

Leveraging Alternative Learning System in MBLISTT: Insights for Educational Extension

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Abstract

This study evaluates the capacity-building needs of Alternative Learning System (ALS) implementors in Metropolitan Baguio City, La Trinidad, Itogon, Sablan, Tuba, and Tublay (MBLISTT) are as to enhance their ability to deliver inclusive and quality education. Using an explanatory sequential design, the research assesses the attainment of selected ALS objectives as outlined in RA 11510, focusing on providing responsive learning resources, addressing diverse learning needs, and capacitating implementors through specialized training. Data collection involved a purposive sampling of ALS teachers and facilitators, utilizing questionnaires and follow-up interviews. Quantitative measures, including a four-point Likert scale, and qualitative thematic analysis were employed to analyze the degree of attainment of ALS goals and identify gaps in implementation. Ethical considerations ensured participant confidentiality, voluntary involvement, and accurate data dissemination. Findings indicate that the Alternative Learning System (ALS) has effectively addressed learner needs and enhanced implementor capabilities through in-service training, yet challenges persist in meeting the diverse needs of learners, particularly in providing responsive learning resources and inclusive education training. Despite significant efforts by ALS implementors to use inclusive, culturally relevant, and flexible teaching strategies, issues such as resource limitations, inadequate infrastructure, and a lack of specialized training continue to hinder progress. To address these challenges, the "ALS+ Enhancement Initiative" has been introduced as a comprehensive program designed to empower implementors and ensure inclusive, equitable, and quality education for learners in Metropolitan Baguio City, La Trinidad, Itogon, Sablan, Tuba, and Tublay.

Keywords: Alternative Learning System (ALS), Capacity-Building, Inclusive Education, MBLISTT Areas, Educational Extension Program

1.0 Introduction

The educational extension allows institutions to actively support Sustainable Development Goals (SDGs) by collaborating with the Department of Education's Alternative Learning System program (DepEd ALS) and engaging with local communities. Higher education institutions are crucial in driving positive change through their public and community engagement missions. They can leverage their expertise to benefit underserved communities, as Hirsu et al. (2021) and Yemini (2021) emphasized.

Moreover, this study is geared towards the goal that educational institutions can influence and promote equitable relationships in society. The development outcome focused on strengthening and transforming institutions acknowledges the institutions' improved capacity to advance the SDGs and the 2030 vision, as Unterhalter and Cowell (2021) explained. In addition, another aspect of strengthening basic education development outcomes underscores the relationship between institutions and the basic education system. This connection can involve direct actions like teacher training or indirect approaches like collaborative initiatives and research. These efforts may encompass aspects such as curriculum development and enhancing educational quality, aligning with the objectives of SDG 4. However, several studies also highlighted the fragility of these relationships and modes of engagement, underscoring the need for significant efforts to sustain these connections.

The effectiveness of tertiary education (TE) systems in Low and Lower-Middle-Income Countries (LLMICs) in expanding their involvement through various partnership models has provided valuable examples of how TE can contribute to implementing the SDGs. TE's active participation in collaborative relationships and partnerships, facilitated through its teaching, learning, and engagement functions, is crucial in enabling the process (Howell et al., 2020).

Although the Alternative Learning System (ALS) landscape in the Philippines is poised to offer significant potential for expanding participation of higher education institutions in extension services such as education, training, and learning, there is also an imperative to identify and comprehend the obstacles and impediments to participation. Furthermore, it is essential to pinpoint the conditions that facilitate increased opportunities and the development of more effective collaboration in this context.

The concept of lifelong learning from UNESCO (Lee & Kim, 2016) has played a vital role in shaping an inclusive knowledge-driven society. This type of forward-thinking modern society prioritizes the evolving requirements of all individuals by providing them with meaningful learning resources and experiences in their everyday routines. UNESCO (2017) identified a prevailing pattern observed in all countries within the Asia and Pacific Region is the engagement of non-governmental organizations (NGOs) and the private corporate sector to mobilize supplementary resources.

Lifelong learning to empowerment by Carr et al., 2018 reinforces the notion that lifelong learning should extend beyond traditional schooling and encompass formal, non-formal, and informal learning. Additionally, it should embrace various teaching methodologies, including pedagogical, andragogical, and heutagogical approaches. The study indicates that when lifelong learning is connected with social and financial resources, it can produce development outcomes, including empowerment.

Belete et al., 2022 emphasized that to attain lifelong learning for everyone, it is crucial to boost the involvement of both young people and adults in Adult and Lifelong Education (ALE). This necessitates a comprehensive examination of in-person and digital learning opportunities and an assessment of the wide range of organizations and entities offering ALE. In this regard, our specific focus lies on community learning centers (CLCs).

Education for youth and adults is an essential aspect of the inherent right to education for all. Literacy and numeracy are commonly considered fundamental or foundational skills. To effectively deliver this concept, the roles and responsibilities within public-private arrangements and partnerships must be explored (Hanemann, 2021). He further discussed that carrying out this role necessitates a firm and enduring political commitment to establish avenues for involvement in every aspect of the system, including the creation, execution, and assessment of policies. Collaborative vision and collaboration with non-state entities such as civil society, the private sector, and academia are crucial, particularly in light of the increasing call for transparency, participation, and acknowledgment of social diversity. Recognizing the expertise and contributions of these stakeholders in addressing the learning needs of specific target groups is essential. Ideally, innovative and successful initiatives by non-state actors can exert influence and be integrated into public policy.

2.0 Literature Review

These studies build on the work already done for engagements to establish and sustain the necessary connections among schools, communities, disciplines, and forms of practice mandated by the SDGs.

It is interesting to note from Lewin (2019) that if a learning crisis exists, the remedy resides within the curriculum. A robust curriculum is effectively administered to ensure continuous, cumulative learning consistent teacher support, and prevent any learners falling behind. He elucidated further that high-performing Commonwealth States with strong educational systems can demonstrate the effectiveness of tailored assessment systems in mitigating negative impacts on learning and teaching caused by traditional exams. They can also showcase how formative assessment, integrated with pedagogical interventions, can enhance the management of the learning process and is likely to yield more significant improvements in achievement compared to substantial investments in international assessments. Engaging in additional international comparisons is unlikely to significantly improve academic outcomes, as they involve low-stakes assessments and aim to standardize achievement within an increasingly diverse student demographic. Curricula should guide the design of learning assessments rather than having assessments dictated by the requirements of high-stakes tests.

This study conducted in the Province of Laguna by Parto & Yango (2023) aimed to explore the predictors of learners' learning engagement among Alternative Learning System (ALS) teachers. The study assessed the ALS teachers' teaching competence and adversity quotient as potential factors influencing learners' engagement in learning. The findings revealed that the ALS teachers exhibited a high level of teaching competence, and there was a significant positive relationship between their teaching competence and learners' learning engagement. In contrast, no significant relationship was found between the teachers' adversity quotient and student learning engagement.

