternative Learning Modalities – Annex E

Module 4. Support Systems for Secondary Level Alternative Learning Modalities
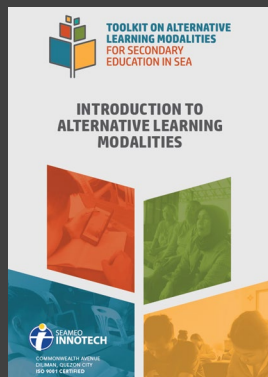
Module 5. Quality Assurance Systems, Alternative Learning Modality Sustainability and Scale Up
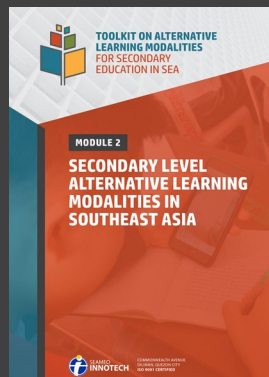
How to Use?

Case examples – demonstrate how these ALM concepts are applied in secondary schools and community learning centers from various Southeast Asian countries

LEARNING FROM OTHERS

CASE EXAMPLE 3. MAINSTREAMING SECONDARY EDUCATION FOR DEAF LEARNERS IN LA SALLE GREENHILLS ADULT NIGHT HIGH SCHOOL

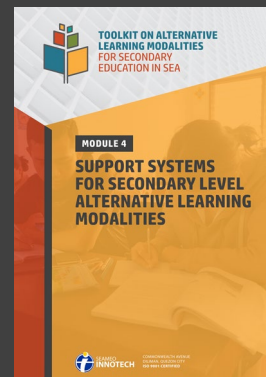One of the things that sets La Salle Greenhills-Adult Night High School apart from other secondary education institutions and night high schools in the Philippines is its program for deaf learners. The school believes that deaf learners have the talents and skills to keep up with the hearing students. Thus, a program for deaf learners was established in school year 2003-2004 to allow them to fully participate in class and school activities together with the hearing students. There are **Sign Language Interpreters** who are trained to facilitate communication between deaf and hearing people. They convert spoken language into sign language by making the interpretation as close to the hearer's language as possible and interpreting the sign language back into spoken language. They can assist deaf learners in their classes to ensure that they are fully immersed in learning. Parents are likewise trained on basic sign language so that they can communicate and support their children's learning needs.

How to Use?

ALM tools and templates – serve as samples that can be adopted and/or adapted to local contexts of other ALM programs

- prototype for secondary level ALM programs being implemented by selected Southeast Asian Countries as they explore opportunities for ALM program improvement; and

- adopt or adapt appropriate tools in ALM programs for other levels of education or in similar programs.

TOOL BACKGROUND

What is the sample tool and its origin?	**Sample Tool No.**	1
	Title	Master List of Mapped and Potential Learners
	ALM Program	Alternative Learning System
	Country	Philippines
What is the purpose of this tool?	Map out potential learners in various areas and communities in the country. It will obtain a record of out-of-school children and youths and adults who may benefit from literacy and basic education programs.	
Who can use this tool?	ALM teachers	
Who may benefit from the use of this tool?	Out-of-school youth, adults with low levels of literacy, ALM teachers, program managers, supervisors, local and national government officials	
How to use this tool?	This tool can be adopted or adapted to the context where the ALM program is implemented by adding and/or removing data columns that are relevant (or irrelevant). Some of the basic information included in a sample mapping tool are: □ Target learner's name □ Date of birth □ Age □ Mother tongue □ Indigenous group (Yes/No) □ Religion □ Home address □ Parents' names □ Last grade level completed in formal school □ Interested in ALM program (Yes/No)	

How to Use?

Reflection – set of questions at the end of each section to guide readers to reflect on and assess their understanding of key ALM concepts and explore new ideas related to the topic

REFLECTION

There are a variety of secondary level ALM programs in Southeast Asia which cater to an even more diverse group of ALM learners.

Reflect on the topics covered, then please answer the following questions:

1. What are the common features of secondary level ALM programs in selected Southeast Asian countries?

_____
_____
_____

2. Aside from the secondary level ALM programs covered in this section, what other similar programs are available in your country or in the region?

