



Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

June 3, 2021

REGIONAL MEMORANDUM

No. **000299** s. 2021

PARTICIPATION TO THE CRAFTING OF THE IMPLEMENTING RULES AND REGULATIONS (IRR) FOR REPUBLIC ACT 11510 "ALTERNATIVE LEARNING SYSTEM ACT"

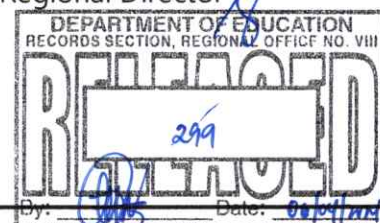
To: Schools Division Superintendents
All Others Concerned

1. Attached is **DepEd Memorandum OM-OAGA-2021-0082** dated 01 June 2021, re: **Draft Implementing Rules and Regulations for Republic Act 11510 "An Act Institutionalizing the Alternative Learning System for Out-of-School Children in Special Cases and Adults, and Appropriating Funds Therefor"** requesting the concerned Curriculum Implementation Division (CID) Chiefs and Division Alternative Learning System (ALS) Focal Persons to provide comments/suggestions on the consultation copy of the IRR and send on or before June 7, 2021 to als.taskforce@deped.gov.ph cc clmd.region8@deped.gov.ph .
2. Further, the identified officials are required to participate in the online consultation meeting on June 10, 2021, 9:30 a.m. – 11:30 a.m. at a link to be shared later through the Facebook Group Chat of the CID Chiefs.
3. The Schools Division Superintendents shall ensure full participation of the concerned officials.
4. All other details are stipulated in the above-mentioned Memorandum.
5. Immediate dissemination of and strict compliance with this Memorandum are desired.

MA. GEMMA MERCADO LEDESMA

Regional Director

Enclosures: As Stated
References: As Stated
To be indicated in the Perpetual Index under the following subjects:
ALS CURRICULUM REGULATIONS
CLMD-APC



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ISO 9001:2015 Certified

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Republic of the Philippines
Department of Education
Office of the Assistant Secretary
ALTERNATIVE LEARNING SYSTEM

MEMORANDUM
OM - OAGA – 2021 -0082

To : **ALL REGIONAL DIRECTORS**

From : 
G.H. S. AMBAT
Assistant Secretary
Alternative Learning System

Subject : **Draft Implementing Rules and Regulations for Republic Act 11510 titles "An Act Institutionalizing the Alternative Learning System for Out-of-School Children in Special Cases and Adults, and Appropriating Funds Therefor"**

Date : June 1, 2021

This Office through the Alternative Learning System (ALS) Task Force and the Legislative Liaison Office of the Department of Education (DepEd) drafted the Implementing Rules and Regulations (IRR) for Republic Act 11510 entitled "An Act Institutionalizing the Alternative Learning System for Out-of-School Children in Special Cases and Adults, and Appropriating Funds Therefor".

In this connection, we would like to request the Chiefs of Curriculum and Learning Management Division (CLMD) and Curriculum and Implementation Division (CID), and Regional and Division ALS Focal Persons to provide their comments/suggestions on the consultation copy of the IRR using the attached form.

We will appreciate receiving their inputs on or before June 7, 2021 through email of the ALS Task Force at als.taskforce@deped.gov.ph.

Further, we would like to request for an online consultation meeting with the concerned officials on June 10, 2021, 9:30 am -11:30 am. The purpose of the meeting is to discuss their inputs and comments to the draft IRR.

Should you have any questions and/or clarifications, please contact **Mr. Roderick P. Corpuz**, SVEPS, ALS Task Force through email at roderick.corpuz@deped.gov.ph.

Thank you.

**ADOPTION OF THE FOUNDATIONAL FRAMEWORK AND ANALYTIC SCORING RUBRIC FOR EXEMPLARY
COMMUNITY-BASED LITERACY PROGRAMS AND ENGAGEMENT**

Part/Section	Comments	Suggestions
Policy Cover	<p>As stated in Section 7 letter a of RA 11510 or the ALS Act, the Bureau of Alternative Education (BAE) shall establish minimum quality standards in the development of ALS curriculum and learning materials, program planning, implementation, monitoring, evaluation, and management including certification of learning outcomes, recognition of service providers, competency standards for ALS personnel, and requirements for ALS learning environments, among others.</p> <p>Further, letter e of the same Section states that BAE shall coordinate, encourage close partnerships, and establish linkages with LGUs and the private sector on matters pertaining to the sustainable implementation of ALS programs, post-program support activities and community mapping, and manage a nationwide database for out-of-school children in special cases and adults.</p>	<p>To ensure that no duplication of efforts between BAE and LCC especially in the policy formulation, review Republic Act 11510 titled Institutionalizing the Alternative Learning System for Out-of-School Children in Special Cases and Adults in Basic Education, and Appropriating Funds Therefor</p>
Paragraph 4	<p>... which includes monitoring and evaluation, of relevant literacy programs at the community level implemented by the Alternative Learning System (ALS). Implemented by whom?</p>	<p>Add ALS Teachers, Community ALS Implementors, and Learning Facilitators after the (ALS).</p>
Paragraph 7	<p>For more information, kindly contact Literacy Coordinating Council...</p>	<p>Need to orient the BAE staff in the implementation of the policy</p>
Guidelines		

Part/Section	Comments	Suggestions
Scope of Policy	The guidelines cover all ALS Community Learning Centers (CLC), either school-based or community-based, in all DepEd Regions where literacy programs are implemented	
Definition of Terms	<p>Is this policy will also cover BARMM?</p> <p>For – Foundational Framework for Exemplary Community-Based Literacy Programs and Engagement</p> <ul style="list-style-type: none"> • What are the parameters used to support that the framework is proven to be highly acceptable? (Who and how many respondents in the survey) 	Include in the Rationale and Background
	For ALS Implementers – the group of teachers in ALS need to be based on ALS Act.	Please refer to the definition of terms of RA 11510
Guidelines on How to Use the Framework		
2.7 This theme / element points to the regular follow-through of program beneficiaries and community workers	Who are the community workers?	Include in the definition of terms
Guidelines on How to Use the Analytic Scoring Rubric or the M&E Tool	Who are the assessors? Will there be a capacity building program for them? What will be the source of fund for the conduct of such?	The Division ALS Focal Person with the assistance of Education Program Specialist II for ALS shall use the rubric . . .
	With regard to the standards enumerated in paragraph 2. The ALS Task Force with the assistance of UNICEF Philippines conducted series of consultation meetings with various	Need to closely coordinate with ALS Task Force/BAF.

Part/Section	Comments	Suggestions
	stakeholders for setting the benchmarks for the recognition of external partners to ensure that their implementation of ALS programs is of quality and compliant to the DepEd standards. The said benchmarks will be included in the IRR of RA 11510	
Roles and Responsibilities	The role of BAE in the implementation of the policy is not clear With regard to the conduct capacity building activities, what Office will finance the activity? What tool will be used by BAE & LCC in the conduct of M&E	Need to elaborate the roles and responsibilities between BAE and LCC.
Monitoring and Evaluation		Include in the policy the M&E tool to be used by the CO and field offices.

Prepared by:

Noted by:

Approved by:

Roderick P. Corpuz
Roderick P. Corpuz
 SVEPS
 ALS Task Force

Marlette R. Almayda
 Director III
 Head, ALS Task Force

G.H. S. Ambat
G.H. S. Ambat
 Assistant Secretary
SI 2 June 2021
 Alternative Learning System

1 **As of 28 May 2021**

2
3 **IMPLEMENTING RULES AND REGULATIONS OF THE**
4 **ALTERNATIVE LEARNING SYSTEM ACT**
5 **(REPUBLIC ACT NO. 11510)**
6

7 Pursuant to Section 24 of Republic Act No. 11510 titled, "An Act
8 Institutionalizing the Alternative Learning System in Basic Education for Out-
9 of-School Children in Special Cases and Adults and Appropriating Funds
10 Therefor," the Department of Education (DepEd), in consultation with
11 concerned government agencies and other education stakeholders, hereby
12 issues the following rules and regulations to implement the provisions of the
13 Act:
14

15
16
17 **RULE I**
18 **GENERAL PROVISIONS**
19

20 **Section 1. Title.** These rules and regulations shall be referred to as the
21 Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 11510,
22 otherwise known as the "Alternative Learning System Act."
23

24 **Section 2. Scope and Application.** This IRR shall apply to out-of-school
25 children in special cases, out-of-school youth, adults, indigenous peoples,
26 learners with disabilities, socioeconomically disadvantaged learners, children
27 in conflict with the law, learners in emergency situations, and other
28 marginalized sectors who have not completed basic education.
29

30 This IRR shall apply to adults who wish to avail basic education and cannot
31 enroll under the formal education system and out-of-school children,
32 consistent with Section 6.23 of this IRR in unserved and underserved
33 communities under special cases. This shall include, among others, the
34 following:
35

- 36 2.1 learners with disabilities or conditions;
37 2.2 indigenous peoples;
38 2.3 children in conflict with the law;
39 2.4 learners in emergency situations; and
40 2.5 other marginalized sectors;
41

42 These rules shall also apply to out-of-school youth, existing ALS learners, and
43 ALS program completers and graduates. It shall also apply to ALS
44 implementers, including but not limited to ALS teachers, Community ALS
45 Implementors and Learning Facilitators, and ALS service providers.
46

47 **Section 3. Rationale.** This IRR shall be consistent with the mandate given to
48 the State under Article XIV of the 1987 Constitution and the purposes and
49 objectives of RA No, 9155, otherwise known as the "Governance of Basic
50 Education Act of 2001", which provides framework for the governance of basic

1 education, and vests upon DepEd the authority, accountability, and
2 responsibility for achieving higher learning outcomes.