In addition, Ocampo (2021) focused on assessing the functional literacy acquisition of Alternative Learning System (ALS) learners and its implications for strategic planning and pedagogical interventions. The study examined various aspects of functional literacy acquisition, including communication skills, critical thinking, mathematical abilities, life and career skills, societal understanding, and digital citizenship. The findings indicated that ALS learners generally exhibit low levels of functional literacy, with specific demographic factors such as age, gender, civil status, and employment status influencing their skill acquisition. In response to these findings, the study

recommended targeted extension activities, particularly in digital citizenship, to enhance the functional literacy of ALS learners in Sipocot, Camarines Sur.

In examining the Alternative Learning System (ALS) Program implementation within the Division of Dapitan City, Philippines, Abad & Galleto (2020) adopted a survey and correlational research approach focusing on support mechanisms, teacher attitudes, and best practices. The findings indicated that while the support mechanisms for ALS instruction were generally rated as small, a significant positive correlation existed between teachers' highly favorable attitudes toward their work and their practical implementation of best practices in the program. However, it was underscored that further improvements in support mechanisms, particularly financial resources, are necessary to elevate the program's effectiveness, with the proposed Enhanced Alternative Learning System Development Plan serving as a potential moderating strategy.

UNESCO (2017) recommends that since governments bear the primary duty of providing education as a fundamental right, they should enhance the capabilities of the department or agency responsible for Adult and Lifelong Education (ALE), which is the equivalent of ALS in the Philippines. This enhancement should extend to decentralized levels to effectively perform its role as both the protector and overseer of the right to literacy and basic education for youth and adults, representing the minimum education level. Achieving this necessitates the ongoing professional development of its staff and ensuring sufficient resource allocation.

Moreover, this research has the potential to support the implementation of the UNESCO (2017) recommendation that the state should recognize non-state actors as essential collaborators in policy development and program implementation. This recognition is crucial for the ultimate goal of guaranteeing "inclusive and equitable quality education" and "lifelong learning opportunities for all."

2.1 Conceptual Framework

Hero (2022) proposed a capacity-building program designed to enhance the 21st-century learning skills of Alternative Learning System Senior High School (ALS SHS) learners, aligning with the contemporary trends and challenges in 21st-century education. This initiative aimed to address the learners' life challenges while equipping them with essential skills for today's educational landscape. Meanwhile, Standen et al., 2020 suggested incorporating activities that align with the individual needs and emotional well-being of the learner does result in an increased level of engagement. The system effectively fosters emotional states that, in turn, enhance the overall learning process.

The development of inclusive learning explained by Nahorna et al. (2023) relies on the integration of interactive technologies to enhance the quality of educational material comprehension. Additionally, the physical setup of classrooms and study spaces is crucial, especially for children with special needs, as specialized infrastructure is vital. Collaborating with teachers and educators with expertise in special education can significantly enhance children's understanding of the material and create an environment conducive to further learning. Employing specialized tools and incentives in the educational process aims to improve individual learning experiences. Furthermore, using digital technologies is pivotal in organizing inclusive learning at higher education institutions, facilitating the acquisition of digital skills, and streamlining the learning process. Therefore,

contemporary practices in managing inclusive education for children with special needs should be grounded in utilizing innovative technologies, and high-quality pedagogical methods, and promoting emotional and psychological well-being for these learners.

2.2 Significance of the Study

This research output will serve as a platform for the university community outreach extension to actively engage in educational and social support initiatives for ALS programs, specifically identifying challenges and issues within the MBLISTT area. By narrowing the scope of the study to ALS implementors, it aims to partner and collaborate to assist in implementing the Alternative Learning System Act (RA 11510) and contribute to the development of sustainable cities and communities (SDG 11).

The stakeholders that stand to gain valuable insights and knowledge from the research to support educational extension efforts in MBLISTT areas include the following:

Alternative Learning System (ALS) Implementors include but are not limited to teachers, community implementors, learning facilitators, and providers. The study findings can directly benefit ALS teachers and learning facilitators by providing insights into enhancing their professional development and enabling them to support learners better.

Learners in MBLISTT areas who are part of the ALS program would gain from improved educational opportunities and support, leading to enhanced learning outcomes and prospects.

The study can benefit the local communities in MBLISTT areas by promoting education and skills development, ultimately contributing to community growth, socio-economic development, and improved quality of life.

Government and Education Authorities may use the study's findings to inform policy decisions and program development for education in MBLISTT areas, helping government and education authorities tailor interventions to serve these municipalities better.

Researchers interested in education, community development, and underserved regions can benefit from the study's findings as a reference point for further research and analysis.

Lastly, the study's findings can guide universities in designing effective educational extension programs tailored to the unique needs and challenges of MBLISTT areas. This can result in more impactful and sustainable collaboration initiatives.

2.3 Objectives of the Study

This overarching objective encompasses the various aspects of capacity-building and support to ensure the close partnership and collaboration between government and the private sector through the ALS program in MBLISTT areas, aligning with the University's extension program objectives. Specifically, it aims to:

1. identify the degree of attainment of selected alternative learning system objectives on

- a. providing ALS learning resources responsive to the needs of all types of learners (Objective 5.1 of RA 11510 IRR);
 - b. providing quality attention to learning needs (Objective 5.1 of RA 11510 IRR);
 - c. capacitating ALS implementors to deliver programs through in-service training (Objective 5.4 of RA 11510 IRR);
 - d. capacitating ALS implementors to deliver programs for learners with varying needs through inclusive education training (Objective 5.5 of RA 11510 IRR)
2. Assess the capacity-building needs of MBLISTT ALS implementors (teachers, community implementors, facilitators, providers) in providing quality education to learners.
3. Output-based: Extension program for community outreach of the university to support ALS implementors to enhance their ability to deliver quality education in Metropolitan Baguio City, La Trinidad, Itogon, Sablan, Tuba, and Tublay.

3.0 Methodology

3.1 Research Design

The study employed an explanatory sequential design to assess the capacity-building needs of ALS teachers in MBLISTT, with the goal of enhancing the delivery of quality education. Data were gathered using a combination of a structured questionnaire and follow-up interviews. The questionnaire was designed to measure the extent to which selected ALS objectives from RA 11510 had been achieved, while the interviews explored the implementation of ALS programs by the teachers in their respective MBLISTT areas. This mixed-method approach allowed for a comprehensive understanding of both the quantitative and qualitative aspects of ALS program delivery.

3.2 Population and Locale of the Study

The population of the study consisted of 40 selected ALS teachers from Metropolitan Baguio City, La Trinidad, Itogon, Sablan, Tuba, and Tublay (MBLISTT). A purposive sampling technique was employed to identify these participants based on their involvement in the implementation of ALS programs within their respective areas. However, only 35 teachers participated in the study. These teachers were the primary respondents, providing data through a questionnaire, with follow-up interviews conducted as necessary to gather additional insights into their experiences and practices.

