



Best Practices of Secondary Level Alternative Delivery Modes (ADMs) in Southeast Asia



***A Case Study of the
ADM Program for Island Learners
in Vietnam***

Best Practices of Secondary Level Alternative
Delivery Modes (ADMs) in Southeast Asia:

**A Case Study of the ADM Program
for Island Learners in Vietnam**

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Foreword

Enrollment in secondary schools has been increasing over the past decade, but more and more young people are unable to access quality and relevant secondary education. Some learners experience difficulty in transitioning from primary to second-

ary level and from secondary level to the labor market. In some parts of Southeast Asia, there is a disparity in terms of completion of secondary education between rural and urban learners and between working students and those studying full time. Learners from disadvantaged groups including indigenous people, young adults with disabilities, and those from low socio-economic status groups also face challenges in accessing and completing secondary education.

There are many barriers that can push learners out of the formal school system, among which are geographical distance, poverty, conflict, natural disasters, health problems, teenage pregnancy, and other challenging circumstances. Alternative delivery modes (ADMs) are education solutions that may help students who are not in regular schools acquire the needed basic learning competencies and life skills. At the secondary level, these ADMs can provide learners with opportunities to complete their education at their own

pace, given the resources and the context they are in, and thereby prepare them for college and future careers. ADMs offer flexibility, relevance, accreditation, equivalency, and access to affordable education at a lower cost than conventional education systems.

Numerous forms of alternative learning modalities have been and are being implemented by education ministries in Southeast Asia. The SEAMEO Regional Center for Educational Innovation and Technology (INNOTECH) launched a research project to document successful secondary level ADMs in selected SEAMEO-member countries. The aim was to consolidate the best practices in ADM implementation, study more closely how ADMs work given the varied contexts and identify factors that contributed to ADMs' success. This project resulted in the documentation of four exemplary secondary ADM programs, which shall be presented as a series of case studies. These include: i) school-industry partnerships of the Multi Entry-Exit System (MEES) in Indonesia; ii) access to secondary education of Island Learners in Vietnam; iii) flexible learning delivery modalities and the learner-centered support system of the Open High School Program (OHSP) in the Philippines; and iv) the project-based learning approach in support of a needs-based curriculum evident in the Home School Program in Thailand. Each case study discusses the various ADM components and highlights the unique and facilitative factors underlying successful ADMs.

The series of case studies was made possible through active collaboration with in-country researchers from education ministries in Indonesia, Philippines, Thailand, and Vietnam; and other stakeholders who contributed their ideas, insights, and experience in ADM implementation. We hope that these case studies will give the education ministries a better understanding of ADMs as education solutions and widen their perspectives on the benefits of employing such modalities for high school students.



Ramon C. Bacani

Center Director

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Acronyms

ADB	Asian Development Bank
ADM	Alternative Delivery Mode
CCT	Cash Conditional Transfer
CLC	Community Learning Center
CWD	Children with Disabilities
DOET	Department of Education and Training
EFA	Education for All
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GIR	Gross Intake Ratio
ICT	Information and Communication Technology
LGU	Local Government Unit
LSE	Lower Secondary Education
MEES	Multiple Entry-Exit System
MOET	Ministry of Education and Training
NEL	National Education Law
OBEC	Office of Basic Education Commission
OHSP	Open High School Program
OSY	Out-of-School Youth

SEAMEO	Southeast Asian Ministers of Education Organization
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
SFP	School Feeding Program
STEM	Science, Technology, Engineering, and Mathematics
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEF	World Education Forum

Background of the Study

Introduction

In the past four decades, the demand for secondary education has grown due to current global economic developments that require higher educational qualifications and a certain level of skills. Companies around the world need more well-trained and productive employees that are articulate, competitive yet competent, and able to solve problems, make decisions, accommodate change more rapidly, process information fast, and produce high-quality outputs at lower costs (Figueredo & Anzalone, 2003).

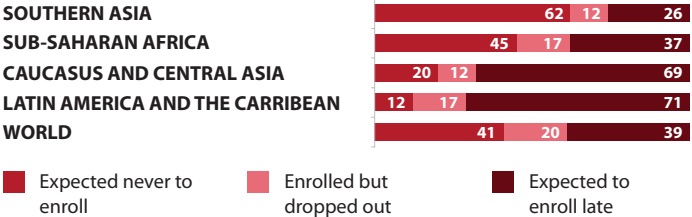
Many developing countries, including those in Southeast Asia, have tried various means to address this demand, even as they continue to raise the educational attainment of their population. Some countries, however, struggle with the issue of increasing school dropout rates, which is fast becoming a serious social problem.

The increasing school dropout rate is a problem affecting not only SEAMEO-member countries but also others beyond Southeast Asia such as Brazil, Mexico, and Africa (**Figure 1**). In South Asia, 40 percent of children drop out after completing primary school; in Africa, over 30 percent do so (Figueredo et al, 2003). Some countries have initiated interventions to try to mitigate the number of dropouts. For example, Brazil and Mexico offer free school meals to encourage attendance. Recently, they have begun providing cereals and other basic food items for children to take home, the quantity of which is based on the number of days the children are in school. For older children such as those in high school, potential dropouts are provided with “wages for learning,” a scheme in which children

are “paid” to stay in school in amounts approximating what they would earn as “start-up” workers with no skills (Gabonton, 2008). The Philippines also implements a similar scheme, the conditional cash transfer (CCT) program and the School-Based Feeding Program (SBFP), to encourage children of indigent families to attend school.

One of the long-term solutions developed to address the increasing demand for quality secondary education as well as the problem of an increasing dropout rate is the provision of alternative delivery modes for secondary education.

FIGURE 1
Distribution of Out-of-School Children by School Exposure Worldwide and Selected Regions, 2014



Source: UNESCO Institute of Statistics database

Among the features of ADMs that help address school dropouts, access barriers, and irrelevance are the following:

- ▶ Qualification requirements for learners are not as restrictive as that of conventional schools.
- ▶ Flexibility is given to learners in terms of learning time, entry and exit, and accreditation and/or certification.
- ▶ Learning materials are made more relevant to industry demands and the learners' context, thereby helping learners deal effectively with immediate social issues, improving their chances of getting employed, and enhancing job performance.
- ▶ Learning materials are made simpler and more manageable or "bite-sized" to guarantee a certain level of success on students' learning outcomes.
- ▶ Learners, no matter what their circumstances are, can continue with their schooling and attain some certification which otherwise cannot be achieved through conventional schooling.

Objectives

The overall objective of the SEAMEO INNOTECH Regional Secondary ADM Project is to promote successful secondary level ADMs being implemented in SEAMEO-member countries. More specifically, the Project aims to:

- ▶ describe the secondary level ADM models being implemented in SEAMEO-member countries;

- ▶ conduct case studies of secondary ADM programs in selected SEAMEO-member countries; and
- ▶ document the best practices in secondary ADM implementation in select member countries.