3
4 To the extent applicable, this IRR shall also be compliant with the purposes
5 and objectives of RA 10533, otherwise known as "The Enhanced Basic
6 Education Act of 2013" which provides the structure, policies and standards
7 of educational programs being offered at the basic education level by
8 institutions of learning operating in the Philippines.

9
10 **Section 4. Declaration of Policy.** It is hereby declared the policy of the State
11 to promote the right of all citizens to quality education at all levels and take
12 the appropriate steps to make such education accessible to all. The State shall
13 likewise give the highest priority to the enactment of measures that promote
14 human development and the acceleration of social progress, thereby reducing
15 social, economic, and political inequalities.

16
17 Towards this end, the State shall provide the out-of-school children in special
18 cases and adults with opportunities to improve their knowledge, values, life
19 skills, and readiness for higher education, work, or self-employment through
20 a system of nonformal or indigenous education, or both which are tailored to
21 respond to their learning needs and life circumstances. The State shall also
22 ensure the close partnership and collaboration between the government and
23 the private sector in achieving this goal.

24
25 This IRR recognizes the importance of the ALS in providing basic education
26 for those unable to participate in formal schooling. It also acknowledges the
27 complementary roles of other government agencies, the private sector, and
28 other stakeholders in implementing accessible, quality, relevant ALS
29 programs.

30
31 **Section 5. Objectives.** This IRR aims to achieve the following objectives:

- 32
33 5.1. Provide adequate, timely and quality attention and support to the
34 basic learning needs of out-of-school children in special cases and
35 adults including indigenous peoples;

36
37 For purposes of this IRR, this shall also provide adequate, timely
38 and quality attention and support to the basic learning needs of
39 other ALS learners identified in Section 2 of these Rules.

- 40
41 5.2. Guarantee equitable access for all learners, including those who
42 reside in the unreached, underserved, conflict-affected
43 communities, and communities in emergency situations to avail of
44 systematic, flexible and appropriate alternative basic education
45 programs outside of the formal school system;

- 46
47 5.3. Promote lifelong learning opportunities anchored on the Alternative
48 Learning System (ALS) K to 12 Basic Education Curriculum (BEC)
49 that takes a holistic, integrated and inter-sectoral approach,

1 provide pathways across modes of learning that will ensure
2 learners will become caring, self-reliant, independent, productive,
3 and patriotic citizens, by allowing such learners to pursue further
4 education, after participating in the ALS program and passing the
5 accreditation and equivalency assessments or certifications, or
6 both required by the Department of Education (DepEd), or seek
7 employment;

8
9 Furthermore, and for purposes of this IRR, DepEd shall engage
10 other government agencies, the private sector, and other
11 stakeholders to support quality and innovative implementation of
12 ALS programs and post-program pathways/options for ALS
13 completers and test passers.
14

- 15 5.4. Hire, capacitate, and deploy ALS Teachers, Community ALS
16 Implementors and Learning Facilitators to deliver a range of ALS
17 programs especially in far-flung areas, unserved, underserved,
18 conflict-affected communities, and communities in emergency
19 situations.
20

21 For purposes of this IRR, DepEd shall:

22
23 5.4.1. Invest in hiring competent ALS teachers and learning
24 facilitators; capacitate them in order to have the necessary
25 knowledge, skills, values, and attitudes to perform their
26 assigned responsibilities, and ensure they are provided
27 with sufficient necessary learning tools and equipment to
28 effectively deliver the ALS programs;
29

30 5.4.2. Support non-DepEd ALS program implementers to
31 capacitate their ALS teachers and facilitators upon
32 request and in accordance with agreed cost-sharing
33 arrangements.
34

- 35 5.5. Design specialized programs for ALS learners with disabilities,
36 taking into consideration their different levels of learning needs and
37 other functional difficulties in the development of instructional
38 materials and learning resources in accessible format.
39

40 For purposes of this IRR, DepEd shall:

41
42 5.5.1 Ensure ALS learner identification and mobilization
43 strategies/activities reach out to persons with disabilities
44 who have been unable to access or complete basic education
45 or have dropped out from school;
46

47 5.5.2 Strengthen the referral system for learners with special
48 education needs such as, but not limited to, learners with

1 hearing and/or visual impairments who shall be offered the
2 Special Education (SPED) Program or any of the available
3 alternative delivery modes under the formal education
4 system;

5
6 5.5.3 Provide ALS learning environments and learning resources
7 that are appropriate/responsive to the needs of all types of
8 learners, including those with disabilities;

9
10 5.5.4 Hire and deploy Special Education (SPED) teachers to help
11 implement ALS specialized programs for persons with
12 disabilities;

13
14 5.5.5 Capacitate SPED teachers on ALS programs, appropriate ALS
15 contents and methodologies;

16
17 5.5.6 Capacitate existing ALS teachers on inclusive education
18 including addressing the unique learning needs and
19 challenges of persons with disabilities;

20
21 5.5.7 Monitor and evaluate ALS programs periodically to determine
22 problems affecting its implementation, and to measure
23 program impact, as well as identify areas for policy and
24 program improvement, particularly for learners with
25 disabilities.

26
27 5.6. Develop, integrate, and utilize nonformal and informal education
28 approaches and strategies in the delivery of the ALS programs and
29 the assessment of learning outcomes and competencies of ALS
30 learners by providing flexibility in the duration of learning
31 programs, learning contents, and delivery strategies, among others.

32
33 For purposes of this IRR, DepEd shall:

34
35 5.6.1. Strengthen the administration of Recognition of Prior
36 Learning (RPL) tools including but not limited to Functional
37 Literacy Test (FLT) and Assessment for Basic Literacy, and
38 the crafting, implementation, monitoring and updating of
39 Individual Learning Agreements (ILAs), RPL and other
40 assessment forms.

41
42 5.6.2. Ensure that there is flexibility in the implementation of the
43 ALS programs whereby ALS learners have greater control
44 over what, when, where and how they learn. This includes
45 the use of self-learning materials, flexible timetabling,
46 differentiated instruction, authentic learning assessments

1 and multiple learning modalities, such as, but not limited to,
2 to, print, audio, radio, video, online, games, and
3 simulations.
4

- 5 5.7. Improve access to education and other learning opportunities and
6 raise the level of literacy to contribute to an individual's sustainable
7 future.
8

9 For purposes of this IRR and consistent with Section 3(g) of the Act,
10 this IRR aims to improve access to learning opportunities anchored
11 on the competencies of the ALS K to 12 BEC. This includes, among
12 others, life skills, work readiness skills, entrepreneurship skills,
13 college readiness study skills, skills for effective citizenship and
14 community participation. It also aims to raise the level of functional
15 literacy of ALS learners to enhance their life and career options and
16 contribute to sustainable future.
17

- 18 5.8. Strengthen nonformal basic education programs while ensuring
19 support to the policy of the DepEd that school age children should
20 be enrolled in formal education, and that they should be able to
21 return to the formal education system in the event that they drop
22 out.
23

24 For purposes of this IRR, DepEd shall:

25 5.8.1 Support dropout identification and retrieval, and
26 identification of learners at risk of dropping out.
27

28 5.8.2 Use the results of the Philippine Education Placement Test
29 (PEPT) as one of the bases for referral, retrieval and
30 placement of school age out-of-school children and youth to
31 formal elementary and secondary schools.
32
33

34 **Section 6. Definition of Terms.** For purposes of this IRR, the following terms
35 shall mean or be understood as follows:
36

37 6.1. **Act** refers to RA No. 11510, otherwise known as the "Alternative Learning
38 System Act."
39

40 6.2. **Alternative Learning System K to 12 Basic Education Curriculum**
41 **(ALS K to 12 BEC)** refers to the comprehensive curriculum indicating
42 the competency, content, key stages, and standards for the ALS program
43 under the Act. The ALS K to 12 BEC is benchmarked on the DepEd K to
44 12 formal school curriculum and focuses on the 21st Century Skills:
45 information, media and technology skills, learning and innovation skills,
46 communication skills, and life and career skills.
47