3.3 Data Gathering Tools

The data-gathering tool used in the study was a questionnaire (Appendix C) designed to assess three key objectives from Section 5 of the Implementing Rules and Regulations of the Alternative Learning System Act (Republic Act No. 11510). The questionnaire was completed by ALS teachers as the primary respondents. It was divided into three sections, each addressing a specific objective: the adequacy, timeliness, and quality of attention and support to learning needs (Objective 5.1); the hiring, capacitating, and deploying of ALS implementors to deliver programs (Objective 5.4); and the designing of specialized programs for ALS learners (Objective 5.5).

The questionnaire incorporated a 4-point Likert scale and open-ended questions. It underwent validity and reliability testing to ensure the clarity, wording, and response options were effective and accurate. Items and questions were carefully constructed to be unbiased, neutral, and non-leading to minimize the potential for response bias or coercion. To better understand the implementation of priority nonformal education programs in MBLISTT, preliminary background information was gathered from the respondents. The 4-point Likert scale was used to measure both the degree of attainment of ALS objectives and the extent to which ALS teachers implemented ALS programs for their learners.

Table 1

Rating Scale on Assessing the Capacity-building Needs of MBLISTT ALS Implementors

Rating Scale	Statistical Range	Description	Interpretation
4	3.26-4.00	Fully Attained	Reflects a high level of confidence in the attainment of ALS objectives. Participants strongly believe that the objectives have been fully realized and that there is minimal room for improvement. The ALS objectives have been fully achieved, and the program effectively aligns with its intended goals.
3	2.51-3.25	Substantially Attained	ALS objectives have been reasonably attained. Participants believe there has been significant progress and the objectives are generally being met, although there may be some minor areas for improvement. The ALS objectives have been reasonably achieved, with room for minor enhancements.
2	1.76-2.50	Partially Attained	While there might be some progress toward achieving the ALS objectives, there are still notable shortcomings or areas where the objectives have not been fully realized. Some progress has been made, but significant improvements are necessary to meet the ALS objectives.
1	1.00-1.75	Not Attained	The ALS objectives have not been achieved at all. Participants strongly believe that the objectives have not been met, and there is a significant gap between the current status and the intended goals. The ALS objectives are far from being achieved, and there is a pressing need for improvement.

3.4 Data Gathering Procedures

The study commenced with the approval of the questionnaire by the Institutional Review Board (IRB) and the granting of permission by the relevant Department of Education representatives and other overseeing entities responsible for ALS implementation. The researchers then visited the designated locations within the MBLISTT areas to conduct the study.

Before participants completed the questionnaire, the study obtained their informed consent. The purpose of the research, their rights, and how their data would be used were fully explained to them. Participants were assured that their responses would remain confidential and their identities anonymous. The study emphasized that participation was voluntary and that participants had the right to withdraw at any time without consequences.

To protect participants' privacy, the study avoided invasive or intrusive questions during data collection, gathering only the information necessary to meet the research objectives. The collected data was safeguarded during transit and storage using secure methods to protect it from

unauthorized access or breaches. It was communicated that the collected data would be used solely for the stated research purposes, and transparency was maintained regarding any potential data sharing or publication. The data was retained only as long as necessary and securely destroyed once no longer needed.

After completing the questionnaire, participants were provided with debriefing information, including an explanation of the purpose of the study, addressing any concerns, and offering contact information for further inquiries. If participants expressed interest, the study provided feedback on the results, subject to feasibility.

Lastly, the study served as a foundational step toward establishing collaborative educational extension services that the university could offer to the ALS teachers in the MBLISTT areas.

3.5 Treatment of Data

The treatment of the data involved both quantitative and qualitative analysis. The quantitative data, derived from the four-point Likert scale responses, were analyzed using the weighted mean and standard deviation to quantify the degree of attainment of selected ALS objectives and to assess the extent to which ALS implementers applied effective practices in delivering ALS programs. This allowed for a clear, numerical representation of the participants' ratings.

For the qualitative data, the open-ended responses were analyzed through thematic analysis using an inductive approach. This method enabled the identification of key themes and patterns within the participants' answers, providing deeper insights into the implementation of ALS programs. The qualitative analysis helped substantiate the quantitative findings, offering a more comprehensive understanding of the factors influencing ALS program delivery.

Together, these data treatment methods provided a well-rounded analysis of the research objectives, ensuring both objective measurements and contextual insights into the ALS implementation process.

3.6 Ethical Considerations

All potential participants were provided with comprehensive information regarding the research's purpose, procedures, potential risks, benefits, and participants' rights. Their informed consent was actively sought, emphasizing the voluntary nature of their involvement. The confidentiality and privacy of participants were rigorously safeguarded, ensuring that their identities and personal information remained undisclosed in all publications or presentations.

The researchers maintained integrity and accuracy in data collection and analysis, ensuring that the data were gathered without bias or manipulation. Participants had the right to discontinue or suspend their participation at any time if they experienced any distress or discomfort. Throughout the study, the well-being and comfort of all participants were prioritized.

To ensure confidentiality, only accurate and truthful findings were disseminated, such as sharing results in conference proceedings or publications, while maintaining the anonymity of participants.

The researchers adhered to ethical principles to protect participants' rights and privacy throughout every phase of the research process.

The researchers planned to disseminate information by collaborating with MBLISTT ALS implementers. This approach was selected because the study's outcome aimed to establish an extension program designed to assist ALS implementers in improving their capacity to provide quality education within challenging environments.

4.0 Results and Discussion

4.1 Attainment of Selected Alternative Learning System Objectives

Table 1 presents the degree of attainment for the selected objectives of the Alternative Learning System (ALS), as outlined in the Revised Implementing Rules and Regulations (IRR) of Republic Act 11510. These objectives focus on the provision of responsive learning resources, quality attention to learner needs, and the capacitation of ALS implementors through in-service and inclusive education training. The table provides a quantitative assessment of how well these goals have been met, based on the mean scores and standard deviations of the responses, which reflect the overall effectiveness and consistency of the ALS in addressing the educational needs of diverse learners.

Table 2

Degree of attainment of selected alternative learning system objectives

Category	Mean	Standard Deviation	Descriptive Equivalent
Providing ALS learning resources responsive to the needs of all types of learners	2.80	0.61	Substantially attained
Providing quality attention to learning needs	3.17	0.47	Substantially attained
Capacitating ALS implementors to deliver programs through in-service training	3.11	0.43	Substantially attained
Capacitating ALS implementors to deliver programs for ALS learners with varying needs through inclusive education training	2.71	0.57	Substantially attained

The ALS program has made significant progress in achieving its objectives, indicating its overall effectiveness. However, distinct areas need further enhancement to improve the program's impact and implementation.

The provision of ALS learning resources responsive to the needs of diverse learners achieved a mean score of 2.80, indicating substantial attainment. However, this score is lower than that of other objectives, highlighting ongoing challenges in fully addressing the wide range of learner needs. This suggests that additional efforts are needed to tailor resources more comprehensively to the diverse spectrum of learners. This aligns with the work of Inthanon and Wised (2024), who revealed that personalized learning approaches, including adaptive technologies, differentiated instruction, and competency/project-based learning, effectively meet student needs and enhance educational outcomes by offering tailored, flexible, and student-centered pathways.