The case studies were conducted to gather additional data to substantiate the information on ADM models consolidated from the Regional Forum on Secondary Level ADMs in Southeast Asia held at SEAMEO INNOTECH in 2012. More specifically, the case studies aimed to:

- ▶ assess the strengths and weaknesses of secondary ADM programs in four SEAMEO-member countries;
- ▶ provide insights on how various secondary ADM programs were implemented in terms of delivery system, organizational structure, sustainability, and other key elements; and
- ▶ highlight the best secondary ADM practices in four SEAMEO member countries as input to the development of a Regional Toolkit on ADM for Secondary Education.

Methodology

Four successful secondary ADM programs from among SEAMEO-member countries were identified during the Regional Forum on Secondary Level ADMs in Southeast Asia in 2012. These were the ADM Program for Island Learners (Vietnam), the Home School Program (Thailand), the Multi Entry-Exit System (Indonesia), and the Open High School Program (Philippines).

The main research method used was a qualitative approach to data collection. Focus group discussions with key ADM implementers and stakeholders (teachers, school staff, and students) as respondents were conducted by SEAMEO INNOTECH with assistance from the in-country case study researchers identified by the education ministries. In addition, the following techniques for data collection were used: class observations, photo and video documentation, key informant interviews, and review of secondary data. The data for the Vietnam ADM Program for Island Learners were collected in a two-day event on November 20-21, 2012 in Nha Trang, Khanh Hoa Province, Vietnam.

An Overview of Vietnam's Educational System

Vietnam, a country of 97,281,338 people (**Figure 2**) (UN, Department of Economic and Social Affairs, www.worldmeter.info), has transformed from a developing, war-ravaged country to a newly industrialized "tiger cub" with one of the most dynamic economies in the world (World Bank, 2016). Between 1990 and 2016, Vietnam's gross domestic product grew by 3.3 percent, which is the second-fastest growth rate worldwide (World Education, 2017).

According to the website, World Education: News and Review, Vietnam needs to upskill its labor force, which is rapidly shifting with approximately one million agricultural workers transitioning into industry and service each year. Expanding access to education and vocational training thus are paramount objectives of the government considering that the rural labor force remains dominant, accounting for 67-80% of Vietnam's total labor force (Ministry of Planning and Investment, General Statistical Office. Report on Labor Force Survey, Quarter 1, 2018).

Dr. Phung Xuan Nha, the Minister of Education and Training, in a website article in Vietnam.net, stated that the government would focus on improving the quality of education and training at all levels in order to meet the fundamental and comprehensive reform requirements of the education sector. He said that in the Academic Year 2017-2018, the education sector would continue to implement nine main and five basic groups of tasks, with the common direction of strengthening discipline and democracy in schools; building a safe, healthy and friendly educational environment; improving the quality of education and training at all levels; focusing on developing the qualities and abilities of learners; and attaching importance to moral education, lifestyle, life skills and a sense of law observance

FIGURE 2

Map of Vietnam



Source: <http://www.shutterstock.com/g/pavalena>

for pupils and students. The three main focuses would be: 1) re-planning the network of educational institutions, especially teacher training institutions; 2) preparing conditions on teaching staff and material foundations for the effective implementation of the new general education programs; and 3) promoting the autonomy and self-responsibility of education and training establishments.

Concerning each educational level, Dr Phung Xuan Nha added that kindergartens would continue to use innovative activities for child care and education from a child-centered point of view. Moreover, general education would focus on innovating teaching methods; attaching importance to study and practice together with school education in association with family and community education; and overcoming the status of extra teaching and learning. At the same time, higher education would promote self-reliance while improving the quality of training, modifying it to fulfill the needs of society, to assist graduate students in finding suitable jobs. Continuing education would bring about diversification of training programs to promote lifelong learning, contributing to building a learning society.

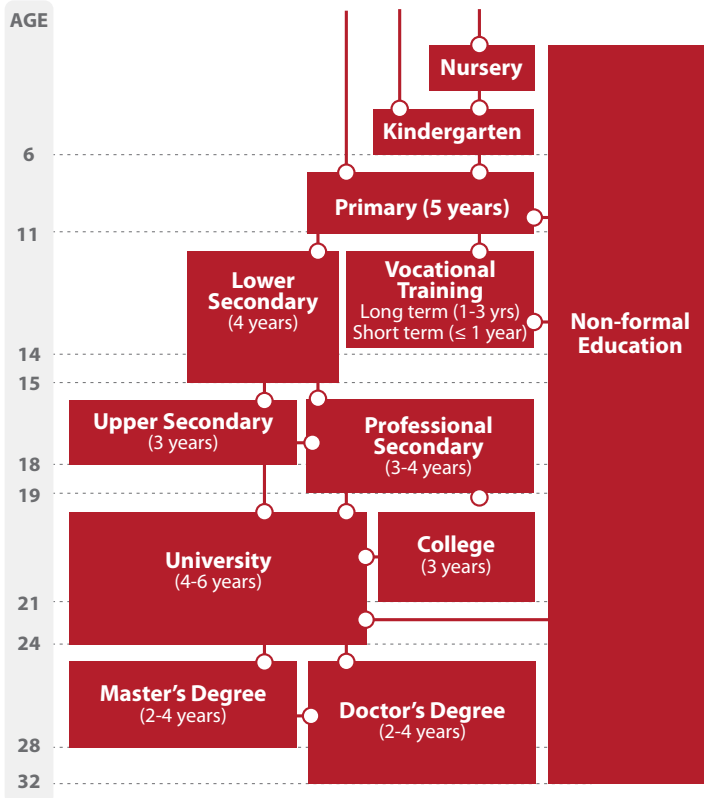
In the Academic Year 2017-2018, preschool and primary education population were 5.18 million and 7.9 million, respectively. Junior school population was 5.53 million, while high school population was 2.44 million. For colleges and universities, there were approximately over 1.8 million students.

The National Education System

Vietnam's national education system is managed by the Ministry of Education and Training (MOET). As of 2019, it has been catering to the needs of a quarter of almost 97 million people. The MOET has 63 Departments of Education and Training (DOET) spread across 63 regions, comprising 58 provinces and five cities. The country has 697 districts, each having its own education and training office. The district offices directly manage the pre-schools, primary schools, and colleges in their respective areas. All high schools, including technical and vocational high schools, are managed by the local education office, the DOET in their respective regions. However, all universities are directly managed by the MOET.

Figure 3 shows the various components of the national education system of Vietnam.