48 6.3. **Alternative Learning System Teachers (ALS Teachers)** refer to DepEd
49 employed teachers who implement the ALS programs.
50

1 6.4. **Academic-Focused Bridging Programs** refer to ALS programs that
2 provide continuing learning opportunities to accreditation and
3 equivalency secondary level test passers who wish to better prepare for
4 the academic demands and study skills requirements of tertiary level
5 education or post-secondary vocational training, or both.
6

7 These programs may be provided by DepEd, non-DepEd ALS
8 implementers or post-secondary institutions receiving certified ALS
9 secondary A&E passers.
10

11 6.5. **Accreditation and Equivalency Assessments and Certifications (A&E
12 Assessments and Certifications)** refer to a process in ALS that
13 comprises exams and other assessments deemed appropriate and
14 anchored on the competencies of the ALS K to 12 BEC.
15

16 For purposes of this IRR, the Bureau of Alternative Education (BAE)
17 created under Section 6 of the Act shall promote and ensure certification
18 and accreditation of learners through alternative learning programs as
19 anchored on the competencies of the ALS K to 12 BEC. The Bureau of
20 Education Assessment (BEA) of DepEd, in coordination with the BAE,
21 shall be in charge of the development and administration of the A&E
22 Exam and other DepEd national assessments as defined under Section
23 4 (d) of the Act. The BAE shall be the office in charge of the development
24 of other A&E-related Assessments and Certifications consistent with
25 Section 7 of the Act
26

27 6.6. **Accreditation and Equivalency Program (A&E Program)** refers to a
28 program in ALS aimed at providing an alternative pathway of learning for
29 out-of-school children in special cases and adults who have not
30 completed basic education. Through this program, school dropouts are
31 able to complete elementary and secondary education outside the formal
32 school system.
33

34 For purposes of this IRR, the A&E Program shall also be aimed at
35 providing an alternative pathway of learning for learners with
36 disabilities, indigenous peoples, socioeconomically disadvantaged
37 learners, children in conflict with the law, learners in emergency
38 situations and other marginalized sectors, who have not completed
39 basic education.
40

41 6.7. **Adult** refers to a person at least eighteen (18) years of age and above.
42

43 6.8. **Alternative Learning System (ALS)** refers to a parallel learning system
44 that provides a viable alternative to the existing formal education
45 instruction. It encompasses both nonformal and informal sources of
46 knowledge and skills.
47

48 6.9. **ALS Learners** refer to out-of-school children in special cases, out-of-
49 school youth and adults, indigenous peoples, learners with
50 disabilities, socioeconomically disadvantaged learners, children in
51 conflict with the law, learners in emergency situations and other

1 marginalized sectors who have not completed basic education and
2 are enrolled in the ALS program.

3
4 6.10. **Basic Literacy Program** refers to the program component of ALS that is
5 aimed at eradicating illiteracy among out-of-school children in special
6 cases and adults by developing basic literacy skills of reading, writing,
7 numeracy, and simple comprehension.

8
9 6.11. **Community Alternative Learning System Implementors**
10 **(Community ALS Implementors)** refer to persons engaged either by the
11 DepEd or any local government unit (LGU) to deliver ALS programs to
12 out-of-school children in special cases and adults.

13
14 For purposes of this IRR, Community ALS Implementors are distinct
15 from DepEd employed ALS teachers, who are regular DepEd teachers
16 and have their own working conditions and remuneration levels based
17 on agreed standards.

18
19 6.12. **Community Learning Center (CLC)** refers to a physical space to house
20 learning resources and facilities of a learning program for out-of-school
21 children in special cases and adults. It is a venue for face-to-face learning
22 activities and other learning opportunities for community development
23 and improvement of the people's quality of life.

24
25 6.13. **Functional Education and Literacy Programs** refer to short-term
26 nonformal education programs designed to help socioeconomically
27 disadvantaged learners to upgrade a targeted set of skills, knowledge,
28 and selected competencies in the ALS K to 12 BEC in order to improve
29 their social, political and economic well-being and function more
30 effectively as citizens, parents, workers and members of the community.

31
32 6.14. **Indigenous Peoples** refer to a group of people or homogenous societies
33 identified by self-ascription and ascription by others, who have
34 continuously lived as organized community on communally bounded and
35 defined territory, and who have under claims of ownership since time
36 immemorial, occupied, possessed and utilized such territories, sharing
37 common bonds of language, customs, tradition and other distinctive
38 cultural traits or who have, through resistance to political, social and
39 cultural inroads of colonization became historically differentiated from
40 the majority of the Filipinos.

41
42 6.15. **Indigenous Peoples Education** refers to the program that supports
43 education initiatives undertaken through formal, nonformal, and
44 informal modalities with emphasis on any of, but not limited to, the key
45 areas of indigenous knowledge systems and practices and community
46 history, indigenous languages, indigenous learning system (ILS), and
47 community life cycle-based curriculum and assessment, educational
48 goals, aspirations and competencies specific to the indigenous cultural
49 community (ICC), engagement of elders and other community members
50 in the teaching-learning process, assessment, and management of the
51 initiative, recognition and continuing practice of the community's ILS,
52 and the rights and responsibilities of ICCs.
53

1 6.16. **Informal Education** refers to diverse forms of learning that are
2 intentional or deliberate but are not institutionalized. It is a lifelong
3 process of learning by which every person acquires and accumulates
4 knowledge, skills, attitudes, and insights from daily experiences at home,
5 at work, at play and from life itself towards literacy.
6

7 6.17. **Learners with Disabilities** refer to those who have long-term physical,
8 mental, intellectual, or sensory impairments which in interaction with
9 various barriers may hinder their full and effective participation in
10 society on equal basis with others.
11

12 6.18. **Learning Facilitator** shall refer to teachers financed by the private
13 sector who implement ALS programs. The private sector shall include
14 non-government organizations or associations, civil society
15 organizations, or individuals.
16

17 For purposes of this IRR, private sectors shall also include foundations
18 and all other similar organizations.
19

20 6.19. **Lifelong Learning** shall refer to the practice of continuing to learn
21 throughout one's entire life, especially outside of or after the
22 completion of formal schooling.

23 For purposes of this IRR, a primary goal of ALS is to help ALS
24 learners develop "learning to learn" skills as foundational
25 competencies for successful lifelong learner.
26

27 6.19. **Micro-certification, also known as micro-credentialing**, refers to a
28 flexible means of certifying attainment of specific elements of ALS K to
29 12 minimum competencies which can be used by the holder as credential
30 such as in job application, recruitment, and selection.
31

32 For purposes of this IRR, this also refers to the means of accessing seed
33 capital for self-enterprise venture, and other life improvement
34 opportunities.
35

36 6.20. **Nonformal Education (NFE)** refers to any organized and systematic
37 educational activity carried outside the framework of the formal
38 education system to provide selected types of learning to a segment of
39 the population.
40

41 6.21. **Out-of-School Children in Special Cases** refer to children in the official
42 school age who are not enrolled in the elementary or secondary schools
43 due to special cases such as economic, geographic, political, cultural, or
44 social barriers, including learners with disabilities or conditions,
45 indigenous peoples, children in conflict with the law, learners in
46 emergency situations and other marginalized sectors.
47

48 For purposes of this IRR, out-of-school children in special cases shall
49 also refer to children in the official school age who cannot
50 attend/participate in formal school and have ALS as the best option for
51 access to basic education.
52

1 6.22. **Out-of-School Youth** refer to young people aged 15 to 30 years who have
2 dropped out of school before completing their elementary and or
3 secondary basic education.
4

5 6.23. **Unserved** shall refer to learners with no access to formal school. This
6 includes learners in school-less barangays, emergency evacuation
7 centers, conflict-devastated communities, refugees, and stateless
8 persons.
9

10 6.24. **Underserved** shall refer to those learners disadvantaged in terms of their
11 ability to access social services such as education, health and social
12 welfare, and economic services such as employment and self-
13 employment. In the context of education, it includes those who are/have
14 been unable to complete their basic education through formal schools
15 (e.g., out-of-school youth), have never been to school or cannot be
16 accommodated by the formal school system due to lack of facilities,
17 inadequate finances, lack of teachers, geographical isolation, restrictive
18 health conditions, disabilities, institutionalization, and other barriers to
19 access and full participation.
20

21 (Section 4 of the Act)

22 **RULE II**

23 **Institutionalization of the Alternative Learning System**

24
25 **Section 7. Institutionalizing the ALS.** The ALS is hereby institutionalized
26 to strengthen and expand the ALS program to provide increased opportunities
27 for out-of-school children in special cases and adult learners, including
28 indigenous peoples, to develop basic and functional literacy and life skills,
29 and pursue an equivalent pathway to complete basic education. (Section 5 of
30 the Act)
31

