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RESEARCH ARTICLE

Assessment of the Locally-Initiated Alternative Learning System (ALS) Basic Training Course of Isabela City Schools Division, Basilan, Philippines

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ARTICLE INFO	ABSTRACT
	Despite the provision of free basic education in the Philippines, numerous children are unable to complete their studies due to a range of personal circumstances. The Alternative Learning System (ALS) acts as a supplementary path to formal education, accommodating individuals who were unable to engage in traditional schooling. This study assessed the conduct of the locally-initiated ALS Basic Training Course in the Isabela City Schools Division, Basilan, where 41 newly-hired ALS implementers were purposefully selected based on their participation in the training. Statistical tools such as mean and standard deviation were utilized to assess the training course. The findings revealed a positive trend: the Training Management Team was effective in crafting a program that struck an appropriate balance between conceptual learning and operational practice, leveraging their own experiences in the field as ALS implementers. A notable finding was that the impact on trainees is amplified when program practitioners also act as trainers, due to their profound comprehension of the subjects they teach. The use of authentic materials during the training proved advantageous, enhancing the significance of the learning experience for the participants. Although this study was limited to the five components of training courses, making the findings not entirely generalizable to the entirety of conducting a basic training course, the results provided a foundation for creating a framework or work plan. Therefore, it is recommended that the HRTDO, Basilan Division employ the findings from this research to develop a standard manual for the ALS Basic Training Program as a component of its pre-service training.

1. INTRODUCTION

Background of the study

In the formal educational system, despite the provision of free basic education, numerous children are unable to complete their studies due to various personal reasons. These include a lack of interest or motivation to learn, illness, the considerable distance to schools, lack of family support, financial constraints, challenging terrain, physical disabilities, aversion to certain teachers, issues related to insurgency, early marriage, and the most severe barriers to education, such as those associated with gender, poverty, displacement, disability and/or ethnicity. Owing to these factors, many individuals are unable to pursue and complete their elementary and secondary education, rendering the goal of universal education, under such circumstances, merely aspirational and the children are still left behind (Apao, Dayagbil, & Abao, 2014; Allam & Martin, 2021; Baccal & Ormilla, 2021).

Education is essential for the advancement and progress of any nation like the Philippines, while literacy is vital to the achievement of quality of life. Individuals of all ages must develop the literacy

and their capabilities crucial for securing employment, decent earnings, and accessing high-quality educational opportunities. According to Mendoza as cited in (Baccal & Ormilla, 2021) "Each Filipino citizen young and adult has the privilege to undergo formal schooling. However, many Filipinos were being deprived of this right due to their destitute conditions and traditional cultures" (Calabit, 2022; Apao, Dayagbil, & Abao, 2014)

In 2006, the Philippine EFA 2015 National Action Plan was drawn up with an identified central goal: to provide basic competencies to all Filipinos in order to achieve functional literacy for all. To achieve this, the plan identified certain "production" and "enabling" tasks and one of which pertains to the ALS which has been tasked to "transform nonformal and informal interventions into an alternative learning system yielding more EFA benefits" (Guererro, as cited in Fernandez, 2013).

It is in this context that the Bureau of Alternative Learning System (BALS), another division of the Department of Education, steps in to address the educational needs of out-of-school youths, adults, and over-aged school children—those aged 11 and above at the elementary level, and 15 and above at the secondary level. The programs of the bureau also encompass services for individuals who are illiterate. The ALS K to 12 basic education curricula are crafted in relation to the K to 12 curricula.

Salendab & Cogo (2022) defined the Alternative Learning System (ALS) as "a free learning method that utilizes non-formal and informal information sources to supplement existing formal education and training." Since the Alternative Learning System was established as a flagship program of the Department of Education (DepEd) to address the learning needs of out-of-school youth (OSY) and adults, it has undergone significant changes, shaping the program into what is now referred to within the department as the "Other Side of Basic Education." What was once a highly centrally-managed unit of the department, ALS now benefits from a degree of flexibility in key areas of program management. With the enactment of RA 9155, otherwise known as the "Governance of Basic Education Act of 2001," all DepEd functions are mandated to initiate local initiatives deemed necessary to enhance the performance of teachers and learners.