FIGURE 3
Vietnam National Education System



Source: Ministry of Education and Training (MOET), 2012

Vietnam's current national education system was implemented in 1993 after a restructuring endeavor. It comprises four cycles:

1. **Preschool Education:** A duration of three years; students start at the age of two or three to five years old, or before a child reaches the age of six. A preschooler can enroll from nursery to kindergarten level, or skip nursery level and enroll straight to kindergarten.

2. **General Education:** A duration of 12 years; from ages six to 18. This is divided into three parts:
 - ▶ Primary Education (PE): A duration of five years; from ages six to ten.

 - ▶ Lower Secondary Education (LSE): A duration of four years; from ages 11 to 15.

 - ▶ Upper Secondary Education (USE): A duration of three years; from ages 15 to 18. Only learners with a secondary level education completion certificate or diploma can go on to pursue university education.

3. **Professional Secondary Education and Vocational Training:** The program is completed from one to four years and is offered by technical and vocational schools.

4. **Higher Education:** There are two types of program—university education, with a duration of four to six years, or college education, which can be completed in three years. University graduates or bachelor's degree holders have the option to obtain a master's degree after two to four years of additional

study. Master's degree holders can continue on to obtain a doctor's degree for another two to four years. College graduates who wish to pursue master's and doctor's degrees need at least one year of university education before they can do so.

The country's primary goal is to provide Education For All (EFA) since the early 2000s when it first embarked on improving its national education system. Since then, it has worked together with international organizations and local government units to fund and provide technical assistance to education projects and ADM programs, in order to concretely operationalize the education policies.

National Education Policies

- ▶ **National Education Law, 2005:** This law provides for the national education system, including schools, other educational institutions of the national education system, state agencies, political organizations, socio-political organizations, people's armed forces, organizations, and individuals involved in educational activities. The goals of education are to turn citizens into comprehensively developed people who possess moral qualities, knowledge, good health, aesthetic sense and profession; loyal to the ideology of national independence and socialism; and shape and foster the personality, quality and capacity of citizens to satisfy the national construction and defense requirements (NEL, 2005).
- ▶ **National Decree on the Creation of the Ministry of Education and Training (MOET):** The MOET was created via Decree No. 69/2017/ND-CP on 25 May 1977 as a government agency that performs the state management of preschool education,

general education, pedagogic secondary education, pedagogic college, higher education, and other educational institutions. It has various departments, including the Secondary Education Department (MOET, 2018).

According to the MOET website, in an article entitled, Functions and Duties of the Secondary Education Department, the functions and tasks of the Secondary Education Department are stipulated in Ministerial Decision No. 2077/QĐ-BGDĐT dated 19 June 1971. It was established to assist the Minister of Education in performing state management of secondary education, including lower secondary and upper secondary education. Among its duties is to supervise the various DOET offices.

Since the national government aims to improve the quality of education for out-of-school youth (OSY) and indigenous youth, the Prime Minister has been heading the national committee that guides the MOET in making lower secondary education (LSE) compulsory. As the committee head, the Prime Minister monitors the progress of all government programs and strategies to enhance learning outcomes. The Secondary Level ADM Program is among the educational strategies. As such, guidelines, policies, and other mandates are cascaded from the national government down to the cities and provinces, districts, and communities aided by local committees specifically organized for this purpose.

Enabling Policies and Plan on Secondary Education

- ▶ **National Policy on Institutionalization of Universal Junior Secondary Education:** Vietnam has instituted national policies to support universal secondary education, such as Resolution No. 41/2000/QH10 09/12/2000, which was issued by the National Assembly in 2000 to institutionalize universal junior secondary education. It aims to ensure that primary school graduates have the opportunity to go to secondary education, free of charge. This will help the nation increase its quality workforce imbued with the knowledge and skills required for industrialization and modernization. To implement this resolution, the national government issued Decree No. 88/2001/ND-CP in 2001 to guide all institutions with regard to education programs, methods and investments to make compulsory junior secondary education a reality.

- ▶ **National Policy on Providing Secondary Education to Disadvantaged Learners:** The government also prioritized the creation of policies for providing secondary education to learners from far-flung areas and indigenous communities through Resolution No. 85/2010/QD-TT decision, which was made on 21 December 2012. The policies that resulted from this prioritization effort include:
 - providing students from far-flung areas and indigenous communities free lodging in school
 - providing children with disabilities (CWD) and juvenile delinquents in reform camps access to junior secondary education

These policies were made known to all citizens via various channels, as the government believes that implementing policies requires

committed participation among stakeholders, or what is known as socialization (social mobilization). The government is convinced that only when everyone concerned is informed can mobilization and success be ensured.

▶ **The Vietnam Secondary Education Sector Master Plan:**

As early as 2007, Vietnam has been endeavoring to provide universal access to lower secondary education to the most disadvantaged youth, particularly the members of indigenous communities. In an effort to subsidize their education, the government obtained financial support from the Asian Development Bank (ADB) to support healthcare and education programs starting from May 2008 to June 2014 (ADB, 2016).

In addressing the lack or limited access to education in indigenous communities, the country's Secondary Education Sector Master Plan, 2006–2010 targeted to provide assistance to disadvantaged groups by building boarding schools and training more indigenous teachers; establishing flexible scholarship programs to increase opportunities in secondary education in disadvantaged areas; teaching indigenous students to learn and become fluent in Vietnamese along with their own local languages; training indigenous teachers who speak the ethnic languages; and providing incentives and support to young/teenage girls in remote areas.

The Asian Development Bank (ADB) approved budget support of USD 50 million in December 2007 for the lower secondary education under the Most Disadvantaged Regions Project, which led to achieving universal lower secondary education and eventually greater social and economic inclusion of the country's disadvantaged groups.

According to an article in World Education Forum, entitled "Viet Nam: EFA 2015 National Review," the country continued its progress towards achieving education for all (EFA). It attained social equity in access to education, especially among indigenous communities by 2015. Particular attention was paid to increasing access to education for children from poor families, girls, and marginalized children. This achievement was made possible with the implementation of the National EFA Plan between 2003 and 2015.

Secondary Education Development Strategies

Vietnam also launched several educational development strategies to increase its number of quality high school graduates imbued with the skills and knowledge required to support its fast-growing economy. These strategies include:

- ▶ **Focus on Science, Technology, Engineering, and Mathematics (STEM) Education:** The move towards industrialization and modernization requires advanced knowledge in STEM and 21st century skills such as critical thinking, problem-solving, communication, and collaboration. All of these requirements can be addressed by focusing on STEM education. As such, the government required schools to increase their focus on STEM education to turn graduates into productive members of the nation's workforce.
- ▶ **Alignment of Education Programs with Regional and International Standards:** Globalization is currently at the heart of every nation's goal. This is the reason why nations, including Vietnam, are striving to align their education with regional and

global standards. To do that, the government has mandated that primary level students' reading and mathematics skills be improved. All primary students from grades three to five will be required to learn a foreign language, while all secondary students should be equipped with basic life, science, vocational, and foreign language skills.