The objective of providing quality attention to learning needs achieved the highest mean score of 3.17, with a low standard deviation of 0.47. This result indicates the ALS program's strong ability to consistently meet learners' needs, with minimal variation in responses. The low variability further suggests that the ALS system maintains a high and consistent standard of attention across its learner base.

The capacitation of ALS implementors through in-service training received a mean score of 3.11, coupled with a standard deviation of 0.43, reflecting substantial attainment. The low variability in responses suggests that in-service training efforts have been systematically and effectively executed, ensuring ALS implementors are well-prepared to perform their roles proficiently.

Finally, the objective of capacitating ALS implementors to address varying needs through inclusive education training received the lowest mean score of 2.71, with a standard deviation of 0.57. While this score still indicates substantial progress, it highlights significant challenges in equipping ALS implementors with the necessary skills and resources for inclusive education. This finding suggests that targeted improvements are essential to enhance the capacity of ALS implementors to effectively meet the diverse and varied needs of learners. Inclusive education enables students from all backgrounds to learn together, benefiting everyone. However, progress is slow, requiring changes at all societal levels. At the school level, this involves training teachers, refurbishing buildings, and providing accessible learning materials (UNICEF, n.d.).

While the ALS program has made substantial progress in achieving its objectives, the area of inclusive education training for implementors requires particular attention. These findings provide valuable insights that can guide future improvements in ALS program implementation, ensuring that all learners, regardless of their individual needs, receive the necessary support and resources to facilitate their learning.

The findings also suggest that although the ALS program has made significant strides in addressing learner needs, it still faces challenges in fully embracing the complexity of diversity. As highlighted in the literature, diversity encompasses both visible and hidden characteristics, including appearance, language, gender, abilities, socioeconomic status, and health. These forms of diversity are not always immediately apparent, and it is crucial to recognize that diversity exists in every group (Deakin University, n.d.). The lower score for providing responsive learning resources suggests that ALS may not yet be fully equipped to address the full range of learner diversities, both visible and hidden. This finding underscores the need for ALS to enhance its resource provision to ensure it can effectively cater to all forms of diversity.

Additionally, the literature emphasizes that an inclusive curriculum and teaching methods should reflect diverse sociocultural perspectives to promote student engagement and learning (Deakin University, n.d.). This aligns with the results, which suggest that ALS implementors need further training in inclusive education to better address the varied needs of learners. By embracing diversity as a valuable resource, ALS can enrich the learning experience and foster a more engaging and effective environment. The findings therefore highlight the importance of integrating inclusive education practices more thoroughly into the ALS program to ensure it not only supports diverse learners but also reflects a broader range of sociocultural perspectives, ultimately maximizing engagement and learning outcomes.

4.2 Capacity-Building Needs of MBLISTT ALS Implementors in Providing Quality Education to Learners

ALS Learning Resources Responsive to the Needs of All Types of Learners

The provision of learning resources tailored to meet the needs of diverse learners is crucial for ensuring equitable education in ALS. This dimension highlights the capacity of implementors to create or adapt resources that address the specific requirements of all learners, including those with disabilities. For example, learners who are deaf or hard of hearing require accessible resources like sign language interpretation, captioning, or visual aids to engage fully with the content. Similarly, students who are blind or have low vision need alternative formats, such as Braille, audio resources, or screen readers, to access information. Additionally, learners who are mute may need communication aids like speech-generating devices or sign language to express themselves effectively. By addressing these specific needs, implementors can create a more inclusive learning environment, ensuring equal access to educational opportunities for all. The dimension also explores challenges faced by implementors, such as limited materials and inadequate infrastructure.

Theme	Description	Example Responses
Development of Inclusive Materials	ALS provides individualized learning plans, large-print materials, and differentiated instructional tools to meet diverse learner needs.	Respondent 26: "We provide alternative formats such as large prints to cater to learners with visual impairments."
Teacher-Created Resources	In the absence of official materials, teachers create or modify resources to accommodate learners' needs.	Respondent 2: "ALS teachers are the ones making activity sheets as long as they fit the learners' levels."
Resource and Infrastructure Gaps	The lack of assistive tools, adequate materials, and accessible facilities (e.g., wheelchair ramps) limits effectiveness.	Respondent 23: "We cannot provide better facilities to cater to their needs, such as wheelchair ramps."

4.3 Development of Inclusive Materials

Inclusive materials are essential for ensuring equitable access to education for all learners, particularly those with disabilities. For example, Respondent 2 stated, "We teachers are the ones making their activity sheets, as long as it is on their level," while Respondent 26 mentioned, "We provide alternative formats such as large prints to cater to learners with visual impairments." These statements demonstrate an awareness of the diverse needs within the learner population and a commitment to providing tailored support. However, these efforts often rely on individual teacher initiative rather than a systemic provision of resources, which can result in gaps in consistency and coverage.

To address these gaps, ALS programs need to standardize the development and distribution of inclusive materials. A centralized approach would ensure that materials like large prints, Braille texts, captioned videos, and other assistive resources are consistently available. Additionally, providing training to teachers on how to develop and use these materials can further enhance their effectiveness in supporting diverse learners.

The literature by Coskun et al. (2009) emphasizes that teachers' lack of knowledge about inclusive instructional materials can diminish their effectiveness in the classroom. This aligns with the discussion about the importance of inclusive materials in ensuring equitable access to education, particularly for learners with disabilities. While Respondent 26 highlights efforts by ALS implementors, such as creating large-print materials for learners with visual impairments, these initiatives often stem from individual teachers' initiative rather than a systemic approach. This gap in consistency and coverage reflects the need for enhanced teacher knowledge and training, as suggested by Coskun et al. (2009). By incorporating specialized courses on special education and its applications into teacher training programs, ALS can equip educators with the knowledge and skills necessary to develop and use inclusive materials effectively. A centralized approach to the development and distribution of inclusive materials, coupled with comprehensive teacher training, would address the gaps identified and improve the overall inclusivity of ALS programs.

4.4 Teacher-Created Resources

Respondent 2 stated, "We teachers are the ones making their activity sheets, as long as it is on their level." Similarly, Respondent 26 shared, "We provide alternative formats such as large prints to cater to learners with visual impairments." These responses highlight how, in the absence of officially provided or standardized resources, teachers have taken it upon themselves to develop activity sheets and instructional tools tailored to the individual needs of their students. While this demonstrates teacher dedication and adaptability, it also reveals a significant gap in institutional support. Relying on teachers to independently create resources can lead to inconsistencies in quality and effectiveness across different ALS centers.

To address this challenge, ALS programs should provide teachers with access to ready-made, high-quality instructional materials aligned with national education standards. Workshops and seminars can be conducted to train teachers on customizing materials effectively while reducing their workload. Additionally, allocating additional funding and resources would enable teachers to focus on delivering quality instruction rather than devoting time to resource creation.

