

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
First Regular Session

HOUSE BILL NO. 6910
(In substitution of House Bills Numbered 917, 1586, 3992, 4392, 5145 and 5309)

Introduced by Representatives Gonzales (A.), Romualdez (Y.M.), Romualdez (F.M.), Agabas, Robes, Fortun, Lara, Romulo, Yap (E.), Tambunting, Ebcas, Suansing (E.), Nieto, Lopez (M.L.), Ouano-Dizon, Amatong, Barba, Bordado, Calderon, Cua, Dalog, Escudero, Fortun, Mangaoang, Silverio, Tutor, Reyes, Umali (M.V.), Abueg-Zaldivar, Cabredo, Go (M.), De Venecia, Bascug, Tiangco, Violago, Tejada, Matugas, Gonzaga, Bulut, Kho (E.) and Natividad-Nagaño

AN ACT
INSTITUTIONALIZING THE ALTERNATIVE LEARNING SYSTEM IN THE
BASIC EDUCATION FOR OUT-OF-SCHOOL CHILDREN, YOUTH, AND ADULTS
AND APPROPRIATING FUNDS THEREFOR

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

1 **Section 1. Short Title** – This Act shall be known as the “Alternative Learning System
2 Act.”
3

4 **Sec. 2. Declaration of Policy** – It is hereby declared the policy of the State to
5 promote the right of all citizens to quality education at all levels and take the appropriate
6 steps to make such education accessible to all. The State shall likewise give the highest
7 priority to the enactment of measures that promote human development and the acceleration
8 of social progress, thereby reducing social, economic and political inequalities.
9

10 Towards this end, the State shall provide the out-of-school children, youth and adults
11 with opportunities to improve their knowledge, values, work, higher education and self-
12 employment readiness, and other life skills through a system of non-formal, informal, and
13 indigenous education which are tailored to respond to their learning needs and life
14 circumstances.
15

16 **Sec. 3. Objectives.** – This Act aims to achieve the following objectives:
17

- 18 a. Provide adequate support to the learning needs of the out-of-school children,
19 youth and adults, including Madrasah and Indigenous Peoples;
20
21 b. Guarantee equal opportunity for learners in every barangay, including residents of
22 unreached, underserved, and conflict-affected communities, to avail of systematic
23 and flexible alternative basic education program outside of the formal school
24 system;
25

- 1 c. Promote lifelong learning skills anchored in the Alternative Learning System
2 (ALS) K to 12 Basic Education Curriculum (BEC) that takes a holistic, integrated
3 and inter-sectoral approach, and provide pathways across modes of learning to
4 ensure that learners will become caring, self-reliant, productive, and patriotic
5 citizens; and
6
7 d. Hire, capacitate, and deploy mobile teachers to implement a range of ALS
8 programs especially in far-flung, unserved, underserved, and conflict-affected
9 communities.
10

11 **Sec. 4. *Alternative Learning System (ALS).*** – The ALS is hereby institutionalized to
12 provide opportunities for out-of-school children, youth and adult learners, including
13 Madrasah students and Indigenous Peoples, to develop basic and functional literacy, life
14 skills and pursue an equivalent pathway to complete basic education. It shall be a parallel
15 learning system encompassing non-formal sources of knowledge and skills.
16

17 **Sec. 5. *Bureau of Alternative and Lifelong Education (BALE).*** – The Bureau of
18 Alternative and Lifelong Education (BALE) is hereby created. It shall be headed by a
19 Director IV and shall be under the supervision of an Assistant Secretary for ALS to be
20 designated by the Secretary of the Department of Education (DepEd), subject to the
21 evaluation and approval of the Department of Budget and Management (DBM).
22

23 **Sec. 6. *Functions of the BALE.*** – The BALE shall serve as the focal office for the
24 policy formulation, curriculum development, learning program delivery and learning
25 materials development for the ALS program. To ensure the effective implementation of the
26 ALS, the BALE shall establish quality assurance and support systems and undertake regular
27 learner assessment activities. It shall:
28

- 29 a. Establish minimum quality standards for ALS curriculum, program
30 implementation and management including certification of learning outcomes,
31 accreditation of service providers, competency standards for ALS personnel, and
32 requirements for ALS learning environments;
33
34 b. In partnership with other government agencies, local government units (LGUs)
35 and other non-government agencies, ensure the access to educational
36 opportunities for learners of different interests, learning needs, capabilities,
37 demographic characteristics, and socioeconomic status who have been unable to
38 complete formal basic education;
39
40 c. Coordinate with various agencies and industries for skills development to
41 promote the learners' employability, efficiency, productivity, and competitiveness
42 in the labor market;
43
44 d. Promote certification and accreditation through alternative learning programs,
45 both nonformal and informal in nature, anchored on the competencies of the ALS
46 K to 12 Basic Education Curriculum; and
47
48 e. Coordinate with LGUs, non-government organizations (NGOs), and civil society
49 organizations (CSOs) on matters pertaining to implementation of the ALS
50 programs, post-program support activities and community mapping, and manage
51 nationwide database for out-of-school children, youth and adults.