The belief that workforce competence is a critical component for the effective achievement of organizational goals, alongside commitment, has led to the recognition that staff development should be afforded paramount importance. For many years, the Division ALS unit was reliant on the Regional and Central Offices for the orientation and training of its ALS Implementers. It has been observed that these orientations and training sessions are often inadequate, as they are typically condensed into a mere three-day period. Moreover, the limited time frame restricts the range of topics and activities, which tend to focus solely on conceptual understanding, resulting in an evident deficiency in the professional development of ALS Implementers.

As the demand for the ALS program grows, serving as an alternative pathway to basic education, establishment of sub-programs within ALS has emerged to cater to the diverse needs of out-of-school youth (OSYs). With the expansion of the program, there will be a corresponding increase in the need for ALS Implementers to facilitate learning sessions for various groups. Consequently, there is a heightened necessity for comprehensive and specialized training to equip newly hired ALS Implementers with the requisite skills. Such training must be distinct from and more robust than previous models, ensuring the effective delivery of education across the spectrum of ALS services.

This research is pursued on these considerations. In collaboration with the Division Human Resource Training and Development Office, the Division ALS has developed a pioneering, locally-initiated ALS Basic Training Course Program for ALS Implementers—a first in the division and possibly in the region. The design of the training program is aimed at providing participants with a harmonious blend of theoretical knowledge and practical application. Distinguishing features, absent from previous training conducted by the Regional and Central Offices, include the incorporation of Experiential Learning (the "4As") into all aspects of the program, the actual preparation of Session Guides, and a mandatory Demonstration-Teaching exercise. This practicum is conducted in a live classroom setting with real ALS learners, to ensure an authentic experience. Additionally, the training is structured to span five days, allowing for an in-depth educational experience.

The Training Course Program underwent evaluation through a 5-day intensive training session, which took place from December 18 to 23, 2022, at the Division Office. This session was part of the Teacher Induction Program (TIP) for forty-one (41) newly-hired ALS Implementers within the

division. The primary goal of this research is to ascertain the participants' assessment of the training's execution and to utilize the findings to enhance the future conduct of such training.

Statement of the problem:

The study seeks to ascertain the respondents' evaluation of the locally-initiated ALS Basic Training Course offered by the Isabela City Schools Division, Basilan, Philippines. Specifically, it aims to answer the following questions:

1. What is the demographic profile of the respondents when they are grouped according to:
- Age
- Sex
- Educational attainment
- Designation
- Status of Employment

2. How do the respondents assess the implementation of the locally-initiated ALS Basic Training Course of Isabela City Schools Division with regard to:
- Timeliness
- Consistency of Training Content
- Relevance of Training Materials
- Facilitators' Competence
- Participants' Engagement

2. RELATED LITERATURE

Although scholarly discussions on informal learning did not become prominent until the 1980s, the attributes of informal learning can be identified in the earlier works of educational theorists such as Lindeman (1926), Dewey (1938), and Knowles (1970). These academics proposed that adult learners gain consciousness of their learning experiences through self-directed methods (Le Clus, 2011).

The Department of Education represents a multifaceted learning institution tasked with formulating, endorsing, provisioning, and ensuring basic education tailored to the diverse, dynamic, and evolving learning requirements of its constituency. The agency holds the mandate to deliver exemplary education to individuals from various backgrounds, striving to achieve universal educational access. The Department's vision underscores the nation's human resources as its most valuable asset, asserting that it is the government's responsibility to provide education to every Filipino citizen. Furthermore, the mission of the Department of Education declares the government's commitment to furnishing equitable and quality education that establishes a foundation for lifelong learning and fosters service for the greater good (Arzadon, M. & Nato, R. Jr., 2015).

