



Republic of the Philippines
Department of Education

SEP 28 2012

DepEd ORDER
No. 77, s. 2012

**AMENDED GUIDELINES FOR THE ALTERNATIVE LEARNING SYSTEM (ALS)
UNIFIED CONTRACTING SCHEME**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Elementary and Secondary Schools

1. Towards the goal of a full integration of the Alternative Learning System (ALS) Unified Contracting Scheme into the Department of Education (DepEd) Accreditation Program, the specific provisions in the existing Guidelines for the ALS Unified Contracting Scheme are hereby amended as follows:

- a. On the Contract Amount for Service Providers
 - The contract amount for Service Providers shall now be PhP110,000.00 per contract for 10 months.
 - The contract amount for the *Balik Paaralan Para sa* Out-of-School Adults (BP-OSA) Schools as Service Providers shall now be PhP125,000.00 per contract for 10 months.
- b. On the qualifications required of Literacy Facilitators/Instructional Managers (IMs) hired by Service Providers
 - Literacy Facilitators/Instructional Managers (IMs) hired by the Service Providers must be professionally licensed teachers or passers of the Licensure Examination for Teachers (LET).
- c. ALS Service Providers shall submit the following ALS Management Information System (MIS) Form Nos. 1 to 3, through channels on a quarterly basis:
 - MIS 001 - Profile of Prospective Learners in the Household
 - MIS 002 A - Non Formal Education (NFE) Learners' Profile
 - MIS 002 B - Informal Education (InfEd) Learners' Profile
 - MIS 003 - Community Learning Centers (CLC)/Service Providers (SP) Profile

2. Except for the above amendments, all other provisions in the existing Guidelines on the Implementation of the ALS Unified Contracting Scheme shall remain in force unless sooner repealed, amended or rescinded.

3. The Amended Guidelines on the implementation of the ALS Unified Contracting Scheme are enclosed for reference.

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


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.:

As stated

Reference:

DepED Memorandum: No. 443, s. 2007

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

ACCREDITATION
ALTERNATIVE LEARNING SYSTEM
CHANGE
FUNDS
POLICY
RULES & REGULATIONS

SMA/MCR, DO Amendments to the Guidelines of the ALS Unified Contracting Scheme
1371-June 22/6-28/July 4/13/Sept. 13, 2012

(Enclosure to DepEd Order No. 77, s. 2012)

**AMENDED GUIDELINES FOR THE IMPLEMENTATION OF THE ALTERNATIVE
LEARNING SYSTEM (ALS) UNIFIED CONTRACTING SCHEME**

1. Purpose

The Bureau of Alternative Learning System (BALS) implements two (2) major nonformal education (NFE) programs namely, the Basic Literacy Program (BLP) and the Accreditation and Equivalency (A&E) Program. The Balik-Paaralan para sa Out-of-School Adults (BPOSA), a school-based Accreditation and Equivalency Program for secondary and elementary levels is also covered in this guidelines. These programs are delivered through a contracting scheme with qualified education service providers with the use of government funds for field operations better known as Literacy Service Contracting Scheme (LSCS) and Learning Support Delivery System (LSDS).

In addition, there is also a Human Resource Development Fund for FY 2012 and beyond that supports the implementation of the ALS programs.

In order to standardize program operations and ensure increased participation, efficiency and effectiveness of program delivery, there is now a consolidation of the funds as well as a unification of the guidelines for service contracting.

2. Coverage

All divisions that implement the ALS programs nationwide are covered by these guidelines.

3. Definition of Terms

For purpose of the guidelines, the following terms shall be construed to mean as follows:

- 3.1 **Basic-Literacy Program (BLP)** - is a program aimed at eradicating illiteracy among out-of-school youth (OSY) and adults (in extreme cases school-aged children) by developing basic literacy skills of reading, writing and numeracy.
- 3.2 **Accreditation and Equivalency (A&E) Program** - is a program aimed at providing an alternative pathway of learning for out-of-school youth and adults who are basically literate but who have not completed the 10 years of basic education mandated by the Philippine constitution. Through this program, school dropouts are able to complete elementary and secondary education outside the formal school system.
- 3.3 **Balik-Paaralan para sa Out-of-School Adults (BPOSA) Program** - is a school-based program whose main features are:
 - The program is conducted either in elementary or secondary school;
 - The Instructional Managers (IMs) are the teachers of the school; the Service Provider is the school which is represented by the school principal;
 - The learning sessions are conducted outside the regular class schedule (after class periods or during weekends);and
 - The program uses the ALS Curriculum and learning materials.
- 3.4 **DepEd Delivered** - refers to the ALS program implementation which is lodged primarily with the Mobile Teachers and District ALS Coordinators who are assigned to conduct intensive community-based learning intervention in Basic Literacy (BL) and Accreditation and Equivalency (A&E) programs for out-of-school children, youth and adults in far-flung communities in all divisions nationwide.
- 3.5 **DepEd Procured** - refers to the ALS program implementation namely, the Basic Literacy (BL), Accreditation and Equivalency (A&E), Indigenous Peoples Program, the Balik-Paaralan para sa



Out-of-School Adults (BP-OSA) programs, which are delivered through ALS Unified Contracting Scheme. This also includes hiring of ALS Literacy Volunteers.

- 3.6 **Literacy volunteers** – formerly known as ALS Gabay sa Pamayanan or AGAP Volunteers, serve as volunteer learning facilitators delivering ALS programs to Out-of-School children, youth and adults in their assigned communities.
- 3.7 **Marginalized learners** - means those not served and reached by the formal education system, regardless of age, gender, economic status, ethnicity, religion, etc.
- 3.8 **Service providers** refer to private groups or organizations, private and state universities and colleges as well as other government organizations, who are awarded the funds in order to deliver the BLP and A&E programs to target learners in the community covering specific contract period.

4. Allocation of funds

4.1 Nature of Funds

The funds shall be known as Field Operations Funds for ALS. These funds consisting of the Literacy Service Contracting Scheme (LSCS) and the Learning Support Delivery System (LSDS) shall now be a unified fund for the delivery of BLP, A&E Program and BP-OSA using various delivery modes (face-to-face, radio-based instruction, eLearning/eSkwela, independent learning).

4.2 Flow and Distribution of Funds

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) through the Schools Division Offices and to the schools with fiscal autonomy for BP-OSA implementation.

