



HOUSE OF REPRESENTATIVES

H. No. 7392

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BY REPRESENTATIVES GONZALES (A.D.), VILLARIN, ROMERO, ROMUALDEZ, BELARO, ROBES, HERRERA-DY, VILLAFUERTE, DURANO, HOFER, NOGRALES (K.A.), PINEDA, VIOLAGO, LOBREGAT, SY-ALVARADO, CATAMCO, PRIMICIAS-AGABAS, LAZATIN, BRAVO (M.V.), DALIPE, AUMENTADO, NIETO, BELMONTE (R.), MALAPITAN, ESCUDERO, GARCIA (J.E.), SANTOS-RECTO, VERGARA, GO (M.), AGGABAO, ANDAYA, NUÑEZ-MALANYAON, CUARESMA, SAMBAR, CAMINERO, MANGAOANG, SAVELLANO, DIMAPORO (A.), MONTORO, UNGAB, LIMKAICHONG, ROQUE (R.), UYBARRETA, CHAVEZ, VELASCO, MARIÑO, TINIO, BATOCABE, MARCOLETA AND PLAZA, PER COMMITTEE REPORT NO. 667

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AN ACT INSTITUTIONALIZING THE ALTERNATIVE LEARNING SYSTEM IN THE BASIC EDUCATION FOR OUT-OF-SCHOOL CHILDREN, YOUTH AND ADULTS, PERSONS WITH DISABILITIES, INDIGENOUS PEOPLES, AND OTHER MARGINALIZED SECTORS OF SOCIETY, 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  
2 “Alternative Learning System Act”.

3           SEC. 2. *Declaration of Policy.* – It is hereby declared the  
4 policy of the State to promote the right of all citizens to  
5 quality education at all levels and shall take appropriate steps

1 to make such education accessible to all. The State shall likewise  
2 give the highest priority to the enactment of measures that  
3 promote human development and the acceleration of social  
4 progress, thereby reducing social, economic and political  
5 inequalities.

6 Towards this end, the State shall provide the out-of-school  
7 children, youth and adults, persons with disabilities, indigenous  
8 peoples, and other marginalized sectors of society with opportunities  
9 to improve their knowledge, technical and vocational efficiency,  
10 and other skills through a system of informal, nonformal, and  
11 indigenous education which are tailored to meet their limited  
12 schedule and their incapacity to attend to formal classroom learning  
13 experience due to time, physical, emotional, economic, and other  
14 constraints.

15 SEC. 3. *Objectives.* – This Act aims to achieve the following  
16 objectives:

17 (a) Provide adequate attention to the learning needs of the  
18 out-of-school children, youth and adults, persons with disabilities,  
19 indigenous peoples, and other marginalized sectors of society;

20 (b) Guarantee equal opportunity for learners in every  
21 barangay, including residents of unreached, underserved and  
22 conflict-affected communities, to avail of systematic and flexible  
23 alternative basic education program outside of the formal school  
24 system;

25 (c) Promote lifelong learning in all streams of education  
26 to ensure the learners' sustainable future; and

27 (d) Institute a mobile teacher program especially in far-flung,  
28 unserved, underserved, and conflict-affected communities.

1           SEC. 4. *The Alternative Learning System.* – The Alternative  
2 Learning System, hereinafter referred to as “ALS”, is hereby  
3 established as a parallel learning system that provides an  
4 alternative learning arrangement to learners, who, for acceptable  
5 reasons to be determined by the Department of Education (DepEd),  
6 cannot be admitted to the existing formal basic education. It  
7 includes both the nonformal and informal sources of knowledge and  
8 skills.

9           The ALS shall cover out-of-school children, youth and  
10 adults, persons with disabilities, indigenous peoples, and other  
11 marginalized sectors of society, who either have none or limited  
12 access to formal schools, and who are usually located in far-flung  
13 communities, including those in areas with armed conflict.

14           SEC. 5. *Implementation.* – The Secretary of Education,  
15 through the appropriate DepEd office, shall exercise general  
16 supervision and administration over the ALS programs. It shall:

17           (a) Establish an appropriate governance mechanism to  
18 ensure the efficient and effective coordination and management  
19 of the ALS covering policy, curriculum, learning program delivery,  
20 learning materials, learner assessment and certification, quality  
21 assurance and support systems;

22           (b) Provide the appropriate ALS curriculum assimilating  
23 culture and gender-sensitive formulations that meet the  
24 minimum requirements of basic education, training of teachers  
25 and coordinators, and the mechanism to implement the program  
26 in every city and municipality throughout the country;

27           (c) Coordinate with local government units (LGUs),  
28 nongovernment organizations (NGOs), and other government

1 agencies on matters pertaining to community mapping activities  
2 and come up with a centralized database for out-of-school  
3 children, youth and adults, persons with disabilities, indigenous  
4 peoples, and other marginalized sectors of society who have not yet  
5 completed their basic education;