1
2 **Sec. 7. ALS Program.** – The DepEd shall strengthen the implementation of a range of
3 priority Non-Formal Education (NFE) Programs. NFE is defined as any organized,
4 systematic educational activity carried outside the framework of the formal system to provide
5 selected types of learning to a segment of the population. The DepEd NFE programs include:
6

- 7 a. Basic Literacy Program, for non-literates or those who can read and write with
8 some difficulty; neo-literates or those who can read, write and compute; and post-
9 literates or those who can read, write, compute and comprehend; and
10
11 b. Continuing Education Program comprising: (i) Accreditation and Equivalency
12 (A&E) Programs for elementary and secondary education dropouts; (ii)
13 Functional Education and Literacy programs for out-of-school youth and adult
14 learners, and for Madrasah students and Indigenous Peoples; and (iii)
15 Supplemental academic bridging programs for ALS completers.
16

17 To effectively deliver the NFE programs, the DepEd may utilize appropriate, relevant
18 and responsive learning modalities:
19

- 20 a. Modular instruction
21
22 b. Online/ digital blended learning;
23
24 c. Face-to-face learning sessions and tutorials;
25
26 d. Life skills and personal interests, work readiness and livelihood training,
27 entrepreneurship, post-literacy, and community development sessions; and
28
29 e. Inclusive learning environments.
30

31 **Sec. 8. Duration of ALS Programs.** – The DepEd shall prescribe an appropriate
32 minimum number of months required for the completion of each of the different ALS
33 programs to ensure that the learners enrolled therein are provided with adequate and quality
34 basic education and skills training at par with the formal basic educational system.
35

36 **Sec. 9. Accreditation and Equivalency Assessments for ALS Learners.** – The DepEd
37 shall regularly conduct ALS Accreditation and Equivalency (ALS A&E) assessments as a
38 means to measure and certify competencies of those who completed the ALS program and
39 others wishing to secure elementary and secondary level certifications. It will also conduct
40 micro-certification of sub-sets of competencies drawn from the ALS K to 12 BEC.
41

42 Those who pass elementary level A&E are qualified to enroll in junior high school,
43 while those who pass the secondary level are qualified for higher education, as appropriate,
44 provided that they comply with the other basic documentary requirements set by the schools
45 or higher education institutions (HEIs) as requirements for enrollment. They may also enroll
46 in technical vocational education and training programs, as appropriate, through the
47 Technical Education and Skills Development Authority (TESDA).
48

49 The DepEd shall develop supplemental learning programs for passers of the ALS
50 A&E assessments to enhance their college readiness and facilitate their gainful employment
51 or self-employment.

1
2 **Sec. 10. *Hiring of ALS Teachers.*** – The DepEd shall hire ALS Mobile Teachers,
3 Literacy Volunteers, and Instructional Managers, who shall serve as ALS Teachers, in order
4 to augment the human resources needed in the implementation of the ALS program
5 throughout the country.
6

7 The ALS Teachers shall undergo workshops and trainings to enhance their skills on
8 their roles as academic, administrative, and community leaders.
9

10 **Sec. 11. *Establishment of the ALS Community Learning Centers.*** – There shall be
11 established at least one (1) ALS Community Learning Center (CLC) in every municipality
12 and city throughout the country to provide a learning environment that will facilitate the full
13 implementation of ALS K to 12 BEC and other ALS programs. Priority should be given to
14 areas where there is no access to formal basic education.
15

16 Each ALS CLC shall be constructed in accordance with the specifications, criteria and
17 other details provided and approved by the DepEd, in consultation with the municipal or city
18 mayor or a duly authorized LGU representative, to ensure the orderly implementation of the
19 DepEd ALS programs.
20

21 **Sec. 12. *Accreditation of ALS Service Providers.*** – The DepEd shall create a system
22 of accreditation and monitoring of service providers which include the CSOs and private
23 educational institutions that offer ALS programs to out-of-school children, youth and adults.
24

25 **Sec. 13. *Partnership with Government Agencies.*** – To effectively deliver quality
26 ALS program, the DepEd shall partner with the following government agencies:
27

- 28 a. **TESDA.** The TESDA shall assist the DepEd in equipping the ALS learners with
29 technical-vocational skills and provide access to national certification, as
30 appropriate, to improve their work readiness. In addition, the TESDA shall
31 support the DepEd in implementing post-program support activities including
32 providing access to scholarships;
33
- 34 b. **Commission on Higher Education (CHED).** The CHED shall assist the DepEd
35 to promote among HEIs the admission of ALS A&E passers. In addition, the
36 CHED shall support the DepEd in the development of college readiness
37 supplemental programs and provide access to scholarships;
38
- 39 c. **Department of Labor and Employment (DOLE).** The DOLE shall promote
40 gainful employment opportunities for ALS learners;
41
- 42 d. **Department of Trade and Industry (DTI).** The DTI, in partnership with the
43 DepEd, shall promote opportunities for entrepreneurship, including access to
44 micro-financing and seed capital;
45
- 46 e. **Department of Social Welfare and Development (DSWD).** The DSWD shall
47 support the DepEd ALS programs by sharing their community mapping data,
48 referrals of prospective learners, and provide access to other social services to
49 ALS learners; and
50