- ▶ **Implementation of ADM Programs or Non-Formal Education (NFE):** This program was created as an alternative mode of education for high school students who cannot physically attend formal schools. An example of this would be the program for Island Learners in Nha Trang in the Khanh Hoa Province.

General Education Statistics

The following statistics were culled out from 2018 Vietnam Education and Training Report published by the Ministry of Education and Training. The data provides a brief summary on the number of schools, students, and teachers in Vietnam as of Academic Year 2017-2018.

- ▶ **Number of Schools and Classroom Ratio**

Table 1 shows a decrease in the number of schools at the lower secondary level. Vietnam has 10,155 lower secondary schools in Academic Year 2016-2017. However, there was a reduction of 64 schools in Academic Year 2017-2018. On the other hand, the classroom ratio slightly increased from Academic Year 2016-2017 to Academic Year 2017-2018 for lower secondary and upper secondary levels.

TABLE 1**No. of Schools and Classroom Ratio, AY 2016/17 to 2017/18**

No. of Schools and Class Ratio	2016/17	2017/18
I. Lower Secondary	10,155	10,091
Public	10,124	10,068
Non-public	31	23
Class/Classroom Ratio	1.16	1.17
II. Secondary	420	436
Public	266	279
Non-public	154	157
III. Upper Secondary	2,391	2,398
Public	2,110	2,114
Non-public	281	284
Class/Classroom Ratio	1.03	1.05

Source: Ministry of Education and Training, 2018

► **Number of Students by Gender and Group**

Table 2 shows an increase of 409,459 students in primary, lower secondary, and upper secondary levels, from a total of 15,514,249 in Academic Year 2016/2017 to 15,923,718 students in Academic Year 2017/2018. The increase in population is composed of 190,737 female students and 218,722 male students. It should be noted that a larger segment (16 percent) of student population was from the ethnic minorities/indigenous group.

TABLE 2
Total Student Population for Primary and Secondary Level by Group and Gender, AY 2016/17 to 2017/18

Student Population	2016/17	%	2017/18	%
No. of Students	15,514,259	-	15,923,718	-
Female	7,618,434	49%	7,809,171	49%
Male	7,895,825	51%	8,114,547	51%
Ethnic Minorities/ Indigenous Group	2,536,992	16%	2,598,778	16%

Source: Ministry of Education and Training, 2018

► Number of Teachers by Region and by Education Levels

There is a decrease by 4,843 in the number of lower secondary teachers distributed across the region, except for the South Eastern region with an increase of 542 teachers, teaching at the lower secondary education from Academic Year (AY) 2016/17 to 2017/18. **Table 3** shows the population of teachers per region. This case study in particular focuses on ADM implementation in Nha Trang which is located at the South Central Coast. Around 23.45 percent (71,780) of Vietnam teachers are located/teaching in the Central Coastal in AY 2017/2018.

TABLE 3
No. of Teachers by Region, AY 2016/17 to 2017/18

Teachers by Region	2016/17	2017/18
Lower Secondary	310,953	306,110
Red River Delta	68,401	66,739
Northern Mountainous	50,768	49,888
Central Coastal	73,893	71,780
Central Highlands	22,900	22,540
Southern Eastern	40,407	40,949
Mekong River Delta	54,584	54,214

Source: Vietnam Education and Training, 2018

Table 4 shows that the country's number of teachers from primary to secondary level was recorded at 858,772 in Academic Year 2016/2017 but the figure dropped to 852,998 in 2017/2018 decreasing by 5,774. It is interesting to note that almost 10% of the teacher population belong to ethnic minorities/indigenous groups in all levels including the Lower Secondary. It is also observed that there are more female teachers than male. Data shows that in Academic Year 2016/17, female teachers are at 69.7 percent while male teachers are at 30.29 percent. In Academic Year 2017/18, female teachers increased in number to 72.18 percent while male teachers slightly decreased to 27.82 percent of the teacher population.

TABLE 4
Teacher Population, AY 2016/17 to 2017/18

Teacher Population	2016/17	%	2017/18	%
No. of Teachers	858,772	-	852,998	-
Female	598,600	69.7	615,702	72.18
Male	260,172	30.29	237,296	27.82
Ethnic Minorities/ Indigenous Group	84,292	9.81	84,419	9.9
I. Primary	397,098	-	396,600	-
Gender: Female	291,448	73.39	309,815	78.12
Male	105,650	26.60	86,785	21.88
Group: Ethnic Minorities/Indigenous Group	50,543	12.73	50,849	12.82
Type of School: Public	392,123	98.74	390,783	98.53
Non-public	4,975	1.25	5,817	1.47

Teacher Population	2016/17	%	2017/18	%
II. Lower Secondary	310,953	-	306,110	-
<i>Gender: Female</i>	211,447	68	209,946	68.6
<i>Male</i>	99,506	32	96,164	31.4
<i>Group: Ethnic Minorities/Indigenous Group</i>	25,114	8.08	24,992	8.16
<i>Type of School: Public</i>	306,128	98.45	300,990	98.33
<i>Non-public</i>	4,825	1.55	5,120	1.67
III. Upper Secondary	150,721	-	150,288	-
<i>Gender: Female</i>	95,705	63.5	95,941	63.84
<i>Male</i>	55,016	36.5	54,347	36.16
<i>Group: Ethnic Minorities/Indigenous Group</i>	8,635	5.73	8,578	5.71
<i>Type of School: Public</i>	136,830	90.78	135,819	90.37
<i>Non-public</i>	13,891	9.22	14,469	9.6

Source: Vietnam Education and Training, 2018

The ADM Program for Island Learners

This case study on ADM Program for Island Learners is one of the four country case studies that feature successful secondary level ADMs in Southeast Asia. This case study tackles a secondary level ADM program for the Island Learners in Nha Trang in the Khanh Hoa Province, Vietnam.

Rationale

Vietnam's economy continues to show fundamental strength, supported by robust domestic demand and export-oriented manufacturing. The extreme poverty rate is estimated to have declined to below 3 percent. Following a 6.8 percent growth in 2017, preliminary data indicate that GDP growth accelerated to 7.1 percent in 2018, underpinned by a broad-based pickup in economic activity.

According to the World Bank (2019), over the last thirty years, the provision of basic services has significantly improved. Today, Vietnam is a significantly healthier and more educated society than 20 years ago. Coverage and learning outcomes are high and equitably achieved in primary school—evidenced by remarkably high scores in the Program for International Student Assessment (PISA), where the performance of Vietnamese students exceeds that of many OECD (Organization for Economic Cooperation and Development) countries.