The Alternative Learning System (ALS) serves as a supplementary avenue to formal education, catering to individuals who, for various reasons, were unable to participate in formal schooling. This includes the illiterate population, providing an essential opportunity to acquire fundamental skills such as reading, writing, and arithmetic. Additionally, ALS presents an alternative for those seeking to complete their elementary and secondary education, particularly older individuals who have previously halted their studies. Unlike the more rigid structure of formal education, ALS programs and projects are characterized by their flexibility in delivery. Implementers of ALS tailor the program to fit the learners' needs, scheduling sessions and selecting locations based on what is most convenient for the participants. For those unable to attend these sessions, self-learning modules are available, ensuring that education is accessible to all, regardless of their circumstances.

According to the Department of Education (DepEd), there are two primary programs under the Alternative Learning System (ALS) being carried out through the Bureau of Alternative Learning System (BALS). These are the Basic Literacy Program and the Continuing Education Program - Accreditation and Equivalency (A&E). Both initiatives are modular and flexible in their design, implying that learning can occur at any time and location, tailored to the convenience and availability of the learners.

There exist numerous foundations for providing and accessing basic education within the country, encompassing both formal education and non-formal education, or the Alternative Learning System (ALS). Section 2 of RA 9155, known as The Basic Education Act of 2001, establishes it as state policy to protect and promote the right of all citizens to quality basic education, ensuring its accessibility to all by providing free education at the elementary and secondary levels to all Filipino children. This education includes the Alternative Learning System (ALS) for out-of-school youth and adult learners. Additionally, the 1987 Constitution, Article XIV, Section 2, emphasizes the importance of non-formal education, stating, "The State shall encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs, especially those that respond to community needs." It further provides adult citizens, the disabled, and out-of-school youth with training in civic efficiency and other skills. Consequently, the Alternative Learning System emerges as a parallel learning system, offering a substantial alternative to traditional formal education and integrating both non-formal and informal sources of knowledge and skills (as per Section 12.1, Rule XII of RA 9155).

In contrast to the formal education system, the Alternative Learning System (ALS) provides greater flexibility in various aspects of learning, including scheduling, module selection, sequence, location, content, and methodology. Rather than relying on traditional classroom-based instruction, ALS conducts classes in venues known as Community Learning Centers (CLCs). These CLCs are adaptable and can be any available space within the community, such as barangay halls, chapels, sports centers, streets, and other accessible locations. (Source: Wikipedia - Alternative Learning System (Philippines)

In the formal education system, students are taught through foundational and standardized subjects such as English, science, mathematics, and social studies. Conversely, the Alternative Learning System (ALS) comprises five learning strands: Communication Skills, Problem-Solving and Critical Thinking, Sustainable Use of Resources and Productivity, Development of Self and Sense of Community, and Expanding One's World Vision. In ALS, Filipino is employed as the medium of instruction across all strands with the exception of Communication Skills, where English is utilized. (Source: Wikipedia - Alternative Learning System (Philippines)
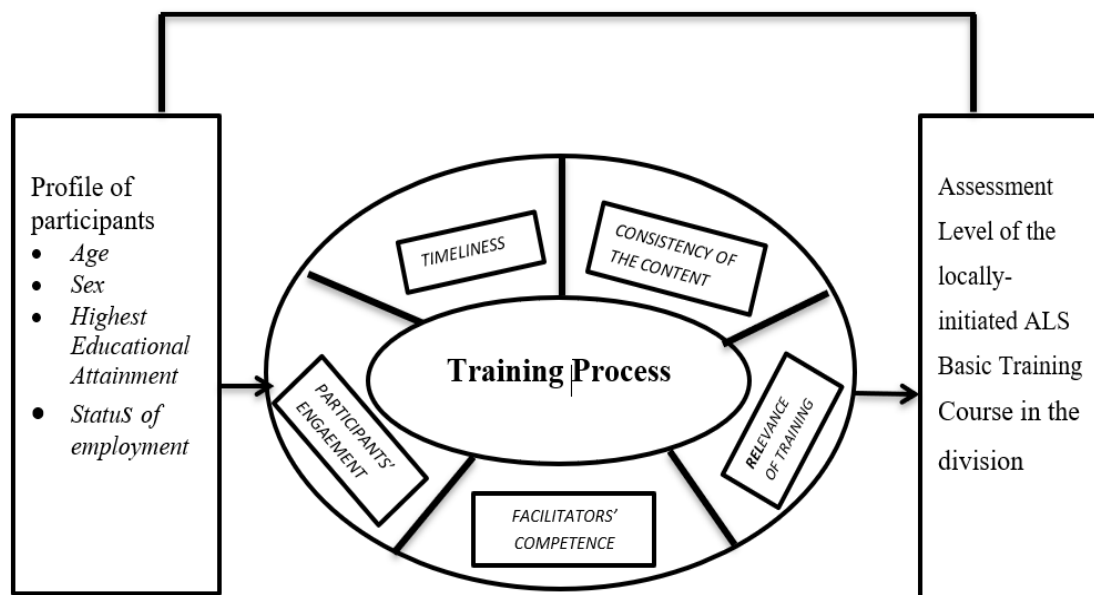