32 For purposes of this IRR and central to the institutionalization process is
33 strengthening the system components of the ALS (i.e., curriculum, learning
34 delivery, learning resources, assessment, and program management –
35 Management Information System, Monitoring and Evaluation) to ensure
36 quality and responsive ALS programs.
37

38 **Section 8. Bureau of Alternative Education (BAE).** The Bureau of
39 Alternative Education (BAE) shall be created to serve as the focal office for the
40 implementation of the ALS programs of the DepEd. It shall be headed by a
41 Director. (Section 6 of the Act)
42

43 For purposes of this IRR, the BAE shall establish appropriate communication
44 and coordination channels and mechanisms with DepEd field offices for the
45 planning, implementation, and monitoring and evaluation of ALS programs.
46

47 Further, the DepEd shall provide sufficient resources such as, but not limited
48 to, financial, technical, human, and material resources to establish and
49 sustain the operation of the BAE in coordination with other functional units
50 of DepEd Central Office (DepEd CO) and other concerned agencies.
51

1 Furthermore, the DepEd shall issue a policy on the reporting mechanism of
2 BAE in the DepEd CO.

3
4 **Section 9. Powers and Functions of the BAE.** The BAE shall serve as the
5 focal office for the policy formulation, curriculum development, learning
6 program delivery and learning materials development for the ALS program. To
7 ensure the effective implementation of the ALS, the BAE shall establish
8 quality assurance and support systems and undertake regular learner
9 assessment activities. It shall have the following powers and functions:

10
11 9.1. Establish minimum quality standards in the development of the ALS
12 curriculum and learning materials, program planning,
13 implementation, monitoring, evaluation, and management,
14 including certification of learning outcomes, recognition of service
15 providers, competency standards for ALS personnel, and
16 requirements for ALS learning environments, among others;

17
18 For purposes of this IRR, the BAE shall formulate policies and
19 standards on enhancement and implementation of ALS Curriculum,
20 learning delivery, development of ALS learning resources,
21 implementation, monitoring, evaluation, and management,
22 including certification of learning outcomes, recognition of service
23 providers, competency standards for ALS personnel, and
24 requirements for ALS learning environments, among others in
25 coordination with other functional units of DepEd CO.

26
27 Further, the Bureau of Learning Resources (BLR), in coordination
28 with BAE, shall lead the procurement of ALS learning resources.

29
30 9.2. Promote and ensure the certification and accreditation of learners
31 through alternative learning programs, both nonformal and informal
32 in nature, as anchored on the competencies of the ALS K to 12 BEC;

33
34 For purposes of this IRR, the BAE shall:

35
36 9.2.1 Formulate policies and standards on ALS certification and
37 accreditation process;

38
39 9.2.2 Enhance existing ALS assessment tools, processes, forms
40 and other matters related to assessment and certification
41 of learners;

42
43 9.2.3 Coordinate with Bureau of Education Assessment (BEA) for
44 the regular conduct of Accreditation and Equivalency (A&E)
45 Tests;

46
47 9.2.4 Coordinate with DepEd field offices for issuance of ALS
48 certificate and diplomas; and
49

1 9.2.5 Coordinate with DepEd and non-DepEd ALS implementors
2 related to accreditation and certification of ALS learners.
3

4 Further, the BEA, in coordination with BAE, shall lead the
5 construction of test items, regular administration of A&E Test,
6 and issuance of Certificate of Rating.
7

8 9.3. In partnership with other government agencies, LGUs, and the
9 private sector, ensure access to educational opportunities for
10 learners of different interests, learning needs, capabilities;
11 demographic characteristics, and socioeconomic status, who have
12 been unable to complete formal basic education;
13

14 For purposes of this IRR, this partnership shall also include, among
15 others, nongovernment organizations, and other civil society groups.
16

17 Further, through partnership activities, learners are identified and
18 supported to succeed in ALS programs as well as provided access to
19 ALS post-program opportunities and pathways.
20

21 Furthermore, BAE shall work closely with Indigenous Peoples Office
22 (IPSEO), National Commission for Indigenous Peoples (NCIP),
23 National Commission for Muslim Filipinos (NCMF), and BARMM for
24 the development of culture-sensitive curriculum and learning
25 resources and other related activities. BAE will also coordinate with
26 the National Council for Disability Affairs (NCDA), Overseas Workers
27 Welfare Administration (OWWA), and other relevant offices in
28 addressing learning needs of all types of learners.
29

30 9.4. Coordinate with various agencies and industries for skills
31 development to promote the learners' employability, efficiency,
32 productivity, and competitiveness in the labor market, as well as
33 assist the learners to become entrepreneurs;
34

35 For purposes of this IRR, BAE shall:
36

37 9.4.1 Coordinate with other functional units in DepEd CO and
38 various government agencies such as TESDA, DTI, DSWD,
39 DOLE, CHED, among others, to ensure readiness of
40 learners for college, middle-level technical skills training,
41 employment and entrepreneurship and access to post-
42 program support services of these agencies and other
43 partner organizations such as, but not limited to, job
44 placement, on-the job training, access to seed capital,
45 access to scholarships;
46

47 9.4.2 Coordinate with formal JHS & SHS for access to technical
48 and vocational skills development opportunities for ALS
49 learners;

1 9.4.3 Coordinate with non DepEd skills technical skills training
2 providers to provide access to ALS learners for work
3 readiness, entrepreneurship coaching and skills
4 development programs; and
5

6 9.4.4 Forge agreements with various stakeholders, in
7 coordination with functional units in central office, LGUs
8 and private industry partners or possible work experience,
9 work immersion, job shadowing, on-the-job-training and
10 job placement of ALS learners.
11

12 9.5. Coordinate, encourage close partnerships, and establish linkages
13 with LGUs and the private sector on matters pertaining to the
14 sustainable implementation of ALS programs, post-program support
15 activities and community mapping, and manage a nationwide
16 database for out-of-school children in special cases and adults;
17

18 For purposes of this IRR, BAE shall:
19

20 9.5.1 Plan, implement and monitor ALS programs in partnership
21 with LGUs and other stakeholders wherein such partners
22 assist in identifying and mobilizing ALS learners, provision
23 of supplemental funding, learning resources, learning
24 environments, transportation allowance for ALS learners,
25 additional ALS human resources, training, technical
26 assistance, among others.
27

28 9.5.2 Provide technical assistance to non-DepEd implementing
29 partners as maybe requested.
30

31 9.5.3 Coordinate with other functional units of DepEd CO other
32 government agencies, LGUs, private industry and NGOs in
33 the establishment of alliances with various stakeholders for
34 the post-program support activities for ALS learners, such
35 as:
36

37 9.5.3.1 Seed capital for livelihood;

38 9.5.3.2 Job placements and on-the job training;

39 9.5.3.3 Scholarships for further education; and

40 9.5.3.4 Counselling.
41

42 9.5.4 Establish, maintain, and manage a reliable management
43 information system (MIS) for out-of-school children in
44 special cases, out-of-school youth, and adults. This
45 includes data management related to identification and
46 tracking of prospective learners in coordination with local
47 ALS implementors, learner enrolment, learner progress
48 monitoring, learner assessment and certification, and post-
49 program tracking of completers. The MIS may also cover

1 other program elements, such as learning materials
2 utilization, ALS teacher capacity building, ALS service
3 contract management, among others. The MIS will be used
4 for program planning, improvements, and policy
5 formulation.

6
7 9.6. Such other powers and functions as may be necessary for the
8 effective and efficient implementation of ALS programs, projects, and
9 activities.

10
11 **(Section 7 of the Act)**

12 **RULE III**

13 **Implementation of Priority Nonformal Education Programs**

14 **Section 10. ALS Programs**

15
16
17 10.1 The DepEd shall strengthen the implementation of a range of
18 priority NFE programs including, but not limited to, the following:
19 10.1.1. Basic Literacy Program;
20 10.1.2. A&E Programs;
21 10.1.3. Indigenous People Education Program;
22 10.1.4. Academic-Focused Bridging Programs; and
23 10.1.5. Functional Education and Literacy Programs.

24
25 Furthermore, for purposes of this IRR, BAE, in coordination with
26 the other functional units in the DepEd CO, shall strengthen the
27 implementation of a range of priority ALS nonformal education
28 (NFE) programs covering curriculum, learning delivery, learning
29 resources, learner assessment, program monitoring and
30 evaluation.