However, statistics also showed a lower percentage of learners graduating from the lower and upper secondary levels. On the average,

only 60 percent of the total number of students graduated from high school. Much lower percentages (between 10 and 20 percent) were recorded in areas that experienced economic difficulties and where indigenous people resided, including mountainous areas and islands (Tat, 2012).

Objectives

The non-formal education program in the secondary level was designed as an alternative education to address the concerns of financially challenged and disadvantaged high school students in their pursuit of completing secondary education. These learners include those who could not afford to go to school because they need to work for a living; belong to indigenous communities; and/or live in far-flung areas (near the mountain areas and/or remote islands). Anyone who intends to complete their secondary education, regardless of age, can participate in this program.

The ADM Program specifically aimed to provide learners of different ages and working backgrounds basic education that can serve as their foundation for lifelong learning. It also aimed to create suitable and flexible learning conditions for the out-of-school youth (OSY).

Target Learners

This ADM program at the lower secondary level is targeted to reach those out-of-school youth (OSY) who are 16 to 23 years old living in remote areas of the country. It purposely aims to offer secondary education to OSY, learners located in island communities and

in far-flung areas, and young adults who have left formal school to join the workforce or dropped out from the formal schools due to personal circumstances, among other reasons.

Over the years, the lower secondary education enrollment steadily increased as reflected in the annual gross intake ratio (GIR) shown in **Table 5**. The GIR refers to the percentage of enrollees to the actual number of lower secondary school age children.

TABLE 5
Gross Intake Ratio Lower Secondary Education
AY 2006/07 to 2012/13

School Year	GIR
2006–2007	85.63%
2007–2008	86.19%
2008–2009	89.66%
2009–2010	90.62%
2010–2011	94.97%
2011–2012	95.00%
2012–2013	96.94%

Source: Ministry of Education and Training, 2012

Table 6 shows an increase of lower secondary enrollees per region from Academic Year 2016/17 to 2017/18, specifically, in Northern Centre and Central Coastal indicating additional 15,294 in student population. Khanh Hoa Province is located in the South Central Coast.

TABLE 6

Lower Secondary Enrollees by Region, AY 2016/17 to 2017/18

Region	2016/17	2017/18
LOWER SECONDARY	5,235,524	5,373,639
Red River Delta	1,145,867	1,196,117
Northern Mountainous	724,886	747,377
Northern Centre and Central Coastal	1,155,338	1,170,632
Tay Nguyen/Central Highlands	373,567	378,814
Southern Eastern	841,611	873,758
Mekong River Delta	994,255	1,006,941

Source: Ministry of Education and Training, 2018

Table 7 shows an increase in enrollees from Academic Year 2016/17 to 2017/18 with additional 138,115 students (64,771 of the enrollees were females while 73,344 were males) and an estimated increase of 229,361 from Academic Year 2017/18 to 2018/19.

TABLE 7
Enrollment in Lower Secondary, AY 2016/17 to 2018/19

Lower Secondary	2016/17	(%)	2017/18	(%)	2018/19 (estimated)
No. of Students	5,235,524	-	5,373,639	-	5,603,000
Gender: Female	2,552,436	48.75	2,617,207	48.7	
Male	2,683,088	51.25	2,756,432	51.29	
Group: Indigenous communities	853,573	16.3	875,977	16.3	
Type of School: Public	5,178,829	98.9	5,313,042	98.8	
Non-public	56,695	1.08	60,597	1.13	
Level of Education: Continuing Education	10,388	0.20	20,873	0.39	

Source: Ministry of Education and Training, 2018

Principles of the ADM Program

This ADM program is designed to address the educational needs of those who have difficulty accessing the formal school system in the islands. In view of this goal, the program adheres to and implements the following principles:

- ▶ **Focused and Condensed Curriculum:** The curriculum is aimed at developing practical knowledge and skills, and lifelong learning, taking into account the varying levels of students' abilities as well as circumstances. Thus, the learning areas required have been lessened in number.
- ▶ **Parallel Learning Materials:** Learners use the same textbooks and other learning materials that are distributed to the formal schools. This facilitates attainment of the same quality of education for Island Learners and ensures the same competency standards of learning with regular students.
- ▶ **Strong Multi-sectoral Participation or Socialization of Education:** Stakeholders such as local government units (LGUs), civil society organizations and corporate industries provide various kinds of support to ensure that Island Learners have access to secondary education. An example is provincial government's partnership with schools and the local education offices to bring education at the doorsteps of those residing in the islands.

Salient Features of the ADM Program

The ADM program for Island Learners is flexible, inclusive, and learner-centered as evidenced by the following characteristics:

1. The program has no age limit. Anyone who intends to finish lower secondary level is eligible for admission.
2. The program admits school dropouts. Learners who intend to enroll in the program need to undergo informal assessment. Students will be placed in the appropriate grade level based on the assessment result.
3. The program targets learners located in difficult economic areas who can enroll with no tuition fee requirement.
4. The program can start at any time of the year as long as each class has a minimum of 15 enrollees with an average class size of 20-25, unlike classes in the regular schools that always start in September every year.
5. Learners are provided free books, notebooks, and school materials.
6. Learners need to spend only three years to complete the program unlike the formal lower secondary education (LSE) that is completed in four years.
7. Learners take only seven out of the 14 subjects required in regular schools.

8. Learners have the option to go to class at any time of the day and any day of the week to fit their schedule. Class schedules can even be changed to follow a particular weather pattern or hours of daylight.

Curriculum

The curricular offerings of the ADM program for Island Learners focused on providing students with practical knowledge and skills in consideration of their varying learning abilities. Although the program's curriculum is based on the national formal education curriculum, it has been condensed. Learners had to take only seven instead of the mandatory fourteen (14) subjects required in regular schools. The content of these subjects is about 80% of the content of the same subjects in the formal schools. These subjects include: 1) Vietnamese literature 2) History 3) Geography 4) Biology 5) Chemistry 6) Physics and 7) Mathematics.

The learners also have the option to take any of the three electives offered: 1) English 2) Information and Communications Technology (ICT) and 3) Civics. The MOET exhausts all efforts to make sure they continuously improve the program curriculum to meet the learner's individual and specialized needs.

Learning Materials

The Ministry of Education and Training ensures standardized quality education by issuing the same textbooks and other instructional materials used in regular schools with no cost to the learner. In addition to the learning materials, the students also receive free notebooks and other school supplies. This is especially useful for students

who cannot afford to buy the materials they would need to be able to study. Since most of the members of indigenous groups do not speak or read fluently in Vietnamese, the government provides the learning materials that are written in their mother tongue. Apart from those materials, they are also given learning materials to study the Vietnamese language in their own local language.

Moreover, teachers are expected to contextualize the contents of learning materials that have been customized for an ADM student to better suit the learners' appreciation and understanding of the content.