_____
_____
_____

3. Aside from the ALM learners discussed in this section, who else do you think should benefit from secondary level ALM programs?

_____
_____
_____

4. What is the most effective way to find and encourage target learners to enroll in secondary level ALM programs?

_____
_____
_____

How to Use?

Tips and suggestions – ideas for ALM practitioners on how ALM programs or its components can be enhanced or be more relevant, inclusive, etc.

★★★ TIPS

Although there is supporting evidence that the availability of learning materials has a significant positive effect on learner performance, it is important to keep in mind that the effectiveness of such materials still highly depend on the teacher's ability and willingness to utilize these resources. Training the teachers on how to efficiently and effectively use learning materials should be an integral part of their capacity building (UNICEF, 2009).

How to Use?

Lists of policies, ALM organization and focal persons – find out more information about ALMs in general;

- explore the "landscape" of alternative secondary education in the region; and

- connect with other ALM planners, policy makers, and implementers for further exchange of information and knowledge on ALMs through collaboration and networking.

ANNEX A: SAMPLE TOOL

Sample Tool No.	Topic/Module Section	Title	Page No.
1	2-B The Target ALM Learners	Master List of Mapped and Potential Learners	35

ANNEX B: EDUCATION POLICIES, PLANS, AND FRAMEWORKS

Country	Name of Policy	Year	Summary
BRUNEI DARUSSALAM	The Brunei Darussalam National Education Policy, 1992.	1992	This policy mandates the 12 years of education for every student, covering 7 years of primary education including a year of pre-school, 3 years of lower secondary and 2 years of upper secondary or vocational or technical education.
	The Compulsory Education Order 2007	(passed November 2007)	This order mandates the nine-year compulsory education for a child from the age of 6, covering 6 years of primary school and 3 years of lower secondary education.
	National Qualification Framework	2011 (rev.2015)	This framework explains the levels of learning, achieved learning outcomes of study areas, and a credit system based on student academic load. This criterion applies to all qualifications recognized in Brunei Darussalam, thereby integrating and linking all qualifications recognized within the country
CAMBODIA	The Kingdom of Cambodia's Constitution of 1993	1993 (rev. 2008)	**Article 65** of **Chapter 6** stipulates that it is the State's responsibility to provide free, quality education to all its citizens for at least 9 years.
	Education Law	2007	Article 15 of **Chapter 4** stipulates that the State shall establish an education system that includes formal, non-formal, and informal education. It also reiterated that all citizens have the right to access quality education for at least 9 years in public schools free of charge. The law entitles individuals with disabilities to access education.
CAMBODIA	Education Strategic Plan 2014-2018	2014	This plan aimed to clarify the relationship between national policy and the education policy. The plan demonstrates a logical relationship between the strategic framework, programs, activities and both human and financial resources. There is provision for strong monitoring & evaluation, feedback and adjustment to the plan if needed.

ANNEX C: ANNOTATED RESOURCES AND TOOLS

KEY SOURCES AND TOOLS	ORGANIZATION	CONTACT INFORMATION	SUMMARY
Mechanics of the Adoption of Alternative Modes of Education in the Pantawid Pamilyang Pilipino Program (4Ps)	Department of Social Welfare and Development (DSWD)	DSWD Office of the Secretary +63289318101 to 07; +63289318068; +63289317916; +63289318191	The Pantawid Pamilyang Pilipino Program, also known as the Conditional Cash Transfer (CCT) Program, is one of the national government's primary poverty-alleviation programs that aims to break the intergenerational cycle of poverty in the country. This program relies on alternative modes to deliver education to its beneficiaries.

Released in 2012, the document provides guidelines in granting of CCT and in adopting alternative modes to deliver quality education to impoverished, remote, and otherwise out-of-school children. It is available at https://www.dswd.gov.ph/issuances/MCs/MC_2012-019.pdf. |
| UNICEF Evaluation on Alternative Delivery Modes: MISOSA and e-IMPACT | United Nations Children's Fund (UNICEF) | UNICEF Philippines 14th Floor, North Tower, Rockwell Business Center Sheridan Sheridan Street corner United Street Highway Hills, Mandaluyong City 1550 Philippines

Zafrin Chowdhury, Chief of Communication Mobile: +63917867366 Email: zchowdhury@unicef.org | Released in 2012, this report presents the results of an evaluation undertaken by the International Technology Management Corporation (INTEM) for UNICEF on two alternative delivery modes (ALMs) of primary education in the Philippines, namely, the Modified In-School, Off-School Approach (MISOSA) and the Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT). It is available at https://evaluationreports.unicef.org/GetDocument?fileID=5821.

