



Republic of the Philippines  
**Department of Education**

JUN 15 2012

DepEd ORDER  
No. **54**, s. 2012

**POLICY GUIDELINES ON THE IMPLEMENTATION  
OF ALTERNATIVE DELIVERY MODES (ADMs)**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers and Heads of Units  
Regional Directors  
Schools Division/City Superintendents  
Heads, Public Elementary and Secondary Schools

1. With nearly three (3) years remaining for the Department of Education (DepEd) to meet its commitment to the Education For All (EFA) as set by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), as well as the attainment of the Millennium Development Goals (MDG), the Philippines is yet confronted with problems on access to and quality of basic education. To address these challenges particularly on access, this Department ventured on Alternative Delivery Modes (ADMs) which aim to primarily address the problems on congestion and other situations, and circumstances which prevent children from going to and staying in school.
2. The 1987 Philippine Constitution defines the implementation of ADM in the educational system through Article XIV which provides that the State shall:
  - a. protect and promote the right of every citizen to quality education at all levels and shall take appropriate steps to make such education accessible to all;
  - b. establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society; and
  - c. encourage non-formal, informal, and indigenous systems, as well as self-learning, independent, and out-of-school study programs.
3. The **Policy Guidelines on the Implementation of Alternative Delivery Modes (ADMs)** are enclosed to effectively manage and implement ADMs and to properly utilize the appropriated funds under the General Appropriations Act (GAA).
4. For purposes of clarity and consistency, all alternative modes of delivering education services within the frame of the formal education system shall be referred to as Alternative Delivery Mode or ADM.
5. Immediate dissemination of and strict compliance with this Order is directed.

**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encl.:

As stated

Reference:

DepEd Order: No. 53, s. 2011

To be indicated in the Perpetual Index  
under the following subjects:

FUNDS  
POLICY  
PROGRAMS  
PROJECTS  
SCHOOLS

R-MCR/DO-Guidelines...ADM  
June 12, 2012

**POLICY GUIDELINES ON THE IMPLEMENTATION  
OF ALTERNATIVE DELIVERY MODE (ADM)  
AND UTILIZATION OF ADM SUPPORT FUNDS**

**I. Rationale**

1. The present formal education system is still challenged with various socio-economic, geographic and demographic issues that prevent from getting and keeping all school aged children to school as evidenced by the sluggish increase in the participation rate in the past few years. Apparent changes in the pattern of basic learning needs were also noted that primarily challenged the conventional way of delivering education. Thus, the development and implementation of alternative modalities of basic education was conceived.

2. Alternative Delivery Modes (ADM) are tried and tested alternative modalities of education delivery within the confines of the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out in order to help them overcome personal, social and economic constraints in their schooling.

3. Recognizing the value and contribution of ADMs in improving the ability of the education system to achieve the goals of EFA and MDG, the national government through the Department of Budget and Management (DBM) has approved the Department of Education's (DepED) request for a separate funding facility for ADM in the General Appropriations Act starting FY 2011.

4. Evaluations conducted on the different ADM modalities like E-IMPACT (Enhanced Instructional Management by Parents, Community and Teachers), MISOSA (Modified In-School Off-School Approach )and OHSP (Open High School Program) proved that these are effective, thus warranting their expansion coverage.

**II. Purpose and Coverage**

5. The funding facility intends to leverage the acceleration of the implementation of ADM to stimulate improvement in the participation rate particularly in disadvantaged communities and areas with high incidence of congestion. Specifically, the ADM Funds will support the implementation of the following in both Elementary and Secondary as appropriate:

- E-IMPACT -Enhanced Instructional Management by Parents, Community and Teachers
- MISOSA - Modified In-School Off-School Approach
- OHSP -Open High School Program (e.g. Project EASE/Home Study Program/Blended Learning)
- Other local initiatives

6. The kind of modality to be implemented in each division shall be determined by the Division Schools Superintendents to allow flexibility in the utilization of funds. However, the use of the downloaded ADM funds shall not be limited to the implementation of the existing modalities.

7. The funds shall likewise support local initiatives to address urgent problems on access at the school level through the development and piloting of new ADM modalities with evidence of success and as reflected in the Annual Improvement Plan.

### III. Guiding Principles

8. The implementation of Alternative Delivery Modes shall be anchored on the following principles:

- Basic education is free and shall be accessible to all
- Education is a right of every individual
- Education is inclusive and not discriminating
- Stakeholder participation is integral to total child development

9. Each guiding principle embodies DepED aspirations as the central agency responsible for delivering basic education to all Filipino children and youth. The utilization of ADM Funds should demonstrate conformity with the guiding principles and should contribute to the attainment of EFA and MDG Goals.

### IV. General Considerations

10. The prevalence of problems on access to basic education services varies and the underlying circumstance differs. Invariably, each region, division and school has unique problems with unique solutions.