31
32 10.2 To effectively deliver the NFE programs, the DepEd may utilize
33 appropriate, relevant, and responsive learning modalities, such as:

- 34
35 10.2.1 Modular instruction;
36 10.2.2 Online, digital or mobile learning;
37 10.2.3 Face-to-face learning sessions and tutorials;
38 10.2.4 Radio or television-based instruction;
39 10.2.5 Blended learning or a combination of various modalities;
40 10.2.6 Workshops, simulations, and internship to inculcate life
41 skills, work readiness, and entrepreneurship; and
42 10.2.7 Provision of inclusive and safe learning environments.

43
44 **(Section 8 of the Act)**

45
46 **Section 11. Duration of ALS Programs.** The DepEd shall prescribe the
47 appropriate minimum number of months required for the completion of each
48 of the different ALS programs to ensure that the learners enrolled therein are

1 provided with adequate and quality basic education and skills to complete the
2 required competencies of the ALS K to 12 BEC. (Section 9 of the Act)

3
4 For purposes of this IRR, the actual program duration shall depend on each
5 learner's educational background or existing knowledge level prior to enrolling
6 in the ALS program, the learning objectives of the learner, and the pace of
7 achievement of the identified/required competencies.

8
9 **Section 12. A&E Assessment and Certification for ALS Learners.** The
10 DepEd shall regularly conduct ALS A&E assessments and certifications as a
11 means to measure and certify competencies of ALS program completers and
12 other learners who opt to secure elementary and secondary level
13 certifications. It shall also conduct micro-certification of subsets of
14 competencies drawn from the ALS K to 12 BEC. Such assessments and
15 certifications can be done both at the national and local levels.

16
17 For purposes of this IRR, specifically, the BAE shall:

- 18
19 12.1 Develop policies, tools and quality benchmarks to support
20 pre-assessment, formative assessment and summative
21 assessment of ALS learners;
22 12.2 Develop policies and support the regular conduct of A&E
23 Assessments and Certifications;
24 12.3 Coordinate with BEA on the regular administration of A&E
25 test;
26 12.4 Develop other mechanisms for ALS assessment and
27 certification;
28 12.5 Develop the policies and standards for the implementation
29 of ALS Micro-certifications;
30 12.6 Develop and conduct capacity building programs to build
31 the competence of ALS implementers on learner
32 assessment and certification; and
33 12.7 Monitor and evaluate the ALS assessment and certification
34 system.

35
36 Further, for purposes of this IRR, the BEA shall lead the construction
37 of test items, regular administration of A&E Test, and issuance of
38 Certificate of Rating.

39
40 Those who pass elementary level A&E are qualified to enroll in junior high
41 school. For purposes of this IRR, A&E elementary level passers have the
42 option to enroll either in formal or ALS junior high school program.

43
44 Those who pass the junior high school A&E are qualified for senior high school
45 or may enroll in selected technical vocational education and training
46 programs, as appropriate, through the Technical Education and Skills
47 Development Authority (TESDA). For purposes of this IRR, A&E junior high
48 school level passers have the option to enroll either in formal or ALS senior

1 high school program. Further, they may enroll in TESDA accredited training
2 providers.

3
4 Those who pass the senior high school level A&E are qualified for higher
5 education, as appropriate, provided that they comply with the other basic
6 documentary requirements set by the schools or higher education institutions
7 (HEIs) as requirements for enrolment. They may also enroll in technical
8 vocational education and training programs, as appropriate, through TESDA.

9
10 The DepEd shall develop supplemental learning programs for passers of the
11 ALS assessments and certifications to enhance their college readiness and
12 facilitate their gainful employment or self-employment. For purposes of this
13 IRR, this shall be done by BAE in coordination with other functional units in
14 DepEd CO, CHED, TESDA, and post-secondary/tertiary institutions. The said
15 programs may be implemented by DepEd, Non-DepEd ALS implementers or
16 interested post-secondary/tertiary institutions willing to provide such college
17 and work readiness training at their own cost as part of the program offerings
18 of their institution.

19
20 Measures shall be undertaken in order for the general public, especially
21 educational and training institutions, government agencies, and employers to
22 recognize the nature and value of certifications provided to ALS learners.

23 For purposes of this IRR, this will involve the DepEd led by the BAE, leading
24 a coordinated advocacy and social marketing effort to raise awareness of, and
25 build support for, the ALS program and its certifications. It will include
26 partnership building with key stakeholders to strengthen recognition of the
27 ALS as a credible and legitimate form of basic education and agreements to
28 facilitate recognition and support for post-program options and pathways for
29 ALS completers.

30 **(Section 10 of the Act)**

31 32 33 **RULE IV**

34 **HIRING AND PROFESSIONAL DEVELOPMENT OF ALS TEACHERS**

35
36 **Section 13. Hiring and Promotion of ALS Teachers; Expansion of the ALS**
37 **Teachers Program.** To reach more out-of-school children in special cases,
38 out-of-school youth, and adults and to accommodate learners with
39 disabilities, the ALS Teachers program shall be strengthened.

40
41 For purposes of this IRR, DepEd shall develop policy and standards in
42 coordination with other government agencies in the hiring and
43 promotion/career path for ALS teachers, and for forward planning for regular
44 positions.

45
46 The DepEd, in consultation with the Department of Budget and Management
47 (DBM) and the Civil Service Commission (CSC), shall create teaching positions
48 and allocate the corresponding salary grades.

1 For purposes of this IRR, the teaching positions that shall be created shall be
2 based on DepEd's yearly request for ALS teachers, which in turn takes into
3 account the current need for the ALS program.

4
5 DepEd shall also engage the services of Community ALS Implementors to
6 augment the needed human resource requirements for the delivery of ALS
7 programs, provided that three (3) years after the effectivity of the Act, DepEd
8 shall hire only ALS Teachers.

9
10 For purposes of this IRR, these Community ALS Implementors are individuals
11 not organizations.

12
13 ALS Teachers are entitled to promotion to the next higher levels based on the
14 qualification standards of the CSC. DepEd shall ensure equal opportunities
15 and standard implementation on the promotion and compensation of ALS
16 Teachers.

17
18 For purposes of this IRR, DepEd shall intensify its processes in assessing
19 performance of ALS Teachers for appropriate promotion and compensation,
20 guided by the CSC standards through the new Philippine Professional
21 Standards for Teachers (PPST) contextualized to align with the unique work
22 situation of ALS implementers.

23
24 Further, DepEd will explore options for strengthening the career pathway for
25 ALS implementers, thereby providing opportunities to enhance and sustain
26 the institutional capacity of the ALS historically undermined by ALS teacher
27 returning to the formal school system in search of career advancement.

28
29 **[Section 11 of the Act]**

30
31 **Section 14. ALS Teachers Education and Training.** In coordination with
32 the Commission on Higher Education (CHED) and other relevant partners in
33 the government, academe, and the private sector, and in order to promote the
34 professional growth of ALS Teachers, the DepEd shall develop and conduct
35 regular training programs and workshops for ALS Teachers, Community ALS
36 Implementors and Learning Facilitators to ensure that they have the
37 necessary knowledge and capacity to carry out the programs under the ALS
38 curriculum, as well as enhance their skills on their roles as academic,
39 administrative, and community leaders.

40
41 For purposes of this IRR, DepEd through BAE shall:

- 42
43 14.1 Coordinate with CHED in setting the standards for pre-service
44 training of ALS teachers, promoting ALS as a teacher
45 specialization area offered by teacher education institutions and
46 implementation of off-campus and practice teaching in ALS
47 program learning sites;

- 1 14.2 Conduct in-service training, and regular capacity building
2 activities for ALS teachers, ALS supervisors and program
3 specialists, Community ALS Implementers and Learning
4 Facilitators and other DepEd personnel involved in supporting
5 ALS program implementation;
6
- 7 14.3 Develop and conduct Teacher Induction Program (TIP) for all
8 incoming ALS Teachers, in coordination with the Teacher
9 Education Council (TEC), so they are trained on the ALS context,
10 how ALS works under the DepEd system the learning needs of
11 ALS learners and the core functional competencies underlying
12 the duties and responsibilities of ALS implementers;
13
- 14 14.4 Conduct Training Needs Analysis (TNA) regularly. Results shall
15 be carried out through the conduct of a well-planned and
16 resourced yearly training/capacity building the various
17 governance levels of DepEd-ALS (CO, ROs & SDOs) depending
18 on the magnitude or scope of skills to be covered in the re-
19 skilling /re-tooling.
20
- 21 14.5 Set minimum quality standards for ALS capacity building
22 programs, in coordination with NEAP and/or other assigned
23 DepEd Units, and work with DepEd field offices for monitoring
24 and evaluating locally implemented ALS capacity building
25 activities;
26
- 27 14.6 Establish an MIS to track ALS capacity building programs and
28 beneficiaries as a guide to future ALS capacity building program
29 planning;
30
- 31 14.7 Set minimum standards for recognition/accreditation of ALS
32 trainers, in coordination with NEAP;
33
- 34 14.8 Provide technical assistance and training services to Non-DepEd
35 financed ALS implementers upon request, subject to agreement
36 on cost sharing and scheduling, in coordination with other
37 DepEd offices;
38
- 39 14.9 Seek to strengthen the instructional supervision, coaching and
40 mentoring of ALS implementors;
41
- 42 14.10 Organize decentralized capability-building programs like
43 Learning Action Cells (LACs) for ALS implementers to
44 supplement capacity development from structured training
45 sessions.
46

47 The same benefits and professional development packages awarded to regular
48 teachers in terms of fellowships, scholarships, and training opportunities-in

1 all learning areas of the basic education curriculum shall also be given to ALS
2 Teachers.