The evaluation primarily sought to analyze the effectiveness and efficiency of the key processes employed in implementing an ALM and project to outcomes with regard to achieving Child-Friendly School System (CFSS) goals and improving learning outcomes for possible refinement, scaling up, and sustaining the innovation. The evaluation results can be used to refine the implementation design of the next country program for children (CPC) between the Philippine government and UNICEF and help enrich the Basic Education Sector Reform Agenda (BESRA) of the Department of Education (DepEd).

The evaluation published in 2012, also sought to assess UNICEF's contributions toward attaining project-level results by scrutinizing innovations. UNICEF was evaluated in terms of how well it influenced policy changes, built stakeholders' capacities, and provided materials and supervision support. It also revisited key processes undertaken to initiate and implement innovations to identify strengths, weaknesses, opportunities, and threats for sustainability particularly at the school level so they can be replicated at the local and national levels within the context of BESRA. |

How to Use?

Be guided by the following icons:

A one liner question to spark the ALM Toolkit reader's interest on the topic.

A brief background on the secondary level ALM program, sample tools and templates, their purpose, target users, quick guide on how to use the tools and templates, and other things that the intended users may want to consider before using them.

A set of questions to provoke reader's thoughts and insights.

Sample tools/templates from secondary level ALM programs in selected SEAMEO member countries.

A case example or a set of short case stories of secondary level ALM programs implemented in selected SEAMEO member countries.

Tips and suggestions on how some secondary level ALM programs/components can be enhanced.
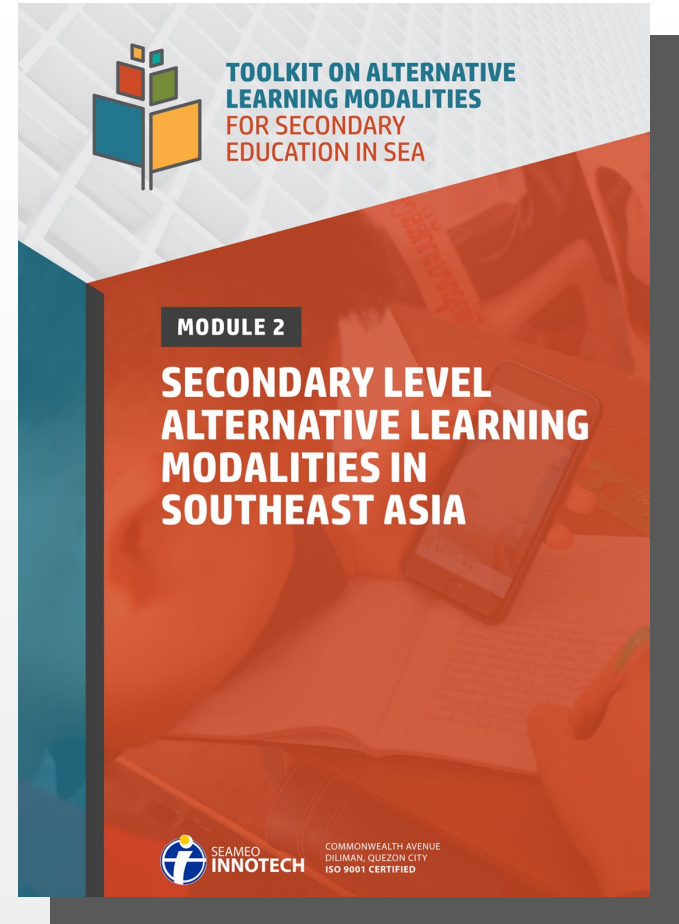
Introduction to Alternative Learning Modalities

- overview of Alternative Learning Modalities, including a brief background on the challenges faced by learners enrolled in secondary education programs