11. The solution to the problems may be addressed by the existing tried and tested alternative modalities. However, the funds will also support local initiatives that would effectively address the identified problem.

12. The Office of Planning Service through the Regional and Division Planning Officers shall determine the effect of the ADM implementation to the level of shortage in both classrooms and teacher items in specific schools and the division as a whole. Planning officers shall compute for the net effect of ADM program on shortages. Such effect shall be considered in computing for requirements for the next school year.

### V. Fund Allocation and Utilization

13. As a general rule, all regions and divisions are entitled to avail the ADM funds to address the critical problems related to access to education. Specifically, it shall directly improve access to education by targeting the most vulnerable, under served and marginalized pupils and students in the system. However, given the limited funds, priority shall be given to divisions with the following challenges:

- 13.1. Presence of schools with triple and double shifting (Congested schools)
- 13.2. Big number of incomplete schools
- 13.3. High incidence of dropouts (including Pupil/Students At Risk of Dropping Out P/SARDOs)

14. Starting FY 2012 onwards, ADM Funds shall be utilized primarily to address the conditions listed above. The budget allocation for each region was based on the number of congested schools and high incidence of dropouts.

Region	Allocation	Region	Allocation
I	Php 7,750,000.00	IX	Php 7,100,000.00
II	Php 7,100,000.00	X	Php 7,750,000.00
III	Php 7,750,000.00	XI	Php 7,100,000.00
IV-A	Php 10,450,000.00	XII	Php 7,100,000.00

IV-B	Php 7,100,000.00	CARAGA	Php 7,250,000.00
V	Php 7,100,000.00	CAR	Php 7,100,000.00
VI	Php 7,750,000.00	NCR	Php 10,450,000.00
VII	Php 7,750,000.00	ARMM	Php 7,250,000.00
VIII	Php 7,600,000.00	Central Office Support Fund	Php 68,550,000.00

15. To effectively align the use of funds to the current thrusts and directions of DepED and to ensure optimal use of resources, all regions shall formulate a Regional ADM Plan to be submitted to the Bureau of Elementary Education (BEE) and to the Bureau of Secondary Education (BSE) respectively, for evaluation and onward approval. Depending on the result of the evaluation, BEE/BSE shall immediately inform the concerned division of the result and likewise request Financial Management Service (FMS) to trigger the release of funds. Please refer to **Annex 1** for the suggested format of the ADM plan.

16. Regions shall be entitled to retain 5% of the total ADM funds downloaded to regions but not to exceed One Hundred Thousand Pesos (PhP 100,000.00) which shall be utilized for monitoring the progress of ADM plan implementation and provision of technical assistance. Provided that the use of such fund is included in the Regional ADM Plan. The recipient division shall also allocate monitoring fund.

## **VI. Eligible Expenditures**

17. Allocation for National ADM Support Fund, which will be managed by the Bureau of Elementary Education (BEE) and the Bureau of Secondary Education (BSE), shall be utilized for capacity building, development of materials, monitoring and evaluation and research and development.

18. The ADM support fund downloaded to the regions/divisions shall be used for the following:

- 18.1 development and production of ADM modules and other materials that includes the reproduction of existing materials developed for each alternative modalities;
- 18.2 capacity building at the regional/division level that includes contracting of training providers specific to the kind of modality to train teachers and facilitators and benchmarking;
- 18.3 establishment of ADM Model Schools where each region may establish an ADM Model school that will serve as the center for ADM Model in the region, which will promote the geographic expansion of ADM and shall serve as learning laboratories in the region;
- 18.4 monitoring and evaluation; and
- 18.5 advocacy and social mobilization.

## **VII. On Allotment Release**

18. Upon release of the allotment by Department of Budget and Management (DBM) to DepEd- CO, the Budget Division-FMS shall issue the Sub-Allotment Release Order (Sub-ARO) to the schools with fiscal autonomy, and through the Schools Division Offices for those schools without fiscal autonomy. After receipt of Sub-ARO, the IUs

and the concerned Division Offices (for the Non-IUs) shall request from DBM-Regional Office the corresponding cash requirements or Notice of Cash Allocation (NCA).

#### **VIII. Evaluation of the Program**

19. An evaluation of the program shall be conducted by a composite team in accordance with the program implementation plan under the supervision of the Office of the Planning Service (OPS).

#### **IX. Closing**

20. All existing Orders and Memoranda inconsistent with this Order are rescinded.

21. These guidelines will remain in force and effect during the duration of the program, unless sooner repealed, amended or rescinded.

22. Immediate dissemination of and strict compliance with this Order is directed.

23. For more information, please contact Rogelio O. Dones, Ed.D of BEE at telephone number 02-638-4799 or e-mail address: [rogelio\\_dones@yahoo.com.ph](mailto:rogelio_dones@yahoo.com.ph) and Ms. Prudencia Martinez-Sanoy of BSE at (02)636-9822 or email address [save\\_sardo@yahoo.com](mailto:save_sardo@yahoo.com).