Instructional System

The program for Island Learners was intended to bring the school to the out-of-school youth (OSY) and young adults instead of simply encouraging the youth to go back to school by providing free access to lower secondary education. To achieve this, education is delivered in learning centers through face-to-face interaction with teachers who come from the formal schools.

Learning objectives are set to develop practical skills, creativity, critical thinking, and allow for independent learning. Instructional delivery is made flexible in terms of time, hence, classes are conducted in the evening in order to accommodate the schedule of the working students.

Teachers understand students' financial situation, they are sociable and able to create a learner-friendly environment. Teachers are expected to apply different teaching approaches that are not commonly used in a regular school or applied in regular classes. The

teaching and learning methods enable the learners to understand the core knowledge and transfer its application in real life situations as practical knowledge.

The option for open school and open classes are available for students with hearing or visual impairment. For students with physical disabilities such as polio, they can choose to utilize the ICT (e-learning) platform.

Learner Assessment

The Island Learners under the ADM Program are assessed at different times of the year and in varying forms:

- ▶ **Upon Enrollment:** Learners who dropped out of school and lack credentials of last enrollment but intend to return to school through the program, undergo an informal assessment in Mathematics and Vietnamese literature conducted by an ADM teacher. A learner will indicate the last level he/she was in formal school and the teacher will assess him/her using the same tests used by ADM classes for both subjects, Math and Literature. The result of the assessment will determine the appropriate grade level where the learner will be placed.
- ▶ **Throughout the Program Duration:** All learners are periodically given quizzes and other tests in various classes to determine their level of completion and whether they are ready or not to be promoted to the next grade level. Class recitation and project-based assignments may be administered as well as part of the assessment.

- ▶ **National Standard Examination:** All secondary level graduates who want to pursue university or college education need to take and pass the National Standard Examination. Those who intend to pursue vocational training have the option not to take the examination but will be required to complete the equivalent 12 years of basic education. Since the ADM program is able to provide certification for lower secondary level completion, the learners will only need to take another three years to complete upper secondary schooling.

Quality Assurance Mechanism

To ensure the quality of teaching and learning, MOET and the DOET in Nha Trang host an annual orientation for all staff members, school heads, and teachers who are involved in the ADM Program implementation.

To ensure that all lower secondary education (LSE) students in Vietnam receive quality education, they are tested by their teachers per subject on a regular basis. They need to pass the national assessment, which covers Mathematics, Vietnamese literature, English, and Physics (Ha, 2014).

They also need to pass the National High School Examination if they intend to pursue college or university education (Nguyen, 2017). This was first implemented in 2015.

Implementation Strategies

To support the ADM program, the following strategies were undertaken by the Vietnamese government through the MOET and DOET:

- ▶ **Capacity Building:** All education officials, including administrators, school heads, and lead teachers, who will take part in the program were trained about ADMs and how they can help their country reach its goal—making lower secondary education (LSE) compulsory. In addition, to facilitate the transfer of knowledge, the government ensures that ADM teachers who are assigned to certain areas are trained to use the learners' mother tongue (i.e., ethnic language) if they do not come from the same ethnic background.
- ▶ **Fund Allocation:** The government allotted a budget for the ADM Program so indigent students can get free textbooks, school supplies, other learning materials, and rice subsidies. The local government and other school personnel donate school supplies on special occasions.
- ▶ **Incentives for Teachers:** ADM teachers received a 40 percent increase in their basic salary to encourage regular teachers to teach the Island Learners via the ADM program, even if the additional pay is only given at the end of every school year. The government also ensures that ADM teachers get to and from the island/school, free of charge.

- ▶ **ADM Advocacy:** The government also launched advocacy programs to raise the people's awareness about the ADM program as a means for anyone to complete their secondary education. Festivals were held for this specific purpose.
- ▶ **ADM Implementation and Monitoring:** The Khanh Hoa Department of Education and Training ensures the proper implementation of the ADM Program for the Island Learners in Nha Trang. These include the members of indigenous groups in the islands. It ensures that the MOET provides learners the textbooks and other instructional materials they will need to finish lower secondary education (LSE). It also makes sure that the local government pays for the ADM teachers' transportation fees to and from the island schools they are assigned to.

Elements of Success

Although specific data pertaining to the contribution of the ADM Program to Vietnam's achievement of universal lower secondary education (LSE) is unavailable, the indicators stated could also be used as a demonstrator of its success. The country's ADM success could be attributed to all of the support policies and strategies implemented by the government in collaboration with key stakeholders, as follows:

- ▶ All government agencies contributed to help the country provide universal lower secondary education (LSE). The government even enlisted the help of private organizations to achieve this goal. As a result, learners in remote areas were given the opportunity to continue their studies despite their physical distance from regular schools.

- ▶ Measures and policies were aligned with the program components then shared with the stakeholders to raise their awareness and understanding as to why completing secondary education is important. The ADM Program was also aligned with the government's program to build more and expand schools and build more classrooms to accommodate as many students as possible.
- ▶ Specific to the ADM Program, teachers' salaries were increased to encourage them to actively contribute to meeting the country's EFA goal. This strategy inspires ADM teachers to spend their valuable time in facilitating ADM classes. The extra time and attention from teachers also inspires Island Learners to finish their studies.
- ▶ The program's flexibility in terms of time and delivery has improved access to secondary education and helped the MOET move toward achieving its goal of universal secondary education. Prior to its implementation, there were lower rates of high school completion.
- ▶ The ADM Program implementation also addressed the need for inclusive education. With its flexibility in time and day of classes, it gave even children with disabilities (CWD) and children in reform camps or even adult prisoners a chance to complete their high school education.

The success of the Secondary Level ADM Program for Island Learners are marked by the following achievements:

In 2010, Vietnam achieved its goal of providing universal secondary education, as 98 percent of school-age children (11–18 years old) went to school. The percentage of junior high school graduates reached 90 percent for that year as well. In the same year, 90 percent of the registered children with disabilities (CWD) attended lower secondary schools.

Compared with previous years, fewer lower secondary classes were conducted in prisons and reform camps, which could mean fewer juvenile delinquents, as they instead focus on finishing school.

Each city/province has a boarding school for learners from indigenous communities and far-flung areas to ensure that they can physically attend the ADM classes. Also, the government provided incentives to learners such as:

- ▶ provision of free meals for learners, especially the most disadvantaged ones;
- ▶ rice subsidies for the families of the poorest learners amounting to 10 kilograms per month; and
- ▶ allowance of US\$200 per year for the financially challenged students.

The ADM program for Island Learners was able to provide access to quality education for students in remote communities. The identification of success demonstrators and milestones was possible through the continuous implementation and efforts of the different stakeholders in support of the program.