After receipt of Sub-ARO, the Implementing Unit (IU) 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).

4.3 Contract Amount

A service provider for any of the two (2) programs shall be awarded a contract of P110,000 for a group of not less than 50 learners at any time within a contract period of not less than 10 months but not more than 12 months. The contract payment schedule shall be made in two (2) stages: upon signing of the contract (50%) and upon completion (at the 10th-12th month) of the contract (50%) based on the evaluation reports of the Regional, Division and District Offices.

The contract amount shall be used strictly by the Service Provider (and properly receipted) for the following:

Table 1: Breakdown of Cost per Contract

Item of Expenditure	Cost	Total
1. Honorarium of the Facilitator or Instructional Manager (IM) (w/o tax deduction)	P 6,000/month x 10 months	₱ 60,000.00
2. Cost of Materials and supplies to be used by the Facilitator or IM	P 500/month x 10 months	₱ 5,000.00
3. Management fee of the Service Provider	P 3,000/month x 10 months	₱ 30,000.00

Page 6

Item of Expenditure	Cost	Total
4. Training Expenses of the Facilitator or IM as participant to a 3 to 5-day training conducted once by the Regional Office and once by the Division Office	<u>Regional Training</u>	₱ 5,000.00
	Registration of not more than	₱1,500.00
	Transportation of not more than	1,000.00
	Per Diem of not more than	<u>500.00</u>
	Total	₱ 3,000.00
	<u>Division Training</u>	
	Registration of not more than	₱ 1,000.00
	Transportation of not more than	500.00
Per Diem of not more than	<u>500.00</u>	
Total	₱ 2,000.00	
5. Monitoring and Evaluation fee for DepEd Supervisors during visits made at <ul style="list-style-type: none"> ▪ Midpoint of contract period ▪ End of contract period 	Regional Supervisor	₱ 1,000.00
	(1 Evaluation visit at end of contract)	
	Schools Division Superintendent	₱ 1,000.00
	(monitoring within the contract period)	
	Asst. Schools Division Superintendent	₱ 1,000.00
	(1 monitoring within the contract period)	
	Division Supervisor	
	(3 monitoring visits within the contract period and 1 evaluation at the end of contract period @ P500 per visit)	₱ 2,000.00
District Supervisor		
(5 monitoring visits and 1 evaluation visit at the end of the contract period @ P 500 per visit)	₱ 3,000.00	
ALS District Coordinator	₱ 2,000.00	
₱ 500 x 4 monitoring visits within the contract period)		
Grand Total per Learning Contract		₱ 110,000.00

Table 2: Breakdown of Cost per BP-OSA School

Item of Expenditure	Cost	Total
1. Honorarium of the Instructional Manager (IM) (w/o tax deduction)	P 1,700/month x 10 months x 5 IMs	₱ 85,000.00
2. Cost of Materials and supplies to be used by all the Instructional Managers		₱ 10,000.00
- Reproduction of Modules	₱ 7,000.00 per contract	
- Learning supplies	=₱ 3,000.00 per contract	

Item of Expenditure	Cost	Total
3. Training Expenses for 5 Instructional Managers on ALS as participants to a 3 to 5-day training conducted once by a Team of Trainers: Region, Division and the Principal-Coordinator as lead trainer)		₱15,000.00
4. Management Fund - Honorarium of Principal-Coordinator - Honorarium for Monitoring and Evaluation of DepED Officials	<p>₱ 1,000.00 per month x 10 months ₱ 10,000.00</p> <p>Regional Supervisor ₱ 1,000.00 (1 Evaluation visit at end of contract)</p> <p>Schools Division Superintendent ₱ 1,000.00 ₱ 1 000 x 1 visit (monitoring within the contract period)</p> <p>Asst. Schools Division Superintendent ₱ 1,000.00 ₱ 1 000 x 1 visit (monitoring within the contract period)</p> <p>Division Supervisor ₱ 2,000.00 (3 monitoring visits within contract period and 1 evaluation visit at the end of the contract @ P500per visit)</p>	₱ 15,000.00
Grand Total per Learning Contract		₱ 125,000.00

4.4 Conditions for the Service Contract

4.4.1 Criteria for Selection of Service Providers for the BLP and A&E Program

To ensure the participation of legitimate small private groups and organizations at the grassroots level, whether they are independent or affiliates of umbrella organizations, the following shall be used as basis for the selection of service providers:

- registered with the Securities and Exchange Commission (SEC) or accredited by LGU/DOLE/DTI/CBA (or in extreme cases) as an education service provider and with at least ₱ 100,000.00 as savings in the bank or its equivalent in assets;
- must have official business address in the province/city where the educational service will be provided;
- must have a good track record in advocacy and social mobilization, community organizing and development, as well as in the provision of literacy education for at least 3 years;
- must put up 20% equity (P20,000.00 equivalent) in terms of space, furniture, staff and time; and
- must have at least one staff dedicated to the operation of the educational program under the contract.

5. Procedure for fund availment

- 5.1 A prospective Service Provider must submit a proposal to implement in a high priority barangay or barangays any of the two (2) ALS programs to the Division Office within the period January to

March of every year. A High Priority area will be identified by the Division Office based on school dropout data and from the LGU's Minimum Basic Needs (MBN) Survey data.

- 5.2 A service provider may be awarded a maximum of two (2) contracts per contract period one, for the BLP, and another, for the A&E Program by the Division Office;
- 5.3 To be considered as a Service Provider in a continuing capacity for the succeeding contract period, the results of end-of-contract evaluation conducted by the Regional Office, Division and District Office supervisors must show that the duly registered learners:
- for BLP have achieved 100% of the core competencies in Reading Writing and Numeracy
 - for A&E have achieved at least 50% of the core competencies for elementary or secondary level

5.4 Contract Time for Teaching-Learning

5.4.1 In order to ensure 100% mastery of the core competencies of Reading, Writing and Numeracy, the Facilitator needs to:

meet the individual learner = at least once a week
at 1 hour per meeting } 1 hr/wk at any
agreed venue

meet the learning group of 50 learners = at least once a month
at 3 hours per meeting

5.4.2 In order to ensure 50% mastery of the core competencies of the A&E program whether elementary or secondary level, the IM needs to:

meet the individual learner = at least once a week
at 1 hour per meeting } 1 hr/wk at any
agreed venue

meet the learning group of 50 learners = at least once a month
at 3 hours per meeting

5.5 Program Learners

- Basic Literacy Program (BLP)
 - Illiterate out-of-school youth (OSY) and adults
- Accreditation and Equivalency (A&E) Program
 - Basically literate OSY and Adults who may be:
 - completers of the Basic Literacy Program;
 - those who have not completed Elementary (Grade 6) and Secondary (4th year HS); and
 - In extreme cases, children of school age who are not in school.