3
4 **(Section 12 of the Act)**

5
6
7 **RULE V**
8 **ALS COMMUNITY LEARNING CENTERS**

9
10 **Section 15. Provision of an ALS CLC.** The DepEd or the LGUs, or both shall
11 provide at least one (1) ALS CLC in every municipality and city throughout
12 the country to facilitate a learning environment for the full implementation of
13 the ALS K to 12 BEC and other ALS programs. Priority should be given to
14 areas where there is limited access to formal basic education or higher
15 concentration of out-of-school children in special cases, or adults lacking
16 basic literacy skills or have dropped out of formal school, or both.

17
18 For purposes of this IRR, BAE will set the policies and standards governing
19 ALS CLCs that shall allow the full implementation the ALS K to 12 BEC and
20 provide safe, healthy, and secure learning environments for ALS learners.

21 To augment the number of existing ALS CLCs and those provided under the
22 Act, the facilities of all DepEd schools throughout the country shall likewise
23 be used as learning centers during no class days and after regular class hours
24 during class days. Guidelines shall be developed by the BAE in collaboration
25 with the strands of operations and administration of the DepEd on the use of
26 facilities of public schools for the delivery of ALS programs.

27
28 For purposes of this IRR, the use of school facilities as ALS learning centers
29 is encouraged, particularly for secondary level learners who need access to
30 laboratories, information communication technologies, libraries and other
31 specialized equipment and facilities, and shall be planned and coordinated
32 with various governance levels in DepEd. ALS teachers shall continuously
33 coordinate with the School Heads in the utilization of schools as learning
34 centers.

35
36 BAE in coordination with other functional units of DepEd CO shall develop
37 the policy guidelines on the utilization of the existing DepEd facilities for ALS
38 programs deliver by schools. Further, DepEd may coordinate with schools for
39 the delivery of special ALS programs as may be deemed necessary such as the
40 Balik-Paaralan para sa Out-of-School Adult (BP-OSA) and the Alternative
41 Learning System-Education and Skills Training (ALS-EST).

42
43 Each ALS CLC shall be constructed in accordance with the specifications,
44 criteria and other details provided and approved by the DepEd, in
45 consultation with the municipal or city mayor or duly authorized LGU
46 representative, to ensure the orderly implementation of ALS programs.

47
48 Further, to ensure that every learner has equitable access to ALS programs,
49 every CLC shall be open and operational seven (7) days a week and be

1 provided with adequate learning resources and facilities, including a space
2 for childcare for parents attending ALS classes.

3
4 Furthermore, for purposes of this IRR, DepEd shall ensure that learners have
5 access to water and sanitation facilities.

6
7 **(Section 13 of the Act)**
8

9
10 **RULE VI**
11 **PARTNESHIPS WITH THE PRIVATE SECTOR AND**
12 **CREATION OF SYSTEM OF RECOGNITION AND MONITORING**
13 **OF SERVICE PROVIDERS**

14 **Section 16. Recognition of ALS Providers, Standards of ALS Service**
15 **Delivery, and System of Rewards and Incentives.** The DepEd shall
16 encourage partnerships with the private sector to ensure a sustainable
17 implementation of ALS programs. The DepEd shall create a system of
18 recognition and monitoring of service providers. In consultation with such
19 providers, the DepEd shall formulate and adopt a set of standards of service
20 delivery, including the qualification, deployment, training, remuneration, and
21 system of rewards and incentives which are responsive to the needs and
22 distinct situations of the particular areas where the implementors or
23 facilitators, or both serve. The DepEd shall include in the Implementing Rules
24 and Regulations of this Act the minimum requirements and conditions for
25 such set of standards to ensure quality delivery of ALS programs.

26
27 **(Section 14 of the Act)**
28

29 For purposes of this IRR, BAE, in coordination with other functional units of
30 DepEd CO, shall conduct regular consultation meetings with partners.

31
32 Further, BAE shall develop policy and standards on accreditation of service
33 providers and contacting scheme.

34
35 The following are the minimum requirements and conditions for the
36 recognition of ALS external partners:

37
38 **16.1 Standards for Recognition of ALS External Partners.** The following
39 are the minimum requirements and conditions for ALS External
40 partners offering ALS programs recognized by the DepEd to ensure
41 quality delivery of such ALS Programs:

42 16.1.1 **Curriculum:** All Partners conducting any of the BLP, A&E
43 Elementary and A&E Secondary Programs shall use the ALS
44 K to 12 Basic Education Curriculum (BEC) as a minimum
45 standard for the scope and sequence of competencies to be
46 covered. ALS External Partners are expected to contextualize
47 the curriculum at the point of implementation to align with
48 local realities/situations. Beyond the minimum standard, ALS
49 partners are open to adding additional supplemental

1 competencies to meet the unique learning needs and context
 2 of their learners or complementary programs (e.g., technical
 3 skills training) , Partners assigned in locations that shall
 4 require it to supplement the ALS curriculum with other
 5 programs (e.g., ALIVE, SPED, IPed and others), the relevant
 6 DepEd curricula are encouraged also be used but also may be
 7 supplemented with local curricula contextualized to the
 8 unique needs of learners. Technical, vocational, and other life
 9 skills (e.g., community development) may be integrated in any
 10 of the non-formal education programs mentioned above to
 11 contextualize the academic competencies of the ALS K to 12
 12 BEC, provide opportunities for application and practice in real
 13 world contexts and enhance interest, motivation and
 14 engagement of the learners.
 15

16 **16.2 Learning Facilitator:** The minimum standard for ALS Learning
 17 facilitators are:

- 18 16.2.1 Not a current DepEd Employee
 19 16.2.2 For Basic Literacy Program and Functional Literacy Programs
 20 16.2.2.1 With academic units in an Education related course
 21 16.2.2.2 If course of study is not education related, should be
 22 graduate of any 4-year course
 23 16.2.2.3 Prior teaching experience and passing the LET is an
 24 advantage
 25 16.2.2.4 Completed basic training on ALS
 26
 27 16.2.3 For A&E Elementary and Secondary
 28 16.2.3.1 Graduate of relevant Education related course
 29 16.2.3.2 If course of study is not education related, should
 30 be graduate of any 4-year course
 31 16.2.3.3 Prior teaching experience and passing the LET is an
 32 advantage
 33 16.2.3.4 Completed basic training on ALS
 34
 35 16.2.4 For Senior High School
 36 16.2.4.1 Graduate of relevant 4-year course preferably with
 37 academic units in education
 38 16.2.4.2 Subject / content specialists
 39 16.2.4.3 Prior teaching experience and passing the LET is an
 40 advantage
 41 16.2.4.4 Completed Basic training on ALS
 42 16.2.5 Informal Education (vocational skills training)
 43 16.2.5.1 National Certificate II holder / Trainers Methodology
 44 completer (preferred)
 45 16.2.5.2 Expert in the field (with relevant Means of
 46 Verification)
 47

48 **16.3 Learning Center-** ALS partners are expected to provide / secure the
 49 types of CLCs listed below. The partners are not expected to own these

1 CLCs but are expected to ensure that these locations will be available
2 for learning sessions as scheduled between the learners and the
3 Instructional Managers.
4

5 16.3.1 For BLP and A&E programs: At least Type 2 CLC (A semi concrete
6 structure, mostly made of light materials such as nipa, soft wood,
7 etc. Access to water and sanitation facilities.