Figure 1: Conceptual paradigm of the study

The Conceptual paradigm of this research shows the manner in which the respondents' profiles, characterized by variables such as gender, age, highest educational attainment, and employment status (referred to as independent variables), impact the comprehensive evaluation of the training process linked with the conduct of the ALS Basic Training Course Program (identified as the dependent variables within this study). The training process is categorized into five components: timeliness, consistency of the training content, relevance of the training materials, competence of the facilitators, and engagement of the participants.

It is posited that the dependent variables, which in this context are the respondents' evaluations of the training process, are influenced by the independent variables, comprising the respondents' profiles. This relationship is anticipated to yield significant insights for the management, with the aim of enhancing the implementation of the ALS Basic Training Course Program in future iterations.

E. Significance of the of the study

Generally, the findings of the study will serve to guide decision-makers within the Division Office on how to bolster capacity-building initiatives for ALS implementers, with the goal of ensuring a workforce of high quality. Specifically, this study will provide valuable insights and support to:

1. Division Human Resources Development and Training Office (HRDTO) to develop a standard training manual for the Pre-Service Training Program of ALS Implementers in the division;
2. Division ALS Unit to improve program management processes to enhance ALS Implementers' performance while in service;
3. Partner agencies/organizations who are interested to implement or those who have already implemented ALS program for staff development;
4. ALS Implementers to ensure delivery of quality service.

F. Definition of terms

Alternative learning system- It is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternate or substitute. ALS includes both the non-formal and informal sources of knowledge and skills.

ALS implementer – This is a collective term given to anybody who is actively involved in the ALS Program either regardless of the employment status. This also involves ALS Senior Education Program Specialist (SEPS)

ALS volunteer – Someone who is involved in ALS Program serving as learning group facilitator on a contractual basis.

Consistency of training content – refers to congruency of training objectives, topics, activities and appropriateness to adult learning principles.

Facilitators' competence – refers to the range of knowledge, skills and attitudes possess by the trainers on the ALS program that enabled him/her to express ideas clearly, process and respond to questions adequately, and maintain positive environment to facilitate learning.

Mobile teacher – a regular ALS teacher serving in the ALS Program. As the name implies, this ALS teacher moves from one place to the other areas within the division where there is a need of his/her services.

Participants' engagement – refers to how well participants participated proactively in the training to ensure maximum learning.

Relevance of training materials – refers to the utilization of authentic materials that serve the purpose for the training workshops.

Timeliness- refers to starting, ending and distributing of training materials as prescribed by the training program.

3. METHODOLOGY

Design: The descriptive survey method administering the checklist questionnaire was used in the gathering of data. The checklist-questionnaire was administered to a total of forty-one (41) respondents. Of the total, seven (7) of which are regular while thirty-four (34) are contractual. The setting was at the Division of Isabela City, Basilan Province, Philippines.

Instrument: Only one instrument was utilized for the research: the checklist-questionnaire, which is composed of two parts and is written in English. Part I consists of questions pertaining to the respondents' profiles, while Part II delves into the respondents' personal assessments of the ALS Basic Training Course's actual conduct. Specifically, respondents were asked to evaluate five

components: Timeliness, Consistency of Training Content, Relevance of the Training Materials, Facilitators' Competence, and Participants' Engagement. Each component included statements providing detailed descriptions of the training process. The questionnaire-checklist was structured around a 4-point rating scale, complete with descriptive categories, to ensure a clear understanding of the subject matter being assessed.