5.6 Program Materials

The basic learning materials are the core modules of the BLP and the A&E Program

- For the BLP, (see Annex B - List of BLP Core Modules)
- For the A&E (elementary), (see Annex C – List of A&E Elem. Core Modules)
- For the A&E (secondary), (see Annex C – List of Secondary Core Modules)

5.7 Program Core Competencies

Table 3 shows the number of core competencies that are expected to be developed by the learners in the ALS Program. These competencies are reflected in the core modules of the program. (See – Manual of ALS Core Competencies published by BALS, DepED CY 2006)

Table 3.0 – Number of Core Competencies of ALS Curriculum

Learning Strand	Terminal Objectives			Enabling Objectives		
	BL	EL	SL	BL	EL	SL
1. Communication Skills	4	4	4	43	53	58
2. Critical Thinking and Problem Solving	8	3	3	18	22	29
3. Sustainable Use of Resources and Productivity	5	3	4	9	7	16
4. Development of Self and a Sense of Community	5	3	3	16	7	11
5. Expanding One's World Vision	6	1	1	23	6	11
TOTAL	28	14	15	109	95	125

5.8 Literacy Facilitators/Instructional Managers (IMs)

The basic qualification of a Literacy Facilitator (for BLP) or an Instructional Manager (for A&E) are the following:

- Professional teacher/LET passer
 - A resident of the barangay or municipality where the learning center is found
 - Of good moral character
 - Committed to serve as Facilitator or Instructional Manager
- ❖ *Mobile Teachers shall not be hired either as a Facilitator or Instructional Manager by Service Providers under this contract.*

5.9 Training of Facilitators & Instructional Managers (IMs)

The Facilitators and Instructional Managers (IMs) of the Service Providers who have been awarded the contract shall undergo training at various stages of the contract period, thus:

- Upon Signing of Contract

Facilitators and Instructional Managers shall undergo an orientation to be given by the Division Office at no cost to the Service Providers and Facilitators/Instructional Managers.

- During the Contract Period

Facilitators and Instructional Managers are required to participate in at least one training program conducted by the Region and another by the Division for a duration of three (3) to five (5) days with full financial support drawn from the funds (refer to breakdown in Table 1).

- Suggested Content of the training are found in Courses 1 -4 (Annex A)

6. Roles and Responsibilities

6.1 Service Provider

- a) Administer initial and end-of-contract Functional Literacy Test (FLT) to the registered learners
- b) Assist eligible learners to take the annual A&E Test
- c) Maintain the original number of learners per learning group up to the end of the contract period, such that:
 - BLP must have at least 50 learners
 - A&E must have at least 50 learners
 - BPOSA must have at least 250 learners at 50 learners per Instructional Manager (IM)
 - In case there is/are learner/s who will drop out within the contract period, the Service Provider shall recruit the equivalent number of learners who have dropped out to maintain the original number of learners up to the completion of the service contract.

- d) Provide each learner a copy of the core modules that they will need as determined by the result of the Functional Literacy Test. The complete list of core modules is found in Annexes B & C.
- e) Ensure that IMs/Facilitators undergo training during the contract period during the contract period as indicated in Tables 1 and 2
- f) Submit progress reports MIS Form 1- 5 and end-of-contract report using the forms in Annexes D and E.
- g) Disburse the funds in accordance with COA rules and regulation and the contract provisions.
- h) Assign at least one technical staff who shall be dedicated to the operation of the program.
- i) Conduct a recognition rites for program completers
- j) Maintain a book of account and make this available to the monitors during monitoring for transparency.
- k) Hire IM/Facilitator who may meet the basic qualifications

6.2 Duties of the Regional Office

- a) Provide training to the Facilitators/Instructional Managers (IMs) of the Service Providers
- b) Evaluate the implementation of ALS Programs/Projects delivered by the Service Providers
- c) Consolidate evaluation reports of DO and District Offices into a regional report and submit evaluation of performance of learners to BALS

6.3 Duties of the Division Office

- a) Issue a Request for Proposal to prospective Service Providers
- b) Review and approve proposals based on criteria set in this guidelines
- c) Contract the services of the winning Service Providers using the contract format below
- d) Announce the result of the evaluation of proposal before granting the award/contract
- e) Provide an orientation free of charge to the Service Providers and Facilitator/IM of the service providers before the actual teaching-learning period commences
- f) Provide a set of the core modules and core competencies for BLP and A&E (Elementary/Secondary) free of charge to the Service Provider
- g) Conduct monitoring/evaluation at midpoint and end of contract period
- h) Consolidate evaluation reports of the District Offices into a Division report and submit evaluation of performance of learners to RO

6.4 Duties of the District Office

- a) Assist in the conduct of training programs for Facilitators and IMs of the service providers
- b) Conduct regular monitoring, supervision and evaluation of the implementation of ALS Programs/Projects
- c) Network/Coordinate with Local Government Units (LGUs) and other GOs/NGOs for advocacy and support to the ALS programs being implemented by the service providers
- d) Submit evaluation of performance of learners to DO

7. Progress Monitoring and Evaluation

The DepEd shall conduct monitoring and evaluation (M&E) of learning sessions to provide assistance to the Facilitators/Instructional Managers during the contract period in accordance with the schedule below. This amount shall be given by the Service Provider to authorized monitors in the project site duly receipted, except for the regional budget for monitoring, which amount shall be released to the Regional Offices (refer to Table 1).

7.1 Who and When to conduct Monitoring and Evaluation (M&E)?

- BALS staff must conduct M&E at least once a year;
- Regional Office staff must conduct M&E at the end of the contract period;
- Division Office staff must conduct M&E at midpoint and at the end of contract period;
- District Office staff must conduct M&E for six times during contract period.