6 (d) Address the learning needs of the marginalized groups  
7 of the population including the deprived, depressed, unserved, and  
8 underserved citizens through nonformal and informal education  
9 programs;

10 (e) Ensure access to educational opportunities for learners  
11 of different interests, capabilities, demographic characteristics and  
12 socioeconomic origins and status;

13 (f) Promote certification and accreditation through  
14 alternative learning programs, both nonformal and informal  
15 in nature, for basic education;

16 (g) Coordinate with various agencies for skills development  
17 to ensure the learners' employability, efficiency, productivity, and  
18 competitiveness in the labor market; and

19 (h) Establish minimum quality standards for ALS program  
20 implementation and management including certification of  
21 learning outcomes, accreditation of service providers, competency  
22 standards for ALS personnel, and requirements for ALS learning  
23 environments, among others, to help promote quality assurance of  
24 the ALS.

25 SEC. 6. *The ALS Programs.* – The DepEd shall strengthen  
26 the implementation of Non-Formal Education (NFE) and Informal  
27 Education (InfEd) Programs.

1 (a) The NFE Program shall be modular and flexible in  
2 nature, which means learning can take place anytime and in any  
3 place depending on the convenience and availability of the ALS  
4 learners. This program is subdivided into a:

5 (1) Basic Literacy Program (BLP), for illiterates; and

6 (2) Continuing Education Program, called Accreditation  
7 and Equivalency (CE: A&E) Program, for elementary education  
8 dropouts.

9 (b) The InfEd Program includes skills and livelihood training,  
10 entrepreneurship, personal interest, and community development  
11 sessions.

12 To deliver the ALS programs, the DepEd may utilize the  
13 following learning resources:

14 (1) Learning modules which contain learning activities, and  
15 pre- and post-assessments; and

16 (2) Supplementary materials like text and non-text based  
17 modules, self-learning instructional materials, learning activity  
18 packages, online or digital modules, textbooks, e-modules, or  
19 blended technology learning materials from various sources.

20 *SEC. 7. Duration of ALS Programs.* – The DepEd shall  
21 prescribe an appropriate minimum number of session hours or  
22 days required for the completion of ALS programs to ensure that  
23 the learners enrolled therein are provided with adequate and  
24 quality schooling and training at par with the formal educational  
25 system.

26 *SEC. 8. Accreditation and Equivalency Examinations for ALS*  
27 *Learners.* – The ALS Accreditation and Equivalency (ALS A&E)  
28 Test shall be a paper and pencil test designed and administered

1 by the DepEd to measure the competencies of those who have  
2 neither attended nor finished elementary or secondary education  
3 in the formal school system.

4 Passers of the ALS A&E Test are given a certificate or  
5 diploma bearing the DepEd seal, and the signature of the  
6 Secretary of Education, certifying their competencies as comparable  
7 graduates of the formal school system. Passers are qualified to  
8 enroll in junior high school or senior high school education,  
9 as appropriate.

10 *SEC. 9. Admission to Senior High School.* – Learners, who  
11 successfully complete the required ALS program and pass the  
12 appropriate ALS A&E Test for junior high school level, may be  
13 admitted to senior high school to pursue courses of their own  
14 choice: *Provided*, That they comply with the other basic  
15 documentary requirements set by the school as requisite for  
16 enrollment.

17 The DepEd shall develop supplemental learning programs  
18 for passers of the ALS A&E Test to help the learners cope with  
19 and be acquainted with the kind of academic, technical, or  
20 vocational subjects being offered in senior high school education.

21 *SEC. 10. The Technical Education and Skills Development*  
22 *Authority (TESDA).* – The TESDA, in coordination with the  
23 DepEd, shall assist ALS A&E Test passers equivalent to Grade 10  
24 in taking up technical vocational education and training (TVET)  
25 programs. This shall serve as an option to enrolling in senior high  
26 school.

1           The DepEd shall also encourage ALS graduates in possession  
2 of skills to undergo competency assessment and certification being  
3 administered by TESDA.

4           SEC. 11. *The Department of Labor and Employment (DOLE).*  
5 – The DOLE, in partnership with the DepEd, shall promote gainful  
6 employment opportunities to ALS passers, who will eventually  
7 graduate from senior high school education, through coordination  
8 with prospective employers for job placement in the industry  
9 sector.

10          SEC. 12. *Hiring and Training of ALS Learning Facilitators.*  
11 – The DepEd shall hire ALS Mobile Teachers, Literacy Volunteers,  
12 and Instructional Managers, who shall serve as ALS Learning  
13 Facilitators, in order to augment the manpower resources needed  
14 in the implementation of the ALS programs throughout the country.

15          The ALS Learning Facilitators shall undergo the necessary  
16 training regularly throughout the calendar year to upgrade their  
17 teaching skills to the standards expected for the ALS curriculum.