Sustainability Mechanisms

The continuous implementation of the program can be attributed to the following sustainability efforts:

- ▶ **Active Participation of Local Government Units:** Key officials from the Provincial Governments not only encouraged the OSYs and young adults to take part in the ADM program but also funded the transportation expenses of ADM teachers to and from the islands. Some officials even gave learners gifts in the form of school supplies and hygiene kits on special occasions.
- ▶ **Active Stakeholder Involvement:** The DOET hosts an orientation for LGU staff and community members on the benefits of the ADM Program at the beginning of every school year as part of its awareness building. Apart from convincing the out-of-school youth to enroll, parents are also targeted so they can encourage their children to go back to school. Parents are also offered to enhance existing skills or learn new ones by taking non-formal education classes which are made available in the community learning center (CLC).
- ▶ **Community Learning Center (CLC) Establishment:** Every community has a learning center that is open to anyone who wants to learn more about farming, fishing, family care, and other community-related topics. Parents can upgrade their skills or acquire new ones from these courses. ADM learners, meanwhile, can use the learning materials in the CLCs as additional references or resources for assignments and projects. Each CLC functions like a community library and is maintained through fundraising from the government.

Strategy for Upscaling

The ADM Program for Island Learners in Nha Trang is considered a successful endeavor. However, it can still be improved through the following measures:

- ▶ Existing island schools can be expanded to accommodate more students. The CLCs can be improved and furnished with more resources that students and any community member can use for self-learning and lifelong learning.
- ▶ More regular school teachers can be encouraged to teach ADM learners if the salary augmentation scheme is expanded (for instance, from 40 percent to 60 percent). Constant training of teachers can further enhance this initiative.
- ▶ The national government should increase allocation of funds to continuously provide all learners free books and instructional materials. Financial aid can be also obtained from private organizations.
- ▶ To encourage parents to allow their children to take part in the program, rice subsidy and student allowance can also be increased. With this type of assistance, working students will have more time to study and their families will still have sufficient capacity to survive such as having enough food to eat.
- ▶ The program can be implemented in similar remote areas to further decrease the dropout rate in lower secondary education (LSE). Monitoring and evaluation results obtained from the current implementation can also be used as a reference to make further improvements to the curriculum, learning materials, and even teacher training and benefits.

ADM Program for Island Learners in Nha Trang, Khanh Hoa Province

The School Community

Nha Trang is a coastal city and the capital of Khanh Hoa Province located at the South Central Coast of Vietnam. It is bounded on the north by Ninh Hoà, the east by the South China Sea, the south by Cam Ranh Town, and the west by Diên Khánh District.

FIGURE 4

Location of Nha Trang, Khanh Hoa Province



Source: <http://www.shutterstock.com/g/pavalena>

In 2012, it had around 392,000 inhabitants, which is projected to increase to 630,000 by 2025. It had an area of 12.87 square kilometers before 2012, but with the merger of the western communities of Diên An and Diên Toàn as approved by the Prime Minister in September 2012, this increased to 265.47 square kilometers (Thanh, 2012).

Nha Trang is well-known for its beaches and scuba diving and has developed into a popular destination for international tourists, attracting large numbers of backpackers and more affluent travelers on the Southeast Asia circuit. Tourists actively participate in the biennial event, Sea Festival.

Nha Trang is home to several secondary schools and educational institutions namely: Nha Trang University (formerly known as Nha Trang Fishery University), the Naval Academy, the Air Force Academy, the Normal (Teacher's) College, the Kindergarten Teacher's Training College, Arts and Tourism College, and the Nha Trang Oceanography Institute.

Among several secondary schools in Nha Trang, three schools have implemented the ADM Program—Ly Tu Trong School, Le Thanh Ton School, and Nguyen Van Troi School. The implementation is managed by the Department of Education and Training (DOET) in Khanh Hoa Province and aligned with the national education goal to provide universal access to secondary education. The ADM Program was specifically designed to provide learners of different ages and working backgrounds basic education that can serve as their foundation for lifelong learning. It was made suitable to the various learning needs of out-of-school youth (OSY) and young adults who did not finish high school because they had to work for a living. The ADM teachers are regular secondary teachers from the three secondary schools designated to implement the program.

The ADM Program for Island Learners in Nha Trang began operating in 2005. It targets the youth ages 16 to 23 who live in the small islands of Nha Trang. On average, the schools that implemented the program had around 15 to 20 learners each class, per day.

Class Schedule

After finishing their daily teaching shift from regular schools, the ADM teachers would travel by boat everyday including Saturdays and teach from 6:00 p.m. to 9:00 p.m. Some ADM learners have disabilities and thus, they attend extension classes that are usually held on Saturdays. More learners also worked during the day and so evening classes are more ideal for them. Afterwards, the teachers would ride the boat back to the mainland.

Stakeholders' Support

The national and local governments through the MOET and the DOET seek to bring the school to their communities by implementing the following measures to ensure that the Island Learners have free access to Secondary Education:

- ▶ Provide textbooks and other learning materials free of charge, some materials were even translated in the islanders' mother tongue.
- ▶ Continuously improve the program's curriculum to meet the learner's specialized needs.

- ▶ Provide financial support to scholars from low-income families, boarding schools for indigenous learners, free meals and rice for students from financially challenged families, and advocacy activities.
- ▶ Provide training for ADM implementers and incentives for ADM teachers. Generous high school teachers devote their time to teach Island Learners on top of their existing teaching loads in the formal schools.

Below are some commentaries from ADM teachers during an interview as to the reasons why they are teaching in the remote island of Nha Trang.

Teacher 1: "Our love for the children."

Teacher 2: "Our desire to ensure that the islanders will not be left behind in education."

Teacher 3: "It is one of our responsibilities that come with the teaching career."

Teacher 4: "It is part of our aspiration for the kids to have a bright future, similar to those living in the mainland."

Apart from the MOET and the DOET in Nha Trang, local officials occasionally provide students with supplementary school supplies and learning materials that they can use in school. Local authorities also help out by shouldering the cost of transportation of ADM teachers and advocating the program to potential learners, espe-

cially those who are already working but have not completed their secondary education. The business sector has shown cooperation by providing facilities and learning materials for the ADM classes.

The ADM program capitalizes on available local resources and strong support from key stakeholders. Financial, human, and physical resources, and even traditional knowledge have been gathered to provide the appropriate environment and necessary learning and experiences that the learners need. Stakeholders have reached out and worked together with the schools to help the ADM learners achieve their goals.

Challenges

The program has encountered some challenges despite the support provided by the national government and the cooperation of local stakeholders. These challenges include:

- ▶ **Limited supply of textbooks and equipment:** Due to the growing population of ADM Island Learners, there are times when the supply of textbooks and equipment is limited. In such cases, the ADM teachers solicit old books from regular students for ADM learners to use. Others request assistance from local authorities and other organizations for book donations.
- ▶ **Absenteeism:** There are some ADM students who would fail to attend classes because of being too tired from a long day's work. These working students would often miss classes and even fail to do the assigned make-up activities.