Population/sampling: Since all 41 newly hired ALS Implementers were included as respondents, there was no requirement for a sampling procedure in this research.

Statistical treatment: For the statistical treatment, a simple frequency count utilizing the mode was employed to process the data for this study.

4. RESULTS AND DISCUSSION

This section presents the results and discussion of the data gathered from the forty-one (41) respondents. The study concentrated on the personal evaluations of these individuals regarding the actual conduct of the locally-initiated ALS Basic Training Course in Isabela City. The collected data were tabulated, computed, and then analyzed.

Respondents' profile

The demographic profiles of the respondents include sex, age, highest level of educational attainment, designation, and status of employment. Table 1 illustrates the frequency and percentage distributions of the respondents' demographic information, categorized by sex, age, educational background, professional role, and employment status. This information provides the answers to the first research question.

Table 1: Frequency and percentage of respondents' profile

Profile	Frequency (F)	Percent (%)
A. Sex		
Male	8	19
Female	33	22
B. Age		
20-25	14	34
26-30	6	15
31 -35	12	29
36-40	9	22
C. Educational Attainment		
Masteral Graduate	0	0
Academic Requirements	0	0
With Masteral Units	4	8
Baccalaureate	37	33
D. Designation		

Mobile Teacher	7	17
ALS Volunteer	34	83
E. Status of Employment		
Regular	7	17
Contractual	34	83

As shown in Table 1, the majority of the respondents were female, constituting 33% of the total. The largest age group, comprising 32% of respondents, fell within the 20-25 years age bracket. In terms of educational qualifications, most of the respondents, at 33%, held a bachelor's degree, compared to just 8% who had earned units toward a master's degree. Furthermore, a significant majority, 83%, were new hires in the program, in contrast to 17% who were established employees serving as Mobile Teachers.

Respondents' assessment of the ALS basic training course program

The respondents' evaluations of the training centered on five key components of the training process: timeliness, consistency of the training content, relevance of the training materials, facilitator's competence, and participant engagement. Tables 2 through 6 present the frequency and percentage of the respondents' assessments regarding these components of the training. This data collectively answered research question number two.

Table 2: Respondents' assessment on timeliness

Training Component	Mode	%	Adjectival Rating
a.1 Session started on time	26	63.4	Strongly agree
a.2 Session ended on time	29	70.7	Strongly agree
a.3 Time allotment for the topic was adequate	33	80.5	Strongly agree
a.4 Training materials were given on time	33	80.5	Strongly agree
Aver.	**30**	**73.77**	**Strongly agree**

Table 2 shows a predominant number of the respondents agreed that the training team managed time effectively. This was evident in the consistent adherence to the session end times, appropriate allocation of time for each topic, and the timely distribution of training materials. Nevertheless, a detailed examination of the results indicated that merely 63% of the respondents acknowledged that the sessions commenced on time. The primary reason for this discrepancy was identified as electrical issues that transpired during the training, predominantly impacting the morning sessions.

Table 3: Respondents' assessment on relevance of the training content

Training Component	Mode	%	Adjectival Rating
b.1 Topic was relevant to our work	35	85.1	Strongly agree
b.2 Objectives of the session is attained	38	92.7	Strongly agree
b.3 Activities were congruent to objectives	35	85.1	Strongly agree
b.4 Activities were appropriate for adult learners	37	90.2	Strongly agree

Aver.	**36**	**88.2**	**Strongly agree**

Regarding the relevance of the training content, Table 3 demonstrated that the majority of the respondents expressed strong agreement. This was especially apparent in aspects such as the pertinence of training topics, the achievement of session objectives, and the alignment of activities with adult learning principles. It was particularly significant that a substantial portion of the respondents strongly concurred that, based on their evaluation, the training objectives were indeed met. This successful outcome may have been aided by the trainers' practice of presenting session objectives before introducing or conducting any session, which likely enhanced the participants' ability to recall and evaluate against these criteria during the assessment phase of the training.