1.2 What are the things to be monitored?

- A record/profile of the learners
- Checklist of core competencies each learner gained
- Individual Learner's progress
- Program implementation according to the provision of the contract

1.3 What monitoring/evaluation content will be covered?

7.3.1 DepED Field Implementors

- Initial Report (By District Supervisor)
 - List of Enrollees/Learners (Learning Group Record)
 - Profile of Learners including core competencies to be developed
 - Profile of Facilitators/Instructional Managers
 - Activities observed
 - Problems/Issues/Concerns and Recommendations
- Mid-Term Report (By Division and District Supervisors)
 - Updated List of Enrollees/Learners (Learning Group Record)
 - Profile of Learners including progress on core competencies developed
 - Status of program implementation/activities observed
 - Problems/Issues/Concerns and Recommendations
- Final Report (By Region, Division and District Supervisors)
 - Summary of Learners/Completers of the Program
 - Summary of individual Learner's Progress on core competencies developed based on initial and mid-term reports
 - Assessment of the Service Provider's Accomplishments based on the provisions of the contract
 - List of registered learners who are recommended to take the A&E test
 - Copy of liquidation report of the Service Provider

7.3.2 Service Providers Report Format

- Progress Report Format (Quarterly) – (see Annex D)
- Final Report Format – (see Annex E)

7.4 When are the M&E reports to be submitted?

The M&E reports shall be submitted based on the following schedule:

7.4.1 DepED Field Implementors

- Initial Report –at the end of the 1st month
- Mid-Term Report - at the end of the 5th month for the Division Supervisor/quarterly for the District Supervisor
- Final Report –15 days after the completion of the contract

7.4.1 Service Providers' Report

- Progress Report - Quarterly
- Final Report – 15 days after completion of the contract

ALS SERVICE CONTRACT

Know All By Men by These Presents

This Agreement made and entered into by and between:

The _____ (Division) _____ with the office address at _____ (Address of the Office) _____ herein represented by its Schools Division Superintendent, _____ (Name of the Schools Division Superintendent) _____ herein referred to as the First Party;

and

The _____ (Name of the Organization) _____ with the office address at _____ (Address of the Organization) _____ herein represented by its President/Chairman, _____ (Name of the President/Chairman) _____ herein referred to as the Second Party;

WHEREAS, the 1987 Constitution, Article XIV, Sec. 1 mandates that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all;

WHEREAS, the 1987 Constitution, Article XIV, Sec. 2 paragraph 4 clearly mandates the State to encourage nonformal, informal and indigenous learning systems as well as learning, independent and out-of-school study programs particularly those that respond to community needs;

WHEREAS, General Appropriation funds allocated for Field Operation of nonformal education shall be used for functional education and literacy accreditation and equivalency learning support delivery system to Non-government Organizations (NGOs) such as foundations, religious/academic supported welfare agencies, People's Organizations, State Universities and Colleges with literacy extension programs, and other government agencies active in literacy promotion, or any other alternative delivery system," (DepEd Memorandum No. 217, s.2002, Sec. 2 and DepED Order No. 47, s. 2002, Sec. 5)

WHEREFORE, and in consideration of the foregoing premises and mutual covenants, and agreements hereinafter set forth, and in consonance with the Agreement cited above, _____ (Name of Schools Division Superintendent and President of the Organization) _____ hereby agree to implement the Basic Literacy Program (BLP/Accreditation and Equivalency (A&E) Elementary/Secondary based on the guidelines.

A. First Party Shall:

- Contract the services of the winning Service Providers using the prescribed contract format two (2) weeks after the announcement of the results of evaluation
- Provide an orientation free of charge to the Service Providers, Facilitator/IM of the service providers before the actual teaching-learning period commences
- Provide a set of the core modules and core competencies for BLP and A&E (Elementary/Secondary) free of charge to the Service Provider
- Conduct monitoring/evaluation at midpoint and end of contract period
- Consolidate District Offices' reports into a Division report and submit evaluation of performance of learners to RO
- Pay the Service Provider the amount of P110,000.00 according to the schedule:
 - 50% upon signing of contract
 - 50% upon end-of-contract

B. Second Party Shall:

- Administer initial and end-of-contract achievement test (ABL for BLP and FLT and Practice Test for A&E) to the registered learners
- Assist eligible learners to take the annual A&E Test
- Maintain 50 learners per learning group during the contract period
 - Each learning group shall consist of 50 learners up to the end of the contract period.

- In case there is/are learner/s who will drop out within the contract period, the Service Provider shall recruit the equivalent number of learners who have dropped out to maintain 50 learners up to the completion of the service contract.
- Provide each learner a copy of the core modules used during the learning period provided by the RO and DOs
- Ensure that IMs/Facilitators undergo training during the contract period
- Submit progress reports and final report to the RO/DO/District Office
- Disburse the funds in accordance with the contract
- Assign a staff who shall be dedicated/committed to the program (optional)

IN WITNESS HEREOF, the Parties through their representatives have signed this AGREEMENT on the date and place appearing on the acknowledgement thereof.

DEPARTMENT OF EDUCATION

SERVICE PROVIDER

BY:

BY:

CAROLINA S. GUERRERO
Director IV

CHAIRMAN
Service Provider

SIGNED IN THE PRRESENCE OF:

Witness

Witness

Date signed: _____

ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES
CITY OF _____ S.S.

BEFORE ME, this _____ day of ____ 200____, personally appeared the following:

	Name	Res. Cert. No.	Date and Place of Issue
1.	_____	_____	_____
2.	_____	_____	_____

Known to me to be the same persons who executed the foregoing instrument and acknowledged to me that the same is their free and voluntary act and deed and that of the principals represented by them.

WITNESS MY HAND and SEAL, on the date and place written above.