- 1 f. **Department of the Interior and Local Government (DILG).** The DILG shall help
2 enlist the support of the LGUs as DepEd partners in the operation of the ALS.
3 The DepEd shall coordinate with the DILG on matters requiring LGU
4 participation.
5

6 **Sec. 14. Partnership with LGUs.** – The Chief Executives of LGUs are encouraged to
7 partner with the DepEd in the delivery of ALS programs to their constituents within the
8 LGUs' respective areas of jurisdiction. The LGUs shall, in partnership with other government
9 agencies and stakeholders help to identify and mobilize prospective ALS learners, provide
10 access to conducive learning environment, contribute available resources to the ALS
11 programs, promote post-program activities, and introduce local innovations as may be
12 necessary.
13

14 **Sec. 15. Local School Board.** – The Local School Board shall perform the following
15 additional functions in relation to ALS:
16

- 17 a. Coordinate ALS implementation with the DepEd at the city or municipal level,
18 including the identification of priority ALS program, establishment of ALS CLC,
19 provision of technical assistance to ALS Teachers, program monitoring and
20 evaluation, and coordination with government and non-government partners for
21 post-program support activities;
22
- 23 b. Coordinate with the DepEd the determination of the annual supplementary
24 budgetary needs for the operation and maintenance of ALS program within the
25 city or municipality, and the supplementary local cost of meeting such needs,
26 which shall be reflected in the form of an annual ALS budget corresponding to its
27 share of the proceeds of the special levy on real property constituting the Special
28 Education Fund and such other sources of revenue as this Act and other laws or
29 ordinances may provide;
30
- 31 c. Ensure the implementation of community literacy mapping activities within the
32 city or municipality and coordinate with the barangays, non-government
33 organizations, and other agencies in the identification of out-of-school children,
34 youth and adult, who have not yet completed their basic education; and
35
- 36 d. Coordinate with the DepEd regarding the establishment, operation and
37 maintenance of ALS CLCs.
38

39 Notwithstanding the provisions of Section 98 of Republic Act No. 7160, otherwise
40 known as the "Local Government Code of 1991," the composition of the Local School
41 Boards shall also include as members the Division ALS Program Supervisors, in provinces
42 and cities, and the District ALS Coordinators in municipalities.
43

44 **Sec. 16. Special Education Fund Allocation.** – Notwithstanding the provisions of
45 Section 272 of the Local Government Code of 1991, the Local School Boards shall set aside
46 a portion of the proceeds of the Special Education Fund for the utilization of ALS program
47 within the LGUs' respective areas of jurisdiction.
48

49 **Sec. 17. Private Sector Participation.** – In recognition of the role of the private sector
50 in education, the Secretary of Education shall encourage partnerships to ensure the
51 sustainable implementation of ALS programs.

1
2 **Sec. 18. Prohibition on Collection of Fees.** – All DepEd ALS programs are free,
3 therefore, DepEd-administered ALS CLC, its officers, or ALS teachers shall neither solicit
4 nor require the payment for enrollment and other kinds of fees from any interested learner as
5 requisite for admission. Any DepEd-administered ALS CLC, its officers, or learning
6 facilitator who shall be found to have violated this provision shall be held administratively
7 liable.
8

9 **Sec. 19. Appropriations.** – The amount necessary for the implementation of this Act
10 shall be charged against the current year's appropriations for the Flexible Learning Options
11 of the DepEd. Thereafter, such amount as may be necessary for the continuous
12 implementation of this Act shall be included in the annual General Appropriations Act.
13

14 **Sec. 20. Implementing Rules and Regulations.** – Within ninety (90) days from the
15 approval of this Act, the Secretary of Education, in consultation with the DILG, TESDA,
16 DOLE, CHED, Coordinating Council for Private Educational Associations, NGOs, CSOs and
17 other concerned government agencies, shall formulate the rules and regulations implementing
18 the provisions of this Act.
19

20 **Sec. 21. Separability Clause.** – If any provision of this Act is held invalid or
21 unconstitutional, the other provisions not so declared shall remain in force and effect.
22

23 **Sec. 22. Repealing Clause.** – All laws, orders, and rules and regulations contrary to,
24 or inconsistent with, the provisions of this Act are hereby repealed or amended accordingly.
25

26 **Sec. 23. Effectivity.** – This Act shall take effect fifteen (15) days after its publication
27 in the *Official Gazette* or in a newspaper of general circulation.
28

29 *Approved,*