- ▶ **Recruitment of Teachers:** It is important that the volunteer-teachers are responsible and committed in helping the learners. The teachers should understand the situation of everyone enrolled in the class. The DOET did not impose strict regulations on recruitment because the ADM teachers are volunteers only. During the screening/interview process, more attention is given to those who are willing to be part of the program and devote their time to teach ADM students.

Success Factors

The ADM Program can be considered successful in the islands of Nha Trang due to the following:

- ▶ **Contextualized Curriculum:** There are 14 subjects to complete in a regular school but Island Learners are required to complete only seven. This allows them to study while working to help their families economically. Teachers contextualize content to make it relevant for students and to help them to later translate their learnings into practical real-life applications. Students recognize the value of the content being acquired in each of the seven subjects.

Student 1: "The seven subjects are valuable to me and I apply the skills that I acquired to my life."

Student 2: "Acquiring learning according to our needs."

- ▶ **Limited Number of Students:** Two classes were opened with 15–20 students per class. Around 300 learners benefited from the program as of 2012. In 2011, a 20–25 percent increase in grade 12 enrollment was recorded. Although many of the graduates (finished grade 12) opted to help their parents (who were typically fisher folks), some went on to pursue vocational and even university education.
- ▶ **Use of Textbooks and Learning Materials Used in Regular Schools:** The learners use the same instructional material as that of the regular schools, sometimes even in their mother tongue. This helped them achieve the same quality of education and pass the national assessment should they intend to continue studying in the future.
- ▶ **Flexible Instruction Delivery:** Classes are usually held after 5:00 PM, giving the learners enough time to finish the workday. Some classes can even be scheduled on weekends to reduce student absenteeism.

Student: “Flexibility in time/better time management.”

- ▶ **Students’ Dedication:** Despite the hardships and challenges, students are determined to complete their studies by joining the ADM program.
- ▶ **Teachers’ Dedication:** According to the school principal, recruitment of teachers is a critical component in the success of the program. The teachers selected have great love for the children and even save their own money to help support the learners.



The Principal of Le Thang School (Photo credit: SEAMEO INNOTECH)

Principal: “It is noteworthy to mention the dedication of the teacher and support from the community and local officials to this ADM program.”

Student: “Aspect I like about the program are the devoted teachers.”

- ▶ **Support of Local Leaders and Authorities:** Local leaders and authorities pay for the transportation costs of the ADM teachers. Local government offices also encourage learners to enroll in the program. As a result, around 80 percent of the registered ADM learners regularly attend their ADM classes.
- ▶ **Holistic Approach to Implementation:** The entire government system was involved in improving the lives of the Island Learners. The MOET was not alone in supporting the program. Even LGUs and other organizations helped in providing Island Learners universal access to lower secondary education (LSE). The program took into account the learners’ situation—they dropped out of school because they need to help their families earn a living, mostly through fishing. Instead of convincing them to go back to school (usually in the mainland), the government brought the schools to where they are.

Impact on Student Learning

The ADM Program for Island Learners in Vietnam as implemented in Nha Trang is considered a success because 80 percent of those enrolled regularly attend the ADM classes (out of the 25 students per class, only five incurred absences due to work). Since its implementation in 2005, the program already produced more than 250 graduates as of 2012, most of whom enrolled in further studies (either vocational or university education). The program also helped the country reach a lower secondary education (LSE) graduation rate of 90 percent in 2010, five percent of whom were ADM program completers.



ADM students giving their insights on the program during focus group interview (Photo credit: SEAMEO INNOTECH)

Below are the perceptions of learners on what they have gained from attending the ADM classes:

Student 1: "I gained new knowledge, skills, attitudes, and values from the seven learning areas but I appreciate more the subjects like Physics and Geography because these helped me in fishing and adjusting to the seasons."

Student 2: "The program has given me more knowledge, which encouraged me to pursue a degree for business or better job opportunities. The program helped us earn a degree and provided us the opportunity to continue learning. I find the social dimension component of the program helpful as through it, I made friends."

Student 3: "I stay at home and I like the Vietnamese language and history subjects because these helped me in communicating with others and having a good attitude towards life. Also, the skills and values development are useful for lifelong learning."

Conclusion

Several barriers hold learners back from getting and finishing secondary education. Time, location, financial and social constraints, disabilities, conflict, disasters, and personal circumstances are among the reasons why they are not in the regular school system. To overcome these barriers, the Ministries of Education, schools, parents, community members, volunteer groups, and the business sector have worked collaboratively and vigorously, ensuring that young adults are able to complete secondary level basic education.

Varied contexts require varied responses. ADMs, with the flexibility they offer in terms of curriculum content, delivery, and instructional methods, learning materials, scheduling and location, have considerable leverage as a response to access barriers. Program components are modified to directly address the needs of the students, thus making learning more relevant. Customizing such components is essential to reaching as many learners as possible.

The success of the Vietnam ADM Program for Island Learners is evident by the fact that Vietnam achieved its goal of providing universal secondary education in 2010 when 98 percent of school-age children went to school. The ratio of junior high school graduates reached 90 percent and likewise, 90 percent of registered children with disabilities (CWD) attended lower secondary schools. Also, fewer lower secondary classes were conducted in prisons and reform camps, which could mean fewer juvenile delinquents, as they instead focus on finishing school.

The key factors to the program's success are enumerated in the next page.

- ▶ **Regular Advocacy Activities:** Advocacies on ADM by government officials, local authorities and leaders for parents and community members helped convince them to encourage their children to go back to school and finish LSE.
- ▶ **Infrastructural Support from the National Government:** Additional school buildings and classrooms were built and old ones were repaired and improved across the nation. Lodging was provided for learners and teachers who lived very far from the school they went to/worked at. Each city/province has a boarding school for learners from indigenous communities and far-flung areas to encourage them to attend ADM classes.
- ▶ **Full Support from Key Stakeholders:** The national government down to the LGUs contributed to the program's success. These governing bodies not only provided free access to education but also everything the learners need to complete LSE (e.g. textbooks, school supplies, other instructional materials, food subsidies, and allowances). They also paid for ADM teachers' transportation to and from the islands and gave them an additional 40 percent of their salary to take on ADM classes. These were, however, not the teachers' main reason for helping out. Instead, they did not want the ADM learners to be left out while their counterparts in regular schools enjoy access to quality education. The MOET/DOET also enhanced teachers' knowledge and skills through the annual national training on ADM teaching held once a year.

Through the concerted efforts of the government, the business sector, communities, and other stakeholders, the ADM Program for Island Learners was able to successfully bring quality life-long education to disadvantaged learners in remote-rural communities.

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