- includes the factors that can push or pull-out learners from completing their secondary education
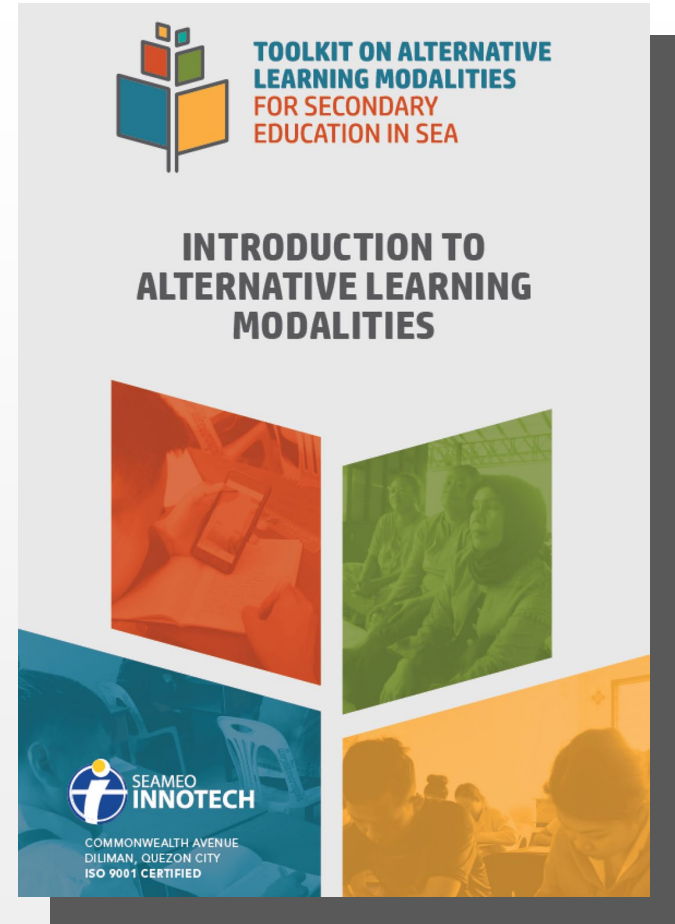
MODULE 2

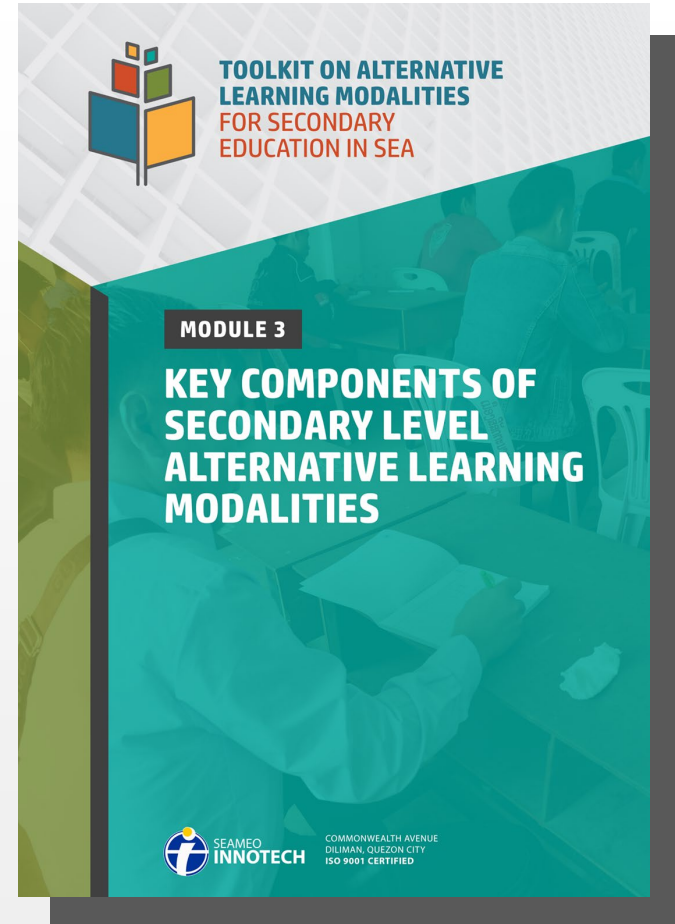# Secondary Level Alternative Learning Modalities in Southeast Asia

- brief description of the secondary level ALM programs in selected SEAMEO member countries and also contains a discussion on their target ALM learners