Doc. No. _____
Page No. _____
Book No. _____
Series of 199 _____

NOTARY PUBLIC



LIST OF BASIC LITERACY CORE MODULES

BASIC READER	NEO-LITERATE	POST LITERATE
1. Pagyamanin, Likas-yaman Natin	1. Katangiang Taglay, Dulot ay Tagumpay	1. Pilipino, Magkaisa Tayo
2. Ang Aming mga Gawain	2. Nang Matuto Ka at Magising	2. May Kakayahan Ka Ba?
3. Laging Handa sa Panahon ng Sakuna	3. Subok na Mabisa	3. Halika, Sama Ka Kaibigan
4. Wastong Nutrisyon sa Malusog na Kondisyon	4. Ooops . . . Ingat sa Lansangan	4. Hawak Ko ang Kinabukasan Mo
5. Kapaligiran Natin: Alagaan!	5. Kilalanin Sila	5. Karapatan at Tungkulin ng « Senior Citizen »
6. Pagsasarili	6. Pandama Ko, Iingatan Ko!	6. Ang Tubig ay Buhay
7. Panimulang Hakbang sa Pagbasa, Pagsulat at Pagkuwenta : Patinig	7. Ako'y Pilipino, Ipinagmamalaki Ko Ito	7. Sugpuin . . . Naiibang Uri ng Trapiko
8. Katinig	8. Malayo Ka Man	8. Bagong Sibol
9. Hiram na Titik	9. Pilipino: Dangal ng Lahing Kayumanggi	9. Droga: Inaabuso nga Ba?
10. Ang "K" ng Buhay	10. Babae, Karapatan Mo't Tungkulin	10. Itanong Mo sa mga Bata
11. Sa Ating mga Kamay, Tungkulin ay Nakasalalay	11. Sa Likod ng Isang Awit	11. Kapaligiran: Pahalagahan . . . Pagyamanin
12. Pinoy Kami	12. Halamang-gamot: Kaagapay sa Malusog na Pamumuhay	12. Kaya Mo, Kaya Ko Rin!
13. Patapon Man: Inaalagaan Din	13. Karapatan ng Bata, Dapat Alagaan	13. Landas ng Pagbabago Tungo sa Teknolohiya
14. Pagsibol Mo . . . Kayamanan Ko	14. Mga Karapatan: Alamin at Pangalagaan	14. Pagkain, Paano Ka Tunawin?
15. Oras ay Mahalaga Humayo at Kumilos Ka	15. Ako'y Ako, Bakit Kaya?	15. Ang Sakit . . . May Lunas Pa Kaya?
16. Ooops . . . Ingat Lang!	16. Ako at ang Aking Watawat	
17. Katapatan . . . Sandigan ng Katotohanan	17. Kalusugan ay Kayamanan!	
18. Kailan . . . Nga Ba?	18. Yamang-tubig: Iingatan at Pagyamanin	
19. Iilan na Lang Sila?	19. Ubo! Ubo! TB Ba Ito?	
20. Hagupit ng Init	20. Babae: Huwag Kang Papayag!	
21. Bantayan, Labanan . . . Sakit ng Kapaligiran	21. Buhay Karagatan: Buhay Ko Rin	
	22. Halinang Magbasa sa Ating Kalikasan	
	23. Halina . . . Magplano ng Pamilya	
	24. Karagdagang Kita Buhat sa Halaman	

	25. Lakbay Alaga	
	26. Sa Pagbabago ng Katawan . . . Kalinisan Nito'y Alagaan	
	27. Mitsa ng buhay	



LIST OF A&E CORE MODULES BY LEARNING STRAND AND BY LEVEL

LEARNING STRAND	Title of Modules Elementary Level	Title of Modules Secondary Level
Learning Strand 1: Communication Skills	<ol style="list-style-type: none"> 1. Are You Listening (Nakikinig Ka Ba?) 2. May I Help You? (Hello, Anong Maipaglilingkod ko sa Iyo?) 3. Appropriate Expressions in Meetings and Interviews (Angkop na Pahayag sa mga Pulong at Panayam) 4. Daily News (Pang-araw-araw na Balita) 5. I Have a Letter For You (Mayroon Akong Liham Para Sa Iyo) 6. The ABCs of Writing Complex Sentences (Ang ABC ng mga Hugnayang Pangungusap) 	<ol style="list-style-type: none"> 1. Nakikinig Ka Ba? 2. Epektibong Komunikasyon 3. Paano Maging Isang Matalinong Tagapakinig? 4. Ang Sarili Nating Wika 5. Ang mga Sawikain at Salawikain 6. Mag-usap Tayo 7. Paglalarawan Ng Ideya at Damdamin 8. Pagbigay at Pagtanggap ng Positibong Feedback 9. Ang Panayam 10. Mapanuring Mambabasa Ka Ba? 11. Pagkatuto ng Mabuting Halagahan Mula sa Panitikan 12. Panitikang Filipino 13. Pagbabalangkas 1 14. Pagbubuod 15. Pag-alam sa Balita 16. Ang Pagsusulat sa mga Porma 17. Mabisang Pagsusulat
Learning Strand 2: Critical Thinking and Problem Solving - Application of Scientific Ways of Thinking in Daily Life	<ol style="list-style-type: none"> 1. Solving Day-To-Day Problems (Paglutas ng mga Suliraning Pang-araw-araw) 2. My Health, My Responsibility (Kalusugan Mo, Responsibilidad Ko) 3. Proper Nutrition: A Basic Need (Wastong Nutrisyon: Pangunahing Pangangailangan) 4. We Can Fight Diseases (Malalabanan Nating ang mga Karamdaman) 5. Keep Those Germs Away (Iwasan ang Mikrobyo) 6. What Is Your Nutritional Status (Ano ang Kalagayan ng Iyong Nutrisyon) 7. Eat Right, Be Healthy (Kumain ng Husto, Maging Malusog) 8. Our Sense Organs (Alam mo ba ang Iyong Mga Pandama?) 9. Understanding Stress (Pag-unawa sa Stress) 10. First Aid: Necessity (Pang-Unang Lunas: Isang Pangangailangan) 11. How Do We Breathe? (Paano Tayo Huminga) 	<ol style="list-style-type: none"> 1. Community Survey (Pagsisiyasat sa Komunidad) 2. Environmental Causes of Disease 3. Developing Scientific Thinking Skills (Paghahasa sa Kakayahang Magisip sa Siyentipikong Pamamaraan) 4. Food Preservation (Pag-iimbak ng Pagkain) 5. Hydroponics (Hydroponics: An Alternative Method of Planting) 6. Healthy Living (Malusog na Pamumuhay) 7. Understanding How Our Sense Organ Work (Unawain ang Paggana ng Ating Mga Sense Organ) 8. The Nervous System (Ang Nervous System) 9. The Skeletal System (Ang Skeletal System) 10. The Muscular System (Part I) (Ang Muscular System – Unang Bahagi) 11. The Muscular System (Part II) (Ang Muscular System – Ikalawanag Bahagi) 12. The Respiratory System (Ang Respiratory System)