High-quality instructional materials not only ease the burden on teachers but also significantly enhance student learning outcomes. These materials provide a shared foundation for collaboration among educators, promoting equity and consistency across classrooms. Research demonstrates that the use of stronger instructional materials can add months of learning for students, with many of these resources being cost-neutral and even freely available online (Oregon Department of Education, 2023). Moreover, such materials enable students to engage more deeply with academic standards, ensuring better educational outcomes for diverse learners.

4.5 Resource and Infrastructure Gaps

Respondent 20 stated, "The ALS program accommodates the diverse learning needs... but we don't have enough facilities to cater to their needs." Similarly, Respondent 23 shared, "We cannot provide better facilities to cater to their needs such as wheelchair ramps." These responses highlight a broader issue of systemic inequities in educational infrastructure, which fails to prioritize inclusivity. Without accessible facilities, ALS programs are unable to fully uphold their commitment to providing equitable education to all learners.

Addressing these infrastructure gaps requires significant investment in upgrading ALS learning centers. Basic accessibility features, such as wheelchair ramps, railings, and modified seating arrangements, should be prioritized. Collaborations with government agencies, local government units (LGUs), and private organizations can help secure funding for these upgrades. Advocacy for inclusive education policies and increased budget allocations can also play a crucial role in addressing these systemic issues.

These challenges persist despite Philippine and international laws that guarantee the right of children and youth with disabilities to access quality education. The Constitution, Education Act of 1982, and Child and Youth Welfare Code mandate non-discriminatory education tailored to learners' abilities and needs. The Magna Carta for Persons with Disabilities affirms their right to quality education, skill development, and inclusion in society, obligating the State to allocate funds and address their special requirements in education policies. Similarly, RA 11510 (Alternative Learning System Act, 2020) strengthens this commitment by ensuring specialized programs and accessible learning resources for learners with disabilities (Department of Education, 2022).

4.6 Quality Attention to Learning Needs

Providing quality attention to learning needs requires contextualized, inclusive, and engaging teaching strategies. This dimension examines how ALS implementors use culturally relevant approaches, flexible instructional strategies, and community partnerships to ensure that diverse learners receive the support they need.

Theme	Description	Example Responses
Culturally Contextualized Instruction	Lessons are adapted to reflect learners' cultural backgrounds, promoting relatability and engagement.	Respondent 3: "Using pictures of local products when teaching, for example, native woven clothes."
Inclusive and Flexible Strategies	Teachers utilize multimedia, hands-on activities, and flexible assessments to address diverse learner needs.	Respondent 24: "We incorporate multimedia, hands-on activities, and group discussions to engage learners with varied backgrounds."
Collaboration with Local Communities	Partnerships with local elders, NGOs, and LGUs enhance learning experiences and strengthen cultural relevance.	Respondent 16: "Inviting an elder in the community to give encouragement and talk to learners."

4.7 Culturally Contextualized Instruction

Culturally contextualized instruction ensures that teaching materials and methods resonate with learners by connecting them to their cultural heritage and lived experiences. Respondent 2 shared, "I contextualize the lesson using their resources for them to be able to relate during the discussion." Respondent 3 added, "Using pictures of local products when teaching, for example, native woven clothes." This strategy taps into learners' familiarity with their cultural environment, fostering a sense of connection and relevance. By grounding lessons in culturally specific examples, teachers can help learners better understand and engage with abstract concepts, enhancing retention and application. This approach is particularly important in regions with diverse cultural identities, where generic or irrelevant content may alienate learners.

To maximize the benefits of culturally contextualized instruction, ALS should develop learning modules that integrate local culture, history, and traditions. Collaborating with local experts, such as anthropologists, cultural organizations, and educators, can ensure the authenticity of these materials. Additionally, training sessions should be provided to teachers to help them identify and incorporate culturally relevant content into their lessons, while maintaining inclusivity for learners from different backgrounds. This strategy not only enhances learner engagement but also preserves and promotes cultural heritage.

When implemented effectively, culturally contextualized instruction benefits all learners, not just those from diverse backgrounds. It fosters a transformative classroom experience by strengthening students' sense of identity, promoting equity and inclusivity, and supporting critical thinking (Burnham, 2024).

4.8 Inclusive and Flexible Strategies

Respondent 24 stated, "I incorporate multimedia, hands-on activities, and group discussions to engage learners with varied backgrounds." Respondent 7 added, "Differentiated instruction according to learners' level and learning needs." These strategies foster an inclusive environment where all learners feel supported, regardless of their learning style. For example, multimedia supports visual learners, hands-on activities benefit kinesthetic learners, and group discussions promote collaborative learning. This flexibility is particularly crucial in ALS, where learners may range from school dropouts to adults with limited formal education. By adapting their teaching methods to meet diverse needs, ALS implementers can provide equitable opportunities for success for all learners.

To institutionalize these inclusive and flexible strategies, ALS programs should equip teachers with multimedia tools, such as projectors, tablets, and videos, while also providing training on their effective use. Teachers should receive professional development in differentiated instruction to cater to the specific needs of their learners. Creating lesson plans with built-in flexibility, such as offering various ways for learners to demonstrate understanding (e.g., projects, oral presentations, or written work), will further enhance inclusivity. Additionally, gathering feedback from learners on the effectiveness of different strategies can help teachers continually refine their methods.

This study reinforces the need for teachers to implement diverse teaching strategies in the classroom. The findings from the literature review and community partner interview show that multiple strategies are effective. Teachers must be open to learning and growing to improve their teaching practices and support student success. Since no single method can reach all students, an adaptable education system is essential in meeting the demands of an ever-evolving world (Loer, 2022).

4.9 Collaboration with Local Communities

Respondent 16 shared, "Inviting an elder in the community to give encouragement and talk to learners," while Respondent 30 stated, "Inviting speakers from indigenous communities to educate learners on cultures, beliefs, and traditions." This collaboration enriches the learning experience by incorporating local wisdom, cultural values, and real-world knowledge into the curriculum. Elders, as custodians of cultural traditions and moral guidance, play a crucial role in fostering respect for cultural identity and the relevance of education. Additionally, such collaboration strengthens the connection between schools and the community, creating a support system that motivates learners to stay engaged and complete their education.

Building on this, to further enhance community collaboration, ALS programs should formalize partnerships with community leaders, elders, and local organizations. Structured activities—such as storytelling sessions, cultural workshops, or mentorship programs—can be incorporated into the curriculum. Teachers should also work closely with community members to co-develop culturally relevant educational content and address learners' specific challenges, such as dropout rates. Moreover, engaging the community in school events or outreach initiatives fosters a sense of collective responsibility for educational success, which not only supports learner engagement but also promotes community cohesion and pride.

Ultimately, collaboration with local organizations and businesses provides schools with additional resources and opportunities beyond the classroom. Mentorship and volunteer programs connect students with community expertise, creating an enriching learning environment that boosts academic achievement and social-emotional development. Such involvement also supports a holistic approach, helping students understand the real-world relevance of their studies (as cited in Chandratreya, 2024).