18          SEC. 13. *Establishment of ALS Community Learning Centers.*  
19 – There shall be established at least one (1) ALS Community  
20 Learning Center (CLC) in every municipality and city throughout  
21 the country. As much as possible, the ALS CLC shall be situated at  
22 the place within the municipality or city that is conducive for  
23 learning and accessible to the public.

24          Each ALS CLC shall be constructed in accordance with the  
25 specifications, criteria, and other details provided and approved by  
26 the DepEd, in consultation with the municipal or city mayor or a  
27 duly authorized LGU representative, to ensure the orderly  
28 implementation of the project.

1           SEC. 14. *The Department of the Interior and Local*  
2 *Government (DILG).* – The DILG shall help enlist the support  
3 of LGUs as DepEd partners in the operation of the ALS. It shall  
4 coordinate with the DepEd on matters requiring LGU participation  
5 and shall issue and disseminate to the LGUs concerned ALS-related  
6 memoranda or advisories, as necessary.

7           SEC. 15. *Participation of LGUs.* – The Secretary of Education  
8 shall initiate partnerships with the Chief Executives of LGUs  
9 to encourage them to contribute available resources to the ALS  
10 programs within the LGUs' respective areas of jurisdiction.

11          SEC. 16. *Local ALS Committee.* – The Local School Board  
12 may create a local ALS Committee and provide for its composition,  
13 as necessary. The local ALS Committee shall perform the following  
14 functions:

15           (a) Oversee the ALS implementation at the city or municipal  
16 level, including the identification of priority ALS programs,  
17 establishment of ALS CLC, provision of technical assistance to  
18 ALS Learning Facilitators, program monitoring and evaluation,  
19 and coordination with government and nongovernment partners  
20 for post-program support activities;

21           (b) Recommend to the local school board, in accordance with  
22 the criteria set by the DepEd, the determination of the annual  
23 supplementary budgetary needs for the operation and maintenance  
24 of ALS within the city or municipality, and the supplementary  
25 local cost of meeting such needs, which shall be reflected in  
26 the form of an annual ALS budget corresponding to its share of  
27 the proceeds of the special levy on real property constituting the



1 Special Education Fund and such other sources of revenue as this  
2 Act and other laws or ordinances may provide;

3 (c) Ensure the implementation of community literacy  
4 mapping activities within the city or municipality and coordinate  
5 with the barangays, nongovernment organizations and other  
6 agencies in the identification of out-of-school children, youth and  
7 adults, persons with disabilities, indigenous peoples, and other  
8 marginalized sectors of society who have not yet completed their  
9 basic education;

10 (d) Coordinate with the DepEd in regard to the  
11 establishment, operation and maintenance of ALS CLC; and

12 (e) Serve as an advisory committee to the Sangguniang  
13 Panlungsod or Sangguniang Bayan concerned on the ALS  
14 implementation in the city or municipality.

15 *SEC. 17. Special Education Fund Allocation.* -  
16 Notwithstanding the provision of Section 272 of Republic Act  
17 No. 7160, otherwise known as the "Local Government Code of 1991",  
18 the local school boards shall set aside a portion of the proceeds  
19 of the Special Education Fund for the utilization of ALS programs  
20 within the LGUs' respective areas of jurisdiction.

21 *SEC. 18. Private Sector Participation.* - The Secretary of  
22 Education shall encourage and promote close partnerships with  
23 the private sector whose support in the form of cooperative or  
24 collaborative arrangements may be harnessed to ensure the  
25 sustainable implementation of ALS programs.

26 *SEC. 19. Unlawful Fees.* - It shall be unlawful for any  
27 DepEd-administered ALS CLC, its officers, or Learning Facilitators

1 to solicit or require the payment of admission, enrollment and other  
2 kinds of fees from any interested learner as requisite for admission.

3       SEC. 20. *Appropriations.* – The amount necessary for the  
4 implementation of this Act shall be charged against the current  
5 year's appropriations for Flexible Learning Options of the DepEd.  
6 Thereafter, such amount as may be necessary for the continuous  
7 implementation of this Act shall be included in the annual General  
8 Appropriations Act.

9       SEC. 21. *Implementing Rules and Regulations.* – Within  
10 ninety (90) days from the approval of this Act, the Secretary  
11 of Education, in consultation with the DILG, TESDA, DOLE, the  
12 Coordinating Council for Private Educational Associations, NGO,  
13 and other concerned government agencies, shall formulate the rules  
14 and regulations implementing the provisions of this Act. The  
15 implementing rules and regulations issued pursuant to this section  
16 shall take effect thirty (30) days after its publication in a national  
17 newspaper of general circulation.

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

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

24       SEC. 24. *Effectivity.* – This Act shall take effect fifteen (15)  
25 days after its publication in the *Official Gazette* or in a newspaper  
26 of general circulation.

Approved,