Table 4: Respondents' assessment on relevance of training materials

Training Component	Mode	%	Adjectival Rating
c.1 Training materials were relevant	34	82.9	Strongly agree
c.2 Training materials were adequate	35	85.1	Strongly agree
Aver.	**34**	**84**	**Strongly agree**

The adequacy and relevance of the training materials garnered strong agreement from the respondents, with over 80% expressing this sentiment, as illustrated in Table 4. These positive evaluations were likely due to the sufficient funding allocated to the training program. Additionally, the materials utilized for workshops and other learning activities were sourced directly from those employed in the field, including selected outputs and finished products from Alternative Learning System (ALS) learners, to ensure authenticity.

Table 5 Respondents' assessment on facilitators' competence

Training Component	Mode	%	Adjectival Rating
d.1 Facilitators exhibited mastery of the topic	37	90.2	Strongly agree
d.2 Facilitators expressed ideas clearly	36	87.8	Strongly agree
d.3 Facilitators asked stimulating questions	34	82.9	Strongly agree
d.4 Facilitators processed questions & responses	34	82.9	Strongly agree
d.5 Facilitators were sensitive to the participants	34	82.9	Strongly agree
d.6 Facilitators maintained positive learning environment	34	82.9	Strongly agree
d.7 Facilitators observed proper attire	34	82.9	Strongly agree
Aver.	**35**	**85**	**Strongly agree**

Table 5 indicated that the majority of the respondents strongly agreed with the competence of the facilitators who conducted the various sessions of the training. A noteworthy finding was the 90.2% of respondents who confirmed the facilitators' mastery of the subject matter. Consistent trends were observed in other specific items under this component as well. More than 80% of the respondents strongly agreed that the facilitators communicated ideas clearly, posed stimulating questions, effectively addressed questions and responses, were attentive to participants' needs, maintained a positive learning atmosphere, and adhered to appropriate attire. The credibility of these

observations by most respondents is grounded in the fact that all the facilitators involved were experienced practitioners of the Alternative Learning System (ALS), thus possessing a robust understanding of the ALS program, both theoretically and in practice.

Table 6: Respondents' assessment on participants' engagement

Training Component	Mode	%	Adjectival Rating
e.1 Participants were engaged in activities	32	78.0	Strongly agree

Table 6 illustrates that 78% of participants reported active engagement in all of the training activities. This level of involvement was anticipated, given that the majority of the sessions were constructed around activity-based learning and workshops. Additionally, to foster continuous engagement, participants were assigned to Host Teams responsible for managing the daily Unfreezing Activities, ensuring they remained involved and attentive throughout the training progression.

Table 7: Summary results and ranking of the training components

Training Component	Aver. Mode	%	Adjectival Rating	Rank
Consistency of Training Content	36	88.2	Strongly agree	1
Facilitators' Competence	35	85	Strongly agree	2
Relevance of Training Materials	34	84	Strongly agree	3
Participants' Engagement	32	78.0	Strongly agree	4
Timeliness	30	73.77	Strongly agree	5

The results presented an encouraging trend, as nearly all components of the training received a "Strongly Agree" rating from participants, as depicted in Table 7. One interpretation of these findings is that the Training Management Team effectively designed the program, achieving a well-rounded blend of theoretical and practical elements of the training. This was achieved by leveraging their field experience as ALS implementers. Their efforts were augmented by the guidance and technical support from the Division Human Resource Training and Development Office (HRTDO), which was apparent throughout the entire process, from the pre-planning stage to the post-activity phase. A multi-disciplinary approach in training development and management is, without a doubt, crucial for the success of such initiatives.