4.10 ALS Implementors to Deliver Programs Through In-Service Training

In-service training is essential for ALS implementors to address the unique challenges of multi-grade teaching, learner retention, and limited resources. This dimension explores how training initiatives and innovative strategies help teachers overcome these challenges while ensuring the effective delivery of ALS programs.

Theme	Description	Example Responses
Capacity-Building for Multi-Grade Teaching	Training is needed to help teachers address the challenges of teaching learners of varying educational levels.	Respondent 25: "The multigrade learners are hard to handle because they have their own pace of learning."
Innovative Solutions for Retention	Teachers implement modular learning, home visits, and flexible schedules to address retention and attendance issues.	Respondent 5: "We had this home visitation to our working learners to collect and distribute their modules."
Addressing Resource Limitations	Limited funding and teaching materials constrain ALS programs, requiring innovative solutions from teachers.	Respondent 7: "Primary challenges include a lack of funds to implement ALS programs and projects."

4.11 Capacity-Building for Multi-Grade Teaching

Multi-grade teaching involves instructing learners across different grade levels in the same classroom. Respondent 2 noted, "The challenging part as an ALS teacher is the different grade levels and understanding of our learners... we need to be flexible enough to provide different activities." Similarly, Respondent 25 mentioned, "The multigrade learners are hard to handle because they have their own phase of learning." The varying learning speeds of students make it difficult for teachers to manage the range of abilities and paces effectively. This can result in some students feeling left behind, while others may become disengaged due to the slower pace of instruction. As such, multi-grade classrooms demand that teachers be highly skilled in differentiating instruction, managing diverse learning needs simultaneously, and designing lesson plans that accommodate various age groups and skill levels.

In the context of ALS, this challenge is further compounded by the diverse backgrounds of learners, including varying educational levels, which require additional strategies and creative solutions. To effectively address these challenges, capacity-building for multi-grade teaching is essential. This involves training teachers on how to design and implement lessons that cater to different learners' needs, without compromising the quality of education for any group.

To support teachers in overcoming the challenges of multi-grade teaching, ALS programs should prioritize professional development focused on classroom management, differentiated instruction, and lesson planning. Specialized training on assessing and addressing the learning needs of multiple age groups and educational levels within the same classroom can significantly improve learning outcomes. Additionally, providing teachers with resources such as modular lessons or learning stations can streamline teaching methods, ensuring that all learners are actively engaged, regardless of their individual pace.

The success of the Multigrade Education Program (MEP) in bridging the gap in educational access for children in remote areas further highlights the importance of effective multi-grade teaching. MEP's effectiveness relies on dedicated educators, adequate resources, and community support. By enhancing academic performance and fostering social productivity, MEP empowers students, demonstrating the transformative power of education even in the most challenging circumstances (Equitable Education Fund, 2023).

4.12 Innovative Solutions for Retention

Respondent 5 shared, "We had this home visitation to our working learners to collect and distribute their modules and activity sheets." Similarly, Respondent 24 stated, "Some learners cannot get their modules in the learning center, so blended and distance learning was performed." These responses highlight a key challenge in ALS: retaining learners who have external responsibilities, such as work or family obligations. Home visits serve as a crucial strategy to maintain engagement and ensure continued participation. Through this approach, teachers personally deliver modules, monitor progress, and provide individualized support. By fostering accountability and strengthening teacher-learner relationships, home visits not only help students stay on track but also reinforce the connection between the school and the community.

Home visitation offers flexibility, enabling learners to continue their education despite barriers like distance or work commitments. This is particularly beneficial for adult learners in ALS, who may face difficulties attending regular classes due to jobs or other obligations. The personal nature of home visits ensures that these learners stay engaged and feel supported, even outside the classroom environment.

To institutionalize home visitation as a strategy for retention, ALS should formalize this practice and ensure that teachers have the necessary resources and support to conduct these visits regularly. This could include providing transportation allowances, clear guidelines for effective visits, and tools to track learner progress. The model can be expanded by involving community members to assist teachers in reaching learners, thereby increasing the initiative's reach and effectiveness. Furthermore, retention efforts can be enhanced by offering flexible learning schedules, online resources, or peer support networks for learners.

Home visits also provide valuable insights into students' and families' funds of knowledge, helping teachers understand how to engage with them more effectively. By addressing learners' strengths and challenges, teachers can create tailored educational strategies that support learners both academically and personally (as cited in Cornett, 2020).

4.13 Addressing Resource Limitations

Respondent 7 stated, "Primary challenges: lack of funds to implement ALS program and projects." Similarly, Respondent 9 noted, "Limited resources can impede the effectiveness of teaching and learning." A major challenge faced by ALS programs is inadequate funding, which directly affects the implementation and sustainability of projects. Insufficient financial support limits the availability of teaching materials, infrastructure, training, and outreach efforts. As a result, ALS teachers often have to rely on their creativity to adapt to resource constraints. However, while resourcefulness can help mitigate some challenges, it may also compromise the overall effectiveness of the program, making it difficult to provide quality education for all learners.

This limitation also results in fewer opportunities for professional development, fewer teaching materials, and less frequent or impactful outreach to engage learners. Without adequate funding, ALS struggles to scale its impact or address the diverse needs of its learners. Resource limitations may further hinder the implementation of innovative teaching strategies, such as integrating technology or offering supplementary services like counseling or mentoring.

To address these resource limitations, ALS must advocate for increased funding and explore alternative revenue sources, such as partnerships with private organizations, NGOs, or government agencies. A more sustainable funding model should focus on long-term investments in infrastructure, teaching materials, and teacher training. In the short term, ALS can seek in-kind donations (e.g., teaching materials and equipment) or create community-based fundraising initiatives to alleviate some financial pressures. Additionally, prioritizing resource allocation to critical areas, such as teaching materials and technology integration, will ensure that resources are used effectively.

However, governance and financing challenges further complicate ALS implementation. While RA 11510 permits Local School Boards to use the Special Education Fund (SEF) for ALS programs, some LGUs still follow DepEd-DBM-DILG Joint Circular No. 1, s.2020, which limits SEF use for ALS-related expenses. This restricts resource allocation for ALS. Additionally, budgetary constraints arise as the Bureau of Alternative Education's (BAE) proposed budget of P634 million is evenly distributed across regions at P7 million each, regardless of the actual number of ALS learners. DepEd is amending this policy with a new funding formula (EDCOM 2 Communications, 2024).

4.14 ALS Implementors to Deliver Programs for Learners with Varying Needs Through Inclusive Education Training

Delivering programs for learners with varying needs requires ALS implementors to be trained in inclusive education practices and equipped with specialized tools and resources. This dimension focuses on the gaps in training, the role of collaboration with specialized organizations, and the need for adaptive teaching materials to support learners with disabilities.