Key Components of Secondary Level Alternative Learning Modalities

- describes the different components of secondary level ALM programs such as policy environment, curriculum, learning delivery, learning materials, learning assessment and certification, and post-program pathways and other opportunities

- includes snippets of information on how selected SEAMEO member countries are implementing these secondary level ALM programs

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MODULE 3

KEY COMPONENTS OF SECONDARY LEVEL ALTERNATIVE LEARNING MODALITIES

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Key Components of Secondary Level Alternative Learning Modalities – Annex E

- contains various sample tools relevant to the topics discussed in Module 3

- samples include profile forms, checklists, schedules, learning plans, assessment tools, and templates of records, certificates, reports and other tools used in implementing ALM programs

TOOLKIT ON ALTERNATIVE LEARNING MODALITIES **FOR SECONDARY EDUCATION IN SEA**

MODULE 3.1

KEY COMPONENTS OF SECONDARY LEVEL ALTERNATIVE LEARNING MODALITIES

ANNEX E

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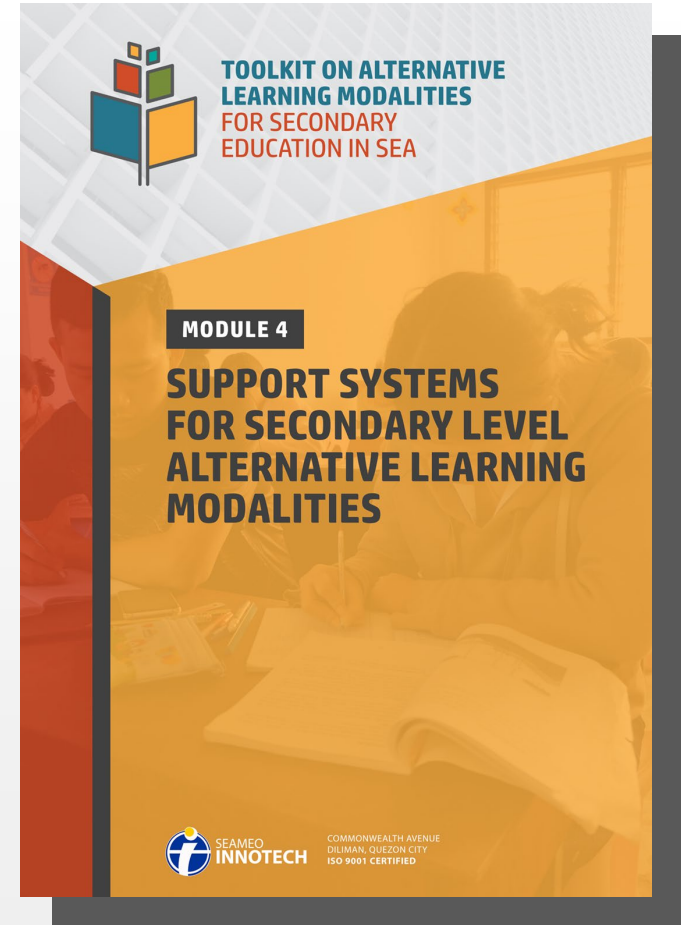COMMONWEALTH AVENUE
DILIMAN, QUEZON CITY
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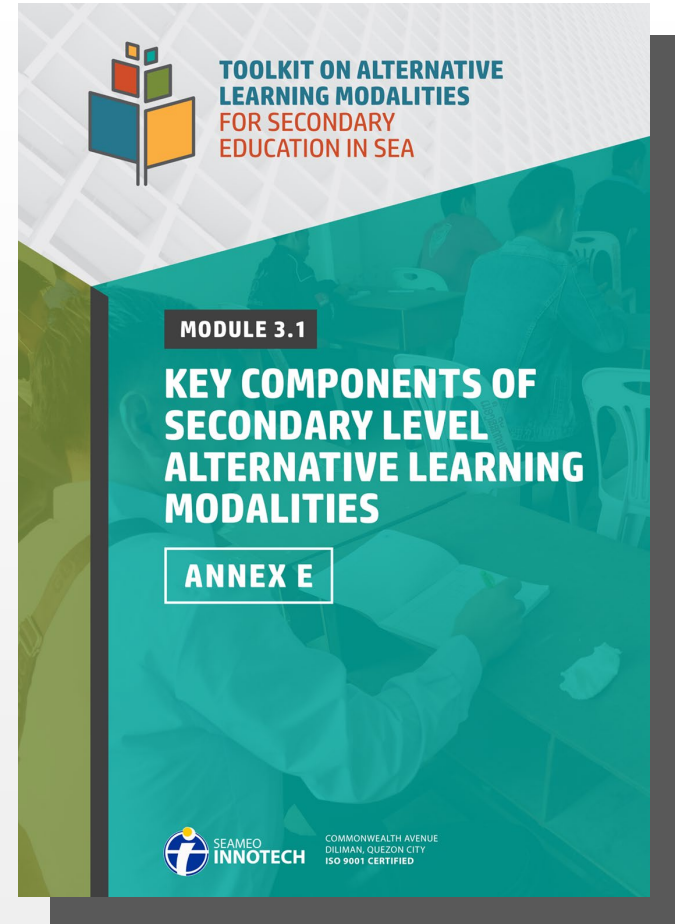
MODULE 4

