

LITERACY ENHANCEMENT PROGRAM GUIDE: WHAT WE NEED ALS ADOLESCENT-FRIENDLY TO KNOW?

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“Occasionally, the vocal sound arises when you are determined by our personal familiarities and understanding, and sometimes it happens when someone merely asks what your thoughts are. Empower yourself. Empower others.” - Tiffany Moule

First and foremost, the ALS or the Alternative Learning System directives are motivated to provide delivery modes for basic education and skills on Adolescent Reproductive Health (ARH) to our peer educators and learners. It is therefore important that this learning platform be utilized for our users through the implementation of ALS Adolescent-friendly Literacy enhancement Program (AFLEP).

This literacy program is designed for your convenience. Learning objectives have been formulated in every unit followed by AFLEP’s Peer Education cue and Key Learning and Discussion Points (KLP). KLPs are substantially provided in order to give detailed information on topics to be discussed. The learning package is user-friendly, thus, easy to comprehend.

There is no fixed time limit in teaching the lesson. However, suggested time allotments are indicated in some sessions as your guide. But, the message of being feel free to allot or adjust the time depending on the need and learning capacity of learner participants.

Recognizing the skills and competence of peer educators, some tips on how to use the learning package are enumerated below. Somehow these might guide and enhance teaching:

Mastery of the Manual; It is very important that peer educators are knowledgeable of the content of the learning package to be able to relate effectively with their peers. Internalize life skills as an integral part of the learning package.

Four Core Messages; Highlight the 4Cs in relevant discussions and allocutions as the anchor of ARH.

Participatory Approach: encourage interactive and partaking approaches to generate and solicit insights, active discussion, and participation of peers and learners. Language: use simple terms or words for easy understanding and give examples as much as possible. Processes and Syntheses; be able to ask questions relevant to the topics and activities. Insights and learning from the activities are important.

Given these premises, it is anticipated that this learning package will be used by peer educators with the expectation that learners will have, will have enhanced knowledge; a greater appreciation of ARH, will have enhanced knowledge; and will be able to practice their learnings in their daily situations.

The AFLEP's syllabus was presented with six (6) topics namely: Unit 1 or the Overview of Adolescent Sexual and Reproductive Health, Unit 2 as the Basic Skills on Peer Education, Unit 3 for Human Development, Unit 4 consist of Sex, Gender and Sexuality, Unit 5 labelled as Relationships and Unit 6 to tackle Sexual Health and Responsible Sexual Behavior.

Some of the highlights of the literacy program (intended to and specifically for out-of-school learners) are as follows; sexually transmitted diseases, RH rights, organizing group communication, factors influencing growth and development, sexual awakening, peer pressure, love, dating and responsible sexual behavior.

As to end, as the ALS 2.0 viewpoints, it also boosts the AFLEP in new heights by means of the ALS K to 12 Enhanced Curriculum under the Learning Strand 5 with its

depiction “Understanding the Self and Society.” The LS 5 is intended to help ALS learners acquire a positive sense of self and social responsibility that will lead the learners to the aftereffect of their capabilities and empower them to live successive coherently in the ambient to be suitable to partake as a constituent of the SEA (Southeast Asian) tract as an incrementally worldwide society. And for encouragement, it’s all about assisting the learners to progress her/his capacity to think with complexity taking into account multiple cultural perspectives (Chickering and Reisser, 1993).

References:

Peer Education Book Guide and ALS 2.0 Enhanced Curriculum Book Guide