Theme	Description	Example Responses
Training for Inclusive Education	There is a need for comprehensive training to equip ALS teachers with the skills to support diverse learners.	Respondent 8: "Training on inclusive teaching methods for learners with disabilities are not widely implemented."
Collaboration with Specialized Organizations	Partnerships with NGOs, SPED programs, and advocacy groups support resource gaps and capacity-building efforts.	Respondent 8: "ALS may collaborate with organizations and advocacy groups to ensure the needs of learners with hearing impairments are addressed."
Development of Specialized Learning Tools	Teachers lack access to essential tools such as Braille resources, captioned videos, and assistive technologies.	Respondent 22: "Training seminar on the usage of materials for learners with disabilities is necessary."

4.15 Training for Inclusive Education

Respondent 18 stated, "Inclusive education workshops, disability awareness training, specialized training modules." Similarly, Respondent 23 noted, "Teaching methods and strategies, but sometimes it really depends on the teacher on how they will teach the learner." Respondent 8 emphasized, "ALS teachers should be provided with training on inclusive teaching methods and techniques." These responses highlight a critical gap in ALS programs: the lack of formal training on inclusive teaching methods for learners with disabilities. Inclusive education involves strategies that accommodate diverse learning needs, ensuring equal opportunities for all students. However, despite growing recognition of its importance, many ALS teachers still do not receive specialized training in this area. Without proper guidance and resources, teachers may struggle to effectively support learners with disabilities, potentially leading to disparities in educational outcomes. Addressing this issue requires targeted professional development programs to equip ALS educators with the necessary skills for inclusive instruction.

Inclusive education training typically covers strategies for differentiating instruction, adapting learning materials, and providing accommodations for learners with disabilities, such as physical, sensory, or cognitive impairments. It also emphasizes creating an inclusive classroom environment that supports the participation of all students. Without these essential skills, teachers may struggle to effectively engage students with disabilities, limiting their academic progress and overall learning experience.

To address this gap in training, ALS programs should prioritize professional development focused on inclusive education. Providing regular, specialized training for teachers on inclusive teaching practices and disability awareness will equip them with the necessary tools to meet the diverse needs of their students. Collaborating with organizations specializing in special education could bring in external expertise, further enhancing the quality of training. Moreover, incorporating

inclusive education into ALS curriculum development as a core component will ensure that all teachers are prepared to deliver an equitable learning experience for every student.

At the school level, teachers need training, buildings should be refurbished, and students must have access to learning materials. At the community level, stigma and discrimination must be addressed, and awareness of the benefits of inclusive education should be promoted. At the national level, governments must align laws with the Convention on the Rights of Persons with Disabilities and regularly collect data to ensure effective services reach all students (UNICEF, n.d.).

4.16 Collaboration with Specialized Organizations

Respondent 8 suggested, "ALS programs may collaborate with organizations and advocacy groups to ensure that the needs of learners with hearing impairments are addressed effectively." Similarly, Respondent 18 highlighted a successful example, stating, "One success in this regard is the partnership between an ALS center and a local deaf organization to provide sign language interpretation." These responses emphasize the value of collaboration between ALS programs and specialized organizations in addressing the needs of learners with disabilities, particularly those with hearing impairments. Such partnerships provide essential expertise, resources, and support that ALS programs may lack. For instance, organizations working with the deaf community can offer trained sign language interpreters, conduct teacher training workshops, and develop inclusive learning materials. Strengthening these collaborations can enhance the accessibility and effectiveness of ALS programs, ensuring that learners with disabilities receive the support they need to succeed.

In addition to expertise, collaborating with specialized organizations provides access to resources that ALS programs might not be able to create or procure independently. These resources may include learning materials tailored for learners with disabilities, such as sign language guides, visual aids, and assistive technologies. By forming these partnerships, ALS programs can create more inclusive and accessible learning environments that meet the diverse needs of their students.

To foster inclusivity, ALS programs should actively seek out partnerships with organizations, advocacy groups, and NGOs specializing in disability services and inclusive education. These partnerships could involve joint initiatives, shared resource development, or specialized training programs. Beyond benefiting learners with disabilities, such collaborations can enhance the overall inclusivity of ALS programs, promoting an environment where all learners, regardless of ability, feel valued and supported.

An example of successful collaboration can be seen in the Inclusive Education in the Sahel Project (2017-2021), which was implemented by HI and co-financed by NORAD and AFD. This project brought together organizations of persons with disabilities (OPDs) and civil society movements in West Africa (Burkina Faso, Mali, Niger) to promote inclusive education. The initiative focused on increasing school attendance among children with disabilities and marginalized groups, while advocating for policy changes to enhance educational inclusivity (Ceralli, 2021).

4.17 Development of Specialized Learning Tools

Respondent 22 emphasized the importance of "training-seminars on the usage of materials for learners with disabilities," while Respondent 10 highlighted the need for "developing LMS (Learning Management Systems) for learners with special needs." These responses underscore the necessity of equipping teachers with the skills and tools required to support learners with disabilities effectively. Training seminars on specialized learning materials—such as Braille books, audio aids, large-print resources, and assistive technologies—are essential in ensuring equitable access to education. However, many teachers lack the necessary training to use these resources efficiently. Additionally, developing Learning Management Systems (LMS) tailored to students with special needs can further enhance accessibility by providing digital tools that accommodate diverse learning styles. In ALS programs, where learners have varied backgrounds and challenges, investing in teacher training and adaptive educational technologies can significantly improve learning experiences and outcomes for students with disabilities.

To address this issue, ALS programs should prioritize the development and distribution of specialized learning materials tailored to different disabilities, such as tactile books for blind learners or captioned videos for hearing-impaired students. Teachers should receive comprehensive training on how to use these tools, adapt lessons, and modify teaching practices to ensure accessibility for all learners. Incorporating these materials into daily teaching will not only benefit learners with disabilities but will also contribute to a more inclusive classroom environment.

Access to appropriate materials is crucial for all students, especially those with disabilities, as it is an essential component of a larger, holistic model for inclusive education. The Universal Design for Learning (UDL) framework ensures equal learning opportunities for all students but requires time to implement in the countries where it is being introduced. In the meantime, certain accessible materials, such as braille, large-print books, and assistive technology, can greatly benefit students with disabilities. These resources, which include textbooks in accessible formats, technology offering multi-format content, and additional materials like manipulatives and educational games, are vital for fostering an inclusive and equitable learning environment, ensuring that every learner has the resources they need to succeed (EducationLinks, 2020).

Extension Program for Community Outreach of the University to Support ALS Implementors to Enhance their Ability to Deliver Quality Education in Metropolitan Baguio City, La Trinidad, Itogon, Sablan, Tuba, and Tublay

ALS+ Enhancement Initiative: Empowering Inclusive and Quality Education in Metropolitan Baguio City, La Trinidad, Itogon, Sablan, Tuba, and Tublay

Rationale

The Alternative Learning System (ALS) has made significant strides in providing education to out-of-school youth and adults, particularly in remote and underserved areas. However, challenges such as limited resources, inadequate infrastructure, and gaps in specialized training for inclusive education persist. This extension program seeks to address these challenges, ensuring ALS implementors are better equipped to meet the diverse needs of learners.