Support Systems for Secondary Level Alternative Learning Modalities
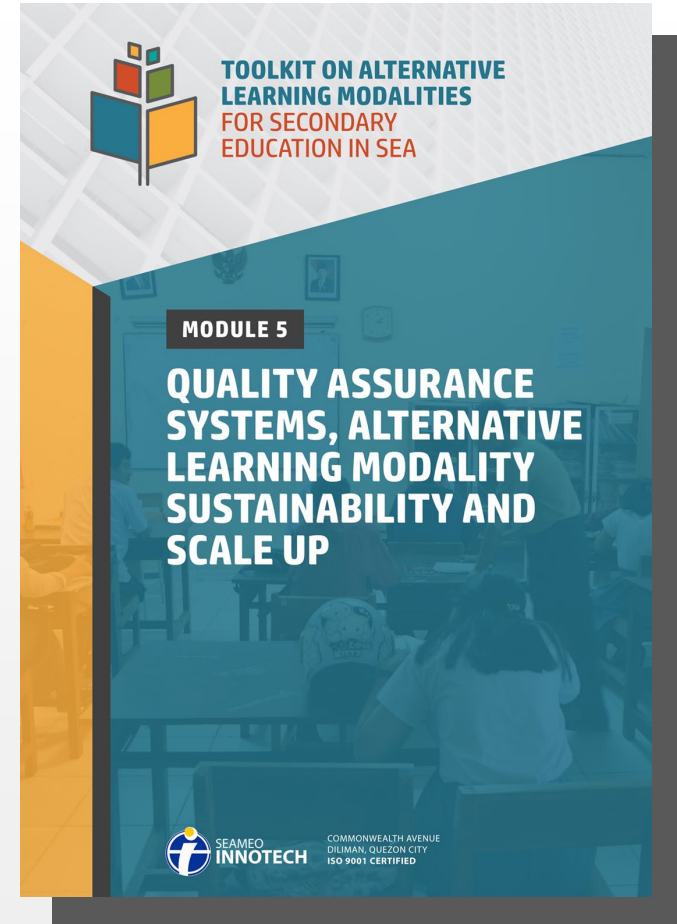
- explains the different support systems such as program management, data management, financial management, capacity-building, advocacy and partnerships that enable the proper implementation of secondary level ALM programs with sample tools, templates, and case examples

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FOR SECONDARY EDUCATION IN SEA

MODULE 4

SUPPORT SYSTEMS FOR SECONDARY LEVEL ALTERNATIVE LEARNING MODALITIES

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MODULE 5

Quality Assurance Systems, Alternative Learning Modality Sustainability and Scale Up

- outlines the strategies used by implementers in the secondary level ALM programs to ensure the quality of teachers and the ALM program as a whole

- includes sample tools and caselets to contextualize how selected Southeast Asian countries are implementing these strategies

- presents the strategies to sustain secondary level ALM programs and considerations for scale-up.

TOOLKIT ON ALTERNATIVE LEARNING MODALITIES FOR SECONDARY EDUCATION IN SEA

MODULE 5

QUALITY ASSURANCE SYSTEMS, ALTERNATIVE LEARNING MODALITY SUSTAINABILITY AND SCALE UP

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