On the contrary, it could be posited that the positive results may, in part, be attributed to the fact that a substantial proportion of the respondents involved in this research were relatively new hires. Consequently, there could be a tendency for these individuals to provide favorable ratings to the training program, perhaps in an effort to make a good impression or to avoid potential conflict. This inclination towards a more positive assessment may be influenced by their initial enthusiasm and anticipation for the program they are about to embark upon, leading to a somewhat more subjective evaluation of the training. Recognizing this possibility, the Training Management Team should take this tendency into account as a factor in their future monitoring efforts. It will be essential to validate this hypothesis once these respondents have fully engaged with the program.

Attention should also be directed towards the training component that garnered a relatively lower rating from the participants, specifically the aspect of "Timeliness," as indicated in Table 3. This component received the least favorable assessment out of the five categories evaluated. The primary reason for this is the occurrence of frequent power outages in the locality during the training period, which were most common in the mornings. Although the division office possessed a generator set, it was not always available due to competing demands from other units within the division, particularly during the Christmas season when activities such as parties required its use. As a result, these power interruptions significantly impacted the morning sessions, leading to the diminished rating in timeliness.

5. CONCLUSION AND RECOMMENDATION

This section of the paper presents the conclusions and recommendations based on an assessment of the locally-initiated ALS Basic Training Course, as evaluated by the ALS Implementers who served as respondents in this study. The study has led to the following conclusions:

1. Employing a multi-disciplinary approach in the development and management of training has been proven to be highly effective, as evidenced by this study.
2. Actively involving practitioners from the field in the entire preparation cycle of the training is a commendable practice. In this instance, ALS Implementers were deeply engaged from the pre-planning stage to the actual training and the subsequent post-activity conference. This involvement is crucial as they are the ultimate end users of the training course program.
3. Within the specific items measured under the component of Facilitator Competence, statement d1 ("The facilitator exhibited mastery of the topic") received the highest rating from respondents, as shown in Table 5. This underscores that when program practitioners also serve as trainers, the impact on the participants is heightened because the trainers possess an in-depth understanding of the topics they cover.
4. The use of authentic materials during training is beneficial, as it brings more significance to the participants' learning experience. The importance of this practice is supported by the data in Table 4, where the majority of respondents strongly agreed on the relevance of the materials.
5. Timing is a critical factor in the execution of training programs. In this particular instance, the scheduling of the training coincided with the Christmas season, leading to competition for resources, such as the availability of a generator set, with other units in the division office. Additionally, the plethora of festive activities indirectly affected the training's effectiveness, as reflected in the low rating for the Timeliness component, detailed in Table 2.

To this end, the following recommendations are set forth:

1. To ensure the strict observance of timeliness, careful consideration should be given to the scheduling of training. Necessary resources, such as a generator set, should be readily available when needed. Where possible, avoid scheduling training during busy months like December to circumvent resource constraints.
2. Encourage the continued use of a multi-disciplinary approach in training development and management to ensure effectiveness and success.
3. Involve key stakeholders from the field throughout the entire training process to ensure a well-balanced and relevant training program.
4. Refine the existing Training Design (ALS Basic Training Course) by extending the time allocated for demonstration teaching. This will allow participants ample opportunity to visit designated ALS learning centers in the community and engage in meaningful demonstration teaching with actual learners.
5. With the insights gained from this training, the Human Resource Training and Development Office (HRTDO) should consolidate the research findings to develop a standardized manual for the ALS Basic Training Program as part of its pre-service training. An ALS Training Toolkit should be created, comprising the following components:
   - A collection of session guides covering various training topics, structured in the 4As format.
   - A series of PowerPoint presentations aligned with the same 4As format across different training topics.
   - A compilation of handouts for diverse training topics.
   - The production of non-print resources.
6. The ALS Program Management should adopt measures to ensure sustainability, including:
   - The development of a monitoring and evaluation mechanism to verify the results of this research and address any performance gaps through targeted interventions.
   - The proposal of Enhancement Training Programs as part of the In-Service Training (INSET) to HRDTO for review and potential approval.
   - The integration of this ALS Basic Training Course into the Division's ALS Strategic Development Plan under the Staff Development component for consideration of funding and formal recognition as a regular, official activity.

- Documentation of the processes and best practices to facilitate continuous improvement of the Training Design for the ALS Basic Training Course.

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