Program Objectives

1. Enhance ALS implementors' capacities through specialized training and workshops tailored to inclusive education and responsive teaching strategies.
2. Develop and distribute culturally contextualized and learner-centered resources to enrich teaching and learning experiences.
3. Upgrade infrastructure and technological support to create conducive learning environments for ALS learners.
4. Foster collaborative community engagement to ensure sustainable support for ALS initiatives.
5. Strengthen monitoring and evaluation systems to track the effectiveness of interventions and improve program outcomes.

Program Components and Activities**1. Capacity-Building for ALS Implementors****1.1. Workshops on Inclusive Education:**

1.1.1. Topics: Differentiated instruction, gender sensitivity, cultural inclusivity, and addressing learning disabilities.

1.1.2. Format: On-site and online training sessions.

1.2. Specialized Training Programs:

1.2.1. Focused on teaching in multi-grade and diverse learner contexts.

1.2.2. Integration of digital tools and innovative teaching strategies.

1.3. Peer Mentorship Program:

1.3.1. Pair experienced educators with new implementors to guide and support their professional growth.

2. Resource Development and Distribution**2.1. Culturally Relevant Learning Modules:**

2.1.1. Collaborate with education experts and local communities to create materials reflecting local culture and values.

2.2. Digital Learning Resources:

2.2.1. Develop e-learning modules and provide access to digital platforms.

2.2.2. Distribute tablets or low-cost devices preloaded with ALS materials.

2.3. Teacher-Made Resource Bank:

2.3.1. Create an online repository where implementors can upload and share self-developed materials.

3. Infrastructure and Technological Support**3.1. Improvement of Learning Centers:**

3.1.1. Renovate existing facilities to ensure they are safe, accessible, and conducive for learning.

3.1.2. Provide mobile learning hubs for remote areas.

3.2. Provision of Equipment and Technology:

3.2.1. Supply laptops, projectors, printers, and Wi-Fi access for learning centers.

3.2.2. Establish digital literacy programs for both implementors and learners.

4. Community Engagement and Collaboration**4.1. Local Stakeholder Partnerships:**

- 4.1.1. Engage LGUs, NGOs, and private organizations to mobilize resources and sustain program efforts.
- 4.2. Parental and Community Involvement:
 - 4.2.1. Conduct advocacy campaigns to encourage family and community support for ALS learners.
- 4.3. Volunteer Programs:
 - 4.3.1. Recruit volunteers to assist in teaching, mentoring, and resource development.
- 5. Monitoring, Evaluation, and Sustainability
 - 5.1. Regular Assessment of Outcomes:
 - 5.1.1. Implement tools to monitor learner progress, teacher performance, and community impact.
 - 5.2. Feedback Mechanisms:
 - 5.2.1. Conduct surveys and focus group discussions with implementors, learners, and stakeholders to refine strategies.
 - 5.3. Sustainability Plan:
 - 5.3.1. Develop a roadmap for self-sustaining learning hubs and continuous professional development initiatives.

Implementation Timeline

Phase	Activities	Duration
Phase 1: Planning	Stakeholder consultations, needs assessments, and resource mapping.	3 months
Phase 2: Training	Capacity-building workshops, mentorship program establishment.	6 months
Phase 3: Resource Development	Creation and distribution of materials, setup of digital platforms.	9 months
Phase 4: Infrastructure	Renovation of learning centers, provision of equipment.	12 months
Phase 5: Monitoring	Regular assessment, feedback collection, and program adjustments.	Continuous

Expected Outcomes

1. Empowered ALS Implementors: Equipped with skills and tools to address diverse learner needs effectively.
2. Enhanced Learning Resources: Improved access to culturally relevant, inclusive, and learner-friendly materials.
3. Better Learning Environments: Upgraded infrastructure fostering quality education.
4. Stronger Community Involvement: Increased support and participation from local stakeholders.

5. Improved Learner Outcomes: Higher participation, retention, and achievement rates among ALS learners.

Budget and Resource Mobilization

1. Primary Sources: University funding, government grants, and community contributions.
2. External Support: Partnering with NGOs and private donors for additional resources.
3. In-Kind Donations: Soliciting books, digital devices, and infrastructure support from local businesses.

5.0 Conclusions and Recommendations

5.1 Conclusions

Alternative Learning System (ALS) has largely achieved its objectives, particularly in providing quality attention to learner needs and capacitating implementors through in-service training. However, significant challenges persist in fully addressing the diverse needs of learners, especially in the areas of responsive learning resources and inclusive education training. While these objectives are generally met, the results underscore the necessity for targeted interventions to improve the program's inclusivity and capacity to support a broader range of learner profiles, thereby enhancing its overall effectiveness and equity.

The significant efforts of ALS implementors in addressing the diverse needs of learners through inclusive, culturally contextualized, and flexible teaching strategies are highlighted. However, challenges such as resource limitations, insufficient infrastructure, and lack of specialized training for inclusive education persist. Teachers have demonstrated dedication by creating their own materials and adapting teaching methods to accommodate learners' unique needs, but these efforts are often hindered by systemic gaps in support and resources. Addressing these issues is essential to ensuring equitable access to quality education for all ALS learners.

The "ALS+ Enhancement Initiative" is a holistic extension program designed to empower ALS implementors and ensure inclusive, equitable, and quality education for all learners in Metropolitan Baguio City, La Trinidad, Itogon, Sablan, Tuba, and Tublay. By addressing systemic challenges and leveraging community collaboration, the program aspires to build a stronger foundation for lifelong learning opportunities in these regions.

5.2 Recommendations

The ALS program has to prioritize the development and provision of more comprehensive and responsive learning resources that cater to the diverse needs of all learners, ensuring inclusivity and accessibility across the system. Furthermore, increased emphasis should be placed on strengthening inclusive education training for ALS implementors, equipping them with the requisite skills and resources to address the varied needs of learners more effectively. These initiatives, underpinned by strategic investments in professional development and resource allocation, are essential to advancing the ALS's capacity to deliver high-quality, equitable educational opportunities for all learners.

To enhance the effectiveness of ALS programs, it is recommended to standardize the provision of high-quality instructional materials and inclusive teaching tools across all centers. Targeted training programs should be developed to equip ALS implementors with skills in differentiated instruction and inclusive education. Furthermore, increased funding and partnerships with specialized organizations can bridge resource and infrastructure gaps, ensuring accessibility for all learners. Emphasis should also be placed on integrating culturally relevant content and flexible learning strategies to support engagement and retention.

To ensure the success and sustainability of the "**ALS+ Enhancement Initiative**," it is recommended to strengthen multi-stakeholder collaboration by partnering with LGUs, NGOs, and private organizations for resource mobilization and advocacy. Prioritize professional development through regular training on inclusive education and digital literacy, and invest in culturally relevant, accessible learning resources. Upgrade infrastructure with modern facilities and mobile learning hubs to reach underserved areas. Implement robust monitoring systems to track progress and adapt strategies based on feedback while advocating for policy support and funding to address systemic gaps. Lastly, community ownership can be fostered by involving local leaders, parents, and volunteers in planning and implementation.

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