LEARNING STRAND	Title of Modules Elementary Level	Title of Modules Secondary Level
	12. Preventing Worms (Iwasan ang Bulati) 13. Understanding Your Vascular System (Pag-Unawa sa Iyong Cardio-Vascular System) 14. Herbal Medicine (Mga Halamang Gamot) 15. Think Green (Mga Luntiang Halaman) 16. What Would Life Be Without Plants? (Paano Kaya ang Buhay Kung Wala ang mga Halaman?) 17. What Would Life Be Without Animals? 18. Animals: Love Them, Care for Them (Mahalin at Arugain ang mga Hayop) 19. Let's Clean Up Our Environment (Ating Linisin ang Kapaligiran) 20. What is Happening to Our Environment (Ano ang Nangyayari sa Ating Kalikasan?)	13. The Circulatory System (Ang Circulatory System) 14. The Reproductive System (Ang Reproductive System) 15. Reproductive Health (Kalusugan ng Reproductive System) 16. Addictive and Dangerous Drugs Part I) Effects of Drug Abuse 17. Addictive and Dangerous Drugs Part II: Preventing Drug Abuses 18. Using the Scientific Method in Agriculture (Paggamit ng Pamamaraang Siyentispiko sa Agrikultura) 19. Advance in Communication Technique (Pag-unlad ng Teknolohiya sa Kommunikasyon) 20. Composting 21. The Cost of Environmental Degradation (Ang Bunga ng Kapinsalaan ng Kapaligiran) 22. Classification of Plans 23. The Ecosystem in Retrospect 24. The Ecosystem
- Numeracy skills	1. It's About Time (Ito'y Tungkol sa Oras) 2. Time (Oras) 3. Addition and Subtraction (Pagdaragdag at Pagbabawas) 4. Addition and Subtraction in Daily Life (Pagdaragdag at Pagbabawas sa Pang-araw-araw na Buhay) 5. Multiplication and Division Part 1 6. Multiplication and Division Part 2 7. Multiplication and Division in Daily Life (Pagpaparami at Paghahati sa Pang-araw-araw na Buhay) 8. Learning About Fractions (Pagkilala sa Praksiyon) 9. Addition and Subtraction of Fractions (Pagdaragdag at Pagbabawas ng mga Praksiyon) 10. Addition and Subtraction of Decimals (Pagdaragdag at Pagbabawas ng mga Desimals) 11. Multiplication and Division of Decimals (Pagpaparami at Paghahati ng mga Desimals) 12. Measuring Length (Pagsukat ng Haba) 13. Geometric Shapes (Mga Heometrong Hugis)	1. Mahusay na Pamimili 2. Pagpaparami at Paghahati ng mga Praksiyon 3. Matematikang Pangkalakal 4. Mga Percentages, Ratio at Proportion 5. Mga Linya at Anggulo 6. Volume (Ang Volume) 7. Pagsukat ng Volume 8. Mass at Timbang 9. Pagsukat ng Timbang, Unang Bahagi 10. Ang Wastong Paggamit ng Elektrisidad 11. Paano Bumasa at Umintindi ng Metro at Bill ng Kuryente 12. Ang Tubig at ang Kanyang mga Halaga

LEARNING STRAND	Title of Modules Elementary Level	Title of Modules Secondary Level
	14. Temperature and Air Pressure (Ang Temperatura at Presyon ng Hangin) 15. Electricity and Its Uses (Ang Elektrisidad at ang mga Gamit Nito)	
Learning Strand 3: Sustainable Use of Resources/ Productivity	1. Maaari Kang Magtagumpay sa Negosyo 2. Ang Mga Yaman ng Mundo 3. Ating Linisin ang Kapaligiran 4. Mahalin at Arugain ang mga Hayop 5. Paano ang Buhay Kung Wala ang mga Hayop 6. Mga Luntiang Halaman 7. Paano Kaya ang Buhay Kung Wala ang mga Halaman? 8. Ang Pangangalaga ng Ating mga Yamang Tubig 9. Pagliligtas sa Ating mga Yamang Lupa 10. Temperatura at Presyon ng Hangin	1. Mga Katangian ng Matagumpay ng Negosyante 2. Mga Pantubig at Gawang-taong Ecosystem 3. Balanse sa Kalikasan 4. Ang Bunga ng Kapinsalaan ng Kapaligiran 5. Polusyon sa Tubig 6. Wanted: Malinis at Saliwang Hangin 7. Pestisidyo 8. Paggamit ng Pamamaraang Siyentipilo sa Agrikultura 9. Teknolohiya Para Sa Mas Manulad na Buhay 10. Mga Karapatan ng mga Manggagawa 11. Pasahod at Benepisyo ng Manggagawa 12. Ligtas Ba Ang Iyong Lugar Sa Paggawa 13. Mga Idea Tungkol sa mga Proyektong Mapagkakakitaan
Learning Strand 4: Development of Self and a Sense of Community	1. Naiisa Ako 2. Sino Ako? 3. Pag-unawa sa Stress 4. Igalang ang Relihiyon ng Isa't Isa 5. Saan Ako Patungo? 6. Kaya Nating Makamit ang Lahat Kung Tayo ay May Disiplina 7. Kailangan Kita 8. Tuloy Ka Sa Aking Tahanan 9. Ang Kahalagahan ng Isang Pamilya 10. Mga Pangunahing Relihiyon sa Pilipinas 11. Paggunita sa Ating Mga Pambansang Bayani 12. Mga Sagisag ng Ating Bansa 13. Mga Pilipino: Isang Puso, Isang Lahi 14. Ito ang Ating Kultura	1. Pagkakaroon ng Magandang Relasyon sa iba 2. Pagharap sa Takot, Galit at Pagkabigo 3. Nasa Iyong mga Kamay ang Kapayapaan 4. Ang Aking Pamilya sa Nagbabagong Mundo 5. Ayusin Natin 6. Manindigan at Ipaglaban Mo 7. Tatak ng Ating Pagka-Pilipino 8. Mga Pag-iba-ibang Ginagampanang Tungkulin 9. Pabagu-bagong mga Papel na Ating Ginagampanan 10. Mga Tagapaghatid ng Kapayapaan 11. Ang Kasunduang Pangkapayapaan ng Mindanao 12. Mga Karapatan ng mga Manggagawa 13. Mga Karapatang Sibil at Politikal 14. Mga Kilos Protesta 15. Mga Magandang Daigdig ng Ating mga Katutubong Kapatid 16. Pasahod at Benepisyo ng Manggagawa 17. Mga Karapatan at Pananagutan ng mga Kababaihan 19. Mga Karapatang Pambata