8 16.3.2 For SHS: At least Type 3 CLC (A typical barangay learning center,
9 concrete and secured, mostly made of cement and other building
10 materials, dedicated to ALS learning sessions and related
11 activities, equipped with basic furniture and learning equipment
12 like chairs, tables, chalkboard, library corner, basic appliances
13 such as electric fan CD player / recorder, with IT equipment such
14 as laptop, personal computer, access to mathematics and science
15 laboratory equipment and relevant TVET equipment, applicable)
16 Access to water and sanitation facilities.
17

18 **16.4 Learning Materials:** The main learning materials to be used for the
19 implementation of the ALS program shall be the ones developed by
20 DepEd. Non-DepEd supplementary materials may also be used but
21 should be compliant to the existing policies of DepEd regarding quality
22 assurance of learning resources. Quality-assured online content from
23 DepEd Commons, ICT4ALS and others can also be used, as well as
24 official materials from TESDA and other government partners.
25

26 **16.5 Non-DepEd Financed Partners** are encouraged to follow the minimum
27 standards on teacher-learner ratio and program duration.
28

29 Team teaching is preferred; teacher aides are also allowed. Blended
30 learning is an option.
31

32 **16.6 Learning Program Delivery:** selection of learning program pedagogy,
33 strategy should be based on the learning needs, context and
34 preferences of ALS learners.
35

36 **16.7 Learner Assessment:** In a similar manner, the minimum assessment
37 standards for external partners shall also be the same as the ones for
38 DepEd implementers. Beyond these minimum assessment
39 requirements, however, ALS External partners are free to develop their
40 own approaches and methodologies of learner assessment:
41

42 16.7.1. Basic Literacy Program

43 16.7.1.1. Pre and Post-test ABL: non-literate, neo-
44 literate and post-literate levels

45 16.7.1.2. Portfolio Assessment
46

47 16.7.2. A&E Elementary and Secondary Program

48 16.7.2.1. FLT (Pre and post)

49 16.7.2.2. 15.6.2.2 Portfolio Assessment

- 1 16.7.3. Senior High School Program
2 16.7.3.1. Applicable National Certificate (NC)
3 requirements-
4 16.7.3.2. Formal School Standards for grades
5 16.7.3.3. Final Formative Assessment
6 16.7.3.4. Portfolio Assessment
7 16.7.4. Senior High School Program
8 16.7.4.1. Relevant process to acquire Certificate of
9 Completion
10 16.7.4.2. Applicable National Certificate (NC)
11 requirements
12 16.7.4.3. Portfolio Assessment
13

14 **16.8 Program Management**

- 15
16 16.8.1 ALS External Partners are expected to have in place systems
17 for the efficient management of ALS programs that the serve
18 the best interest and welfare of their learners
19 16.8.2 ALS External Partners are expected to fully comply with all
20 laws and local ordinances and ensure full respect for the
21 human rights health and safety of their learners and ALS
22 teaching personnel as well as comply with ethical practices of
23 fairness, transparency, honesty, freedom from corruption and
24 prevention of sexual harassment, assault and abuse.
25 16.8.3 ALS External partners are expected to enroll their learners in
26 the DepEd Learner Information System for purposes of
27 program monitoring, national ALS reporting and future
28 planning/program prioritization and targeting
29 16.8.4 ALS External partners are expected to coordinate the planning
30 and targeting of their ALS program interventions with local
31 DepEd field offices to facilitate harmonization/synergy of
32 DepEd and Non-DepEd ALS programs and avoid duplication
33 and overlapping of programming
34 16.8.5 ALS External Partners are expected to have systems and
35 processes for monitoring, evaluation and quality assurance of
36 their ALS programs
37 16.8.6 ALS External partners are expected to invest in the regular and
38 ongoing capacity building of their ALS teaching personnel to
39 ensure they have the necessary minimum competencies to
40 successfully implement the ALS programs and support their
41 ALS learners achieve their individual learning goals and
42 optimum learning outcomes. This includes conducting basic
43 and enhancement training sessions, instructional supervision
44 coaching and mentoring and provision of technical assistance
45 as may be required.
46 16.8.7 ALS External implementers are expected to remunerate their
47 ALS teaching personnel in a fair and equitable manner. They
48 are encouraged to use the remunerations rates used by the
49 DepEd for its Community ALS Implementers as a benchmark.

1 16.8.8 ALS External Partners should be aware that their actions as
2 program implementers reflect on the reputation and integrity
3 of the entire ALS nationwide program and ultimately their ALS
4 learners.
5

6 **16.9 Other Expectations / Support:** Lastly, external partners are expected
7 to comply with the following:
8

9 16.9.1 In coordination with DepEd, conduct completion / graduation
10 ceremonies for all completers of the current Academic Year.

11 16.9.2 Submit progress reports to DepEd as required. Other reports
12 requested by DepEd but not identified should be done in
13 writing and approved by the head of the relevant duty station
14 (i.e., Schools Division Superintendent (SDS) if Memorandum of
15 Agreement (MOA) is with Schools Division Office and Regional
16 Director (RD) if MOA is with Regional Office).

17 16.9.3 Be open to / expect at least two monitoring visits from DepEd
18 every Academic Year.

19 16.9.4 Other kinds of support may be requested from partners as long
20 as it is included in the MOA for the relevant Academic Year,
21 and that all other contingent requests should be done in
22 writing and approved by the head of the relevant duty station
23 (i.e., SDS if MOA is with Schools Division Office and RD if MOA
24 is with Regional Office). If the partner is unable to comply with
25 the additional requests, it only needs to send a formal reply
26 explaining the adverse circumstances leading to non-
27 compliance.
28

30 **RULE VII**

31 **PARTNERSHIPS WITH GOVERNMENT AGENCIES ON THE** 32 **IMPLEMENTATION OF THE ALS PROGRAM**

33
34 **Section 17. Partnership with Government Agencies.** To effectively deliver
35 quality ALS programs, the DepEd shall partner with the following government
36 agencies in the implementation of the Act:
37

38 **17.1.** CHED - The CHED shall assist the DepEd in promoting among
39 HEIs the admission of ALS A&E passers. It shall support the
40 DepEd in the development of college readiness supplemental
41 programs and provide access to scholarships. The CHED shall
42 likewise develop a standardized and formalized ALS curriculum
43 for a specialized degree in ALS teaching;
44

45 For purposes of this IRR, the said specialized degree shall pertain
46 to the pre-service training in ALS teaching. Further, the forms of
47 student financial assistance shall not be limited to scholarships,
48 but instead shall include grants and student loan programs.
49

1 **17.2.** TESDA - The TESDA shall assist the DepEd in equipping ALS
2 learners with technical-vocational skills and provide access to
3 national certification, as applicable, to improve their work
4 readiness. It shall support the DepEd in implementing post-
5 program support activities, including providing access to
6 scholarships;
7

8 For purposes of this IRR, it shall also support post-program
9 activities for ALS learners, such as middle skills vocational
10 training opportunities, and other work-related initiatives;
11 Further, it shall also provide student financial assistance in the
12 form of scholarships, grants, and student loans, as appropriate.
13

14 **17.3.** Department of Labor and Employment (DOLE) — The
15 Department of Labor and Employment shall promote gainful
16 employment, on-the-job training, and apprenticeship
17 opportunities for ALS learners;
18

19 For purposes of this IRR, it shall also promote employment
20 referral and work immersion programs.
21

22 **17.4.** Department of Trade and Industry (DTI) — The Department of
23 Trade and Industry, in partnership with the DepEd, shall
24 promote opportunities for entrepreneurship, including access to
25 micro-financing and seed capital to ALS learners;
26

27 **17.5.** Department of Agriculture (DA) — The Department of Agriculture,
28 in partnership with the DepEd, shall develop a training
29 program for ALS learners and promote opportunities for
30 agricultural entrepreneurship, including easy access to credit;
31

32 **17.6.** Department of Social Welfare and Development (DSWD) — The
33 Department of Social Welfare and Development shall support the
34 DepEd by sharing its community mapping data, referring
35 prospective learners, and providing access to other social
36 services to ALS learners;
37

38 **17.7.** Department of the Interior and Local Government (DILG) — The
39 Department of the Interior and Local Government shall help
40 enlist the support of LGUs as DepEd partners in the
41 implementation of ALS programs. The DepEd shall coordinate
42 with the DILG on matters requiring LGU participation
43 including, but not, limited to, the generation and mapping of
44 data related to education as a dimension of poverty under
45 Republic Act No. 11315 or the "Community-Based Monitoring
46 System Act;"
47

48 **17.8.** Department of Justice (DOJ) — The Department of Justice shall
49 collaborate with the DepEd to facilitate, expand, and strengthen

1 the implementation of ALS programs for persons deprived of
2 liberty;

3
4 **17.9.** National Commission on Indigenous Peoples (NCIP) — The
5 National Commission on Indigenous Peoples shall assist the
6 DepEd to develop a culturally responsive curriculum that respects
7 and takes into account the indigenous knowledge system and
8 practices and indigenous learning systems. Such curriculum
9 shall be integrated with the prescribed ALS curriculum;

10
11 **17.10.** Department of Information and Communications Technology
12 (DICT) — The Department of Information and
13 Communications Technology shall help the DepEd in the ALS
14 implementation by providing digital resources to the various
15 ALS CLCs and guidance for the digital literacy component of
16 the ALS K to 12 BEC and the ALS NFE programs;

17
18 **17.11.** Department of Health (DOH) — The Department of Health shall
19 assist ALS Teachers in the delivery of health education and other
20 services that promote the health and well-being of ALS learners,
21 especially female childbearing youth and adult learners. It shall
22 partner with the DepEd in providing ALS programs for qualified
23 patients of its various drug treatment and rehabilitation centers;
24 and

25
26 **17.12.** Such other relevant government agencies whose mandated
27 functions and mechanisms are necessary to effectively and
28 sustainably implement the ALS programs.