Learning Strand 5: Expanding One's World Vision	<ol style="list-style-type: none"> 1. Ipagdiwang Nating ang Pagkakaiba ng Ating Kultura 2. Nakaugnay Tayo sa Mundo 3. Mga Awit, Sayaw at Laro sa Asya 	<ol style="list-style-type: none"> 1. Mga Pangunahing Relihiyon sa Buong Mundo 2. Mag-isip nang Pandaigdig, Kumilos nang Pambansa 3. Paano Lutasin ang mga Alitan
GRAND TOTAL	87	91



PROGRESS REPORT FORMAT

Name of Service Provider : _____

 (Name of Organization)

Address : _____

Contact Person : _____

Address/Contact Number : _____

Part 1: Summary of Quantitative Accomplishment against Committed Targets

ITEM	COMMITTED	ACTUAL
Number of barangays covered		
Number of learners <ul style="list-style-type: none"> ▪ Basic Level ▪ Elementary Level ▪ Secondary Level 		
Number of learning groups organized		
Number of Facilitators/ Instructional Managers Trained		
Amount Contracted		

Part 2: Narrative Report

2.1 Objectives of the Project

2.2 Highlights on the Preliminary/Initial Activities

2.2.1 Advocacy and Social Mobilization

- Advocacy and Social Mobilization Activities
- Reproduction and dissemination of locally produced IEC materials
- Consultations and linkages with LGUs, DepED and other project stakeholders
- Pre-enrolment information meeting

2.2.2 Establishment of Learning Groups

- Recruitment and training of Facilitators/Instructional Managers
- Establishment and operationalization of Learning Centers (Facilities, accessibility)
- Screening and Placement of learners
- Program orientation
- Formulation of Individual Learning Agreement
- Pre-program Counseling
- Learning Group schedules

2.2.3 Conduct of Learning Activities

- Learning group activities conducted
- Learning strategies utilized
- Review and updating of Individual Learning Agreements
- Utilization of learning modules
- Utilization of Supplementary learning materials
- Counseling sessions conducted

2.2.4 Monitoring and Evaluation

- Monitoring and evaluation of learner's progress (e.g., use of portfolio assessment)
- Performance of Instructional Managers
- Monitoring of program implementation

2.2.5 Other Activities conducted (please specify)

Part 4: Highlights of Project Implementation

- Success stories
- Innovations
- Extraordinary achievements
- Testimonies (what people say about the project)
- Lessons learned

Part 5: Financial Report

- Partial Liquidation Report

Part 7: Issues and concerns

- Problems, Issues and Concerns encountered
- Action Taken to remedy these problems/issues
- Recommendations

Annexes:

- List of Enrollees/Learners (Learning Group Record)
- Profile of Learners including core competencies to be developed
- Profile of Facilitators/Instructional Managers
- Photocopy of Expenses Report

Note: *Documents should include photographs*



END-OF-CONTRACT REPORT FORMAT

Name of Service Provider : _____

 _____ (Name of Organization)

Address : _____

Contact Person : _____

Address/Contact Number : _____

Part 1: Summary of Quantitative Accomplishment against Committed Targets

ITEM	COMMITTED	ACTUAL
Number of barangays covered		
Number of learners <ul style="list-style-type: none"> ▪ Basic Level ▪ Elementary Level ▪ Secondary Level 		
Number of learning groups organized		
Number of Facilitators/ Instructional Managers Trained		
Amount Contracted		

Part 2: Profile of learners and Facilitator/Instructional Manager

2.1 Summary profile of learners (updated as of completion of the program)

Part 3: Activities Undertaken

3.1 Advocacy and Social Mobilization (Update)

- Reproduction and dissemination of locally produced IEC materials
- Consultations and linkages with LGUs, DepED and other project stakeholders
- Other ADSOCMOB activities

3.2 Conduct of Learning Activities

- Learning groups schedules
- Learning group activities conducted
- Summary of list of learning groups
- Learning group attendance records
- Learning strategies utilized
- Review and updating of Individual Learning Agreements
- Utilization of learning modules
- Utilization of Supplementary learning materials
- Counselling sessions conducted

3.3 Monitoring and Evaluation

- Monitoring and evaluation of learner's progress (e.g., use of portfolio assessment)
- Final evaluation of Performance of Instructional Managers
- Recommendation for improvement of the program based on evaluation results

3.4 Other Activities conducted (please specify)

Part 4: Highlights of Project Implementation

- Success stories
- Innovations
- Extraordinary achievements
- Testimonies (what people say about the project)
- Lessons learned from implementation of the program

Part 5: Impact of the Program

- On learners
- On Facilitator/Instructional Manager
- On the Service Provider
- On the Community

Part 6: Post Program Activities

- Post-program counseling for completers re: available options
- Graduation program for successful A&E test takers
- Plans for follow-on programs or activities for learners
- Linkages with other agencies/institutions for employment placement or entry to education/training programs for ALS completers
- Plans for sustaining the program learning activities through alternative sources of funds (e.g., LGUs, private sector donations, etc.)