29
30 For purposes of this IRR, DepEd shall enter into an agreement with the
31 abovementioned government agencies to ensure effective and sustainable
32 implementation of quality of ALS programs.

33
34 **(Section 15 of the Act)**

35
36 **Section 18. Partnership with LGUs.** The DepEd shall partner with LGUs in
37 the delivery of ALS programs to their constituents. LGUs shall, in partnership
38 with other government agencies and stakeholders, help to identify and
39 mobilize prospective ALS learners, provide access to conducive learning
40 environment, contribute available resources to ALS programs, such as
41 Community ALS Implementors and ALS CLC sites, promote post-program
42 activities, and introduce local innovations as may be necessary. **(Section 16**
43 **of the Act)**

44
45 **Section 19. Local School Board.** The Local School Board, established
46 pursuant to Republic Act No. 7160 or the "Local Government Code of 1991",
47 shall perform the following additional functions in the delivery of ALS
48 programs:

- 1 19.1 Coordinate ALS implementation with the DepEd at the city or municipal
2 level, including the identification of priority ALS programs, provision of
3 technical assistance to ALS Teachers, program monitoring and
4 evaluation, and coordination with government and private sector
5 partners for post-program support activities;
- 6 19.2 Coordinate with the DepEd the determination of the annual
7 supplementary budgetary needs for the operation and maintenance of
8 ALS programs within the city or municipality;
- 9
- 10 19.3 Ensure the implementation of community literacy mapping activities
11 within the city or municipality and coordinate with the barangays, the
12 private sector, and other agencies in the identification of out-of-school
13 children in special cases and adults, who have not yet completed their
14 basic education; and
- 15
- 16 19.4 Coordinate with the DepEd regarding the provision, operation, and
17 maintenance of ALS CLCs.

18
19 **(Section 17 of the Act)**
20

21 **Section 20. Special Education Fund Authorization.** Notwithstanding the
22 provisions of Sections 235 and 272 of the Local Government Code of 1991,
23 the Local School Boards shall be authorized to set aside a portion of the
24 proceeds of the Special Education Fund for the delivery of ALS programs
25 within the LGUs' respective areas of jurisdiction, including, but not limited
26 to, the hiring of additional Community ALS implementors within the LGU's
27 area of jurisdiction. **(Section 18 of the Act)**
28

29 For purposes of this IRR, consistent with existing DepEd-DBM-DILG Joint
30 Circulars, the SEF may be used to support the ALS implementation for the
31 following items:
32

- 33 • identification and mobilization of prospective ALS learners;
- 34 • development and maintenance of conducive learning environment (e.g.,
35 CLCs);
- 36 • provision of support services to ALS learners in participating in the A&E
37 exam (e.g., transportation);
- 38 • capacity building activities for ALS teachers and learners;
- 39 • provision of teaching learning supplies and equipment;
- 40 • printing and reproduction of ALS learning resources;
- 41 • hiring of Community ALS Implementors;
- 42 • support for post-program activities;
- 43 • introduce local innovations; and
- 44 • other activities related to ALS implementation as may be prioritized by
45 DepEd.

46
47 **RULE VIII**
48 **MANADATORY ANNUAL REVIEW AND EVALUATION**
49 **OF THE ALS PROGRAM**

1
2 **Section 21. Mandatory Annual Review and Impact Assessment of the ALS**
3 **Program.** The DepEd, in partnership with LGUs and the private sector, shall
4 conduct a mandatory annual review of the ALS program, and submit such
5 annual report to Congress to measure its effectiveness and ensure its proper
6 implementation.

7
8 An evaluation system shall be established to assess the impact of the ALS
9 program and the progress of the learners who have completed the program.

10
11 For purposes of this IRR, BAE, in coordination with other functional units of
12 DepEd CO and development partners, shall prepare and submit an annual
13 report and conduct impact assessment every 5 years.

14
15 **[Section 19 of the Act]**

16
17 **RULE IX**
18 **PROHIBITION FROM COLLECTION OF FEES**

19
20 **Section 22. Prohibition from Collection of Fees.** All DepEd ALS programs
21 are free of charge and collection of all kinds of fees, costs or charges shall not
22 be allowed. ALS Teachers, Community ALS Implementors, and officers of
23 DepEd administered CLCs found to have violated this provision shall be held
24 administratively liable. **[Section 20 of the Act]**

25
26 **RULE X**
27 **TAX INCENTIVES**

28
29 **Section 23. Tax Incentives.** Any donation, contribution, or grant, in cash or
30 services, whether local or foreign, which may be made by individuals and
31 organizations, including private entities which shall provide the appropriate
32 services, materials, and delivery support services for the promotion of the ALS
33 program, shall be exempt from the donor's tax and the cost of which shall be
34 considered as an allowable deduction from the gross income in the
35 computation of the income tax of the donor in accordance with the provisions
36 of the National Internal Revenue Code of 1997, as amended. **[Section 21 of**
37 **the Act]**

38
39 For purposes of this IRR, the operationalization of this Section may be
40 elaborated in a separate policy to be issued by DepEd.

41
42
43
44 **RULE XI**
45 **ALLOWANCES OF ALS TEACHERS AND COMMUNITY ALS**
46 **IMPLEMENTORS**

47
48 **Section 24. Transportation and Teaching Aid Allowance for ALS Teachers**
49 **and Community ALS Implementors.** Notwithstanding the receipt of special

1 hardship and cash allowances, ALS Teachers and Community ALS
2 Implementors shall be entitled to their corresponding transportation and
3 teaching aid allowances subject to guidelines that may be issued by the
4 DepEd. (Section 22 of the Act)

5
6 For purposes of this IRR, DepEd, in coordination with DBM, shall issue policy
7 and standards on the provision of transportation and teaching aid allowance
8 for ALS teachers and Community ALS Implementors.

9
10 **RULE XII**
11 **FINAL PROVISIONS**

12
13 **Section 25. Appropriations.** The amount necessary for the implementation
14 of the Act shall be charged against those authorized in the current
15 appropriations of the DepEd. Thereafter, the amount necessary for the
16 continued implementation of the Act, including the construction or provision
17 of the ALS CLCs and the payment of transportation and teaching aid
18 allowance for ALS Teachers and Community ALS Implementors, shall be
19 included in the annual General Appropriations Act (GAA). (Section 23 of the
20 Act)

21
22 The BAE shall prepare and submit the annual ALS budget proposal as one of
23 the line items in the GAA.

24
25 **Section 26. Issuance of such Policies and Guidelines.** The DepEd, in
26 consultation with concerned government agencies and other education
27 stakeholders, may issue such policies and guidelines as may be necessary to
28 further implement this IRR. (Usual IRR provision)

29
30 **Section 27. Amendments.** Amendments to this IRR shall be issued by the
31 DepEd, in consultation with concerned government agencies and other
32 education stakeholders. (Usual IRR provision)

33
34 **Section 28. Transitory Provision.** All existing ALS programs, including ALS
35 centers or facilities, established pursuant to the provisions of RA No. 9155 or
36 the "Governance of Basic Education Act of 2001" shall continue to operate
37 pursuant to, and be regulated by, the provisions of the Act and its IRR.
38 (Section 25 of the Act)

39
40 For purposes of this IRR, DepEd shall provide sufficient resources (financial,
41 technical, human, and material resources) to establish and sustain the
42 operation of the BAE in coordination with other functional units of CO and
43 other concerned agencies.

44
45 **Section 29. Separability Clause.** If any provision of this IRR is declared
46 unconstitutional or invalid, the same shall not affect the validity and
47 effectivity of this IRR or any provision not affected thereby. (Section 26 of the
48 Act)

1 **Section 30. Repealing Clause.** All provisions of existing implementing rules
2 and regulations, circulars, department issuances, and procedures
3 corresponding to laws and any other law or parts of law inconsistent with this
4 IRR are hereby repealed, amended or modified accordingly. **(Section 27 of the**
5 **Act)**

6
7 **Section 31. Effectivity.** This IRR shall take effect fifteen (15) days after its
8 publication in the Official Gazette or in a newspaper of general circulation.
9 **(Section 28 of the Act)**

10
11 This IRR shall be registered with the Office of the National Administrative
12 Register (ONAR) at the University of the Philippines Law Center, UP Diliman,
13 Quezon City. **(Usual IRR provision)**

14
15 _____, _____, 2021. Pasig City.

16
17
18
19 **LEONOR MAGTOLIS BRIONES**
20 Secretary
21 Department of Education
22
23
24
25