Part 7: Issues and Concerns

- Update on problems/issues/concerns encountered identified in the quarterly report and action taken
- Recommendations

Part 8: Financial Report

- Liquidation Report

Annexes:

- Summary Profile of Learners including core competencies developed
- Summary of Learning Group Attendance

Note: *Documents should include photographs*



**DEPARTMENT OF EDUCATION
BUREAU OF ALTERNATIVE LEARNING SYSTEM**

MIS-001 - PROFILE OF PROSPECTIVE LEARNER in the HOUSEHOLDS

Accomplished by	
Position	
Date Accomplished	

Date Submitted	
Received by	
Signature	

Year Mapped : _____
 Region : _____
 Province : _____
 City/Municipality : _____
 Division : _____

District : _____
 Name of Target Barangay : _____
 Sitio/Zone/Purok : _____
 House Address : _____

POPULATION (source : Barangay data)	No. of Males					No. of Females														
	5 & below	6 - 11	12 - 15	16 - 24	25 - 29	30-39	40-49	50 & above	5 & below	6 - 11	12 - 15	16 - 24	25 - 29	30-39	40-49	50 & above				

	Name of Prospective Learner (Last Name, First Name, Middle Name)	Birthdate (Month-Day-Year)	Sex (M or F)	Civil Status (Specify)	PWD (if applicable)	Mother Tongue	Religion (Specify)	Educational Attainment	Reason for Not Attending School	Interested in ALS Programs (Yes or No)	Encoded by (Name of Facilitator)	Position	Date of Mapping
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													

Note:

Educational Attainment : Completed Basic Education Grade 1, Completed Basic Education Grade 2, Completed Basic Education Grade 3, Completed Basic Education 4, Completed Basic Education Grade 5

Completed Basic Education Grade 5

Completed Basic Education Grade 6, Completed Basic Education 1st Year High School, Completed Basic Education 2nd Year High School, Completed Basic Education 3rd Year High School, No schooling

3rd Year High School, No schooling

Reason for Not Attending School :

Schools are very far, No school within the barangay, No regular transportation, High cost of education, Illness/Disability, Housekeeping/Housework, Employment/looking for work, Lack of personal interest, Cannot cope with school work, please specify other reasons not included in the list



DEPARTMENT OF EDUCATION
BUREAU OF ALTERNATIVE LEARNING SYSTEM
MIS-002A-NFE LEARNERS' PROFILE

Accomplished by _____
 Position _____
 Date Accomplished _____

Date Submitted _____
 Received by _____
 Signature _____

Year Accomplished _____
 Region _____
 Province _____
 City/Municipality _____
 Division _____
 District _____

Name of Target Barangay _____
 School/Zone/Block _____
 Name of CLC _____
 Address of CLC _____

LRN	Last Name	First Name	Middle Name	Birthdate (Month-Day-Year)	Sex (M or F)	Civil Status (if applicable)	PHD (if applicable)	Mother Tongue	Religion	PS Score	FLY Score in Reading	FLT Score in Numeracy	FLT Score in Writing	FLT Score in Listening & Speaking	Our All Score	Program Enrolled (e.g., ALS Elementary, ALS Secondary)	Mode of Program Delivery	Date of Learner Registered in the Program	Name of Assigned Learning Facilitator	Position	Type of Employer	Program Completion (Completed or Not Completed)	AAE Test Registrant (Yes or No)	AAE Test Level Taken (E, I, or S)	Date Registered in AAE Test	AAE Test Result (Pass or Fail)	Learner's Tracer	

Note:
 Mode of Program Delivery: _____
 Type of Employer: _____
 Learner's Tracer: _____

Note to focus learning, independent learning, broadcast learning, computer-based learning, distance
 Dept & Non-Depted (conducted by Depted), Non-Depted (not conducted by Depted)
 Continue ALS Elementary, Continue ALS Secondary, Continue Elementary Formal School, Continue Secondary Formal School, Employed, Self-employed, etc. others

DEPARTMENT OF EDUCATION
 BUREAU OF ALTERNATIVE LEARNING SYSTEMS

MIS-002 B I/NEP LEARNERS' PROFILE

Accomplished by	
Position	
Date Accomplished	

Date Submitted	
Received by	
Signature	

Year Accomplished _____

Region _____

Province _____

City/Municipality _____

Division _____

District _____

Name of Target Barangay _____

Site/Zone/Purok _____

Name of CLC _____

Address of CLC _____

Type of CLC _____

Last Name	First Name	Middle Name	Birthdate (Month-Day-Year)	Sex (M or F)	Civil Status	PWD (if applicable)	Mother Tongue	Religion	Program Enrolled	Date of Learner Registered in the Program	Name of Assigned Learning Facilitator	Position	Learners' Tracer	Accrediting Agency (if applicable)

Note

Type of CLC _____

Type 1 - (simple, temporary) meeting place with tables and chairs, chalkboard, e.g. Chapel or any open multi-purpose area in the barangay or any private property temporarily loaned for learning purposes

Type 2 - a semi-concrete structure mostly made out of light materials such as nipa, soft wood, etc., dedicated to ALS learning sessions and related activities equipped with basic furniture and learning equipment such as electric fan

Type 3 - a typical barangay learning center, concrete and secured, mostly made out of cement and other building materials. Dedicated to ALS learning sessions and related activities, equipped with basic furniture and learning equipment

Type 4 - a two or three-storey building fully equipped with basic furniture and advanced ICT equipment for learning, dedicated to ALS learning sessions and related activities, other type that does not fall to any of the 4 types, please describe using a separate sheet of paper

Type 5 - ALS and other learning materials are being utilized by learners and other members of the community, the materials are either being transported from house to house or borrowed by individual interested community members from the CLC for literacy and continuing education

Program Enrolled _____

Type of Employer _____

Learners' Tracer _____

Community Development, Self-Development, Self-Improvement Development

DepEd, Non-DepEd (contracted by DepEd), Non-DepEd (not contracted by DepEd)

Earned a certificate from issuing agency, Did not earn a certificate from issuing agency



**DEPARTMENT OF EDUCATION
BUREAU OF ALTERNATIVE LEARNING SYSTEM**

MIS-003-CLC & Learning Facilitators/Service Providers Profile

Accomplished by	
Position	
Date Accomplished	

Date Submitted			
Received by			
Signature			

Year Acomplished	
Region	
Province	
City/Municipality	

Name of Target Barangay	
Division	
District	
Sitio/Zone/Purok	

Name of CLC	Address of CLC	Type of CLC	CLC Management	CLC Establishment	CLC Facilities (specify)	CLC Programs Offered

Name of Assigned Learning Facilitator	Position	Date of Appointment/Designation	Sex (M or F)	Birthdate	Age	Civil Status	Religion

Name of Service Provider (if applicable)	Address of Service Provider

Name of Partner (if applicable)	Address of Partner

Other Learning Institutions in the Community (e.g. School, Training Centers)

Note

Type of CLC :

Type 1 - (simple, temporary (make shift) meeting place with tables and chairs, chalkboard, e.g. Chapel or any open multi-purpose area in the loaned for learning purposes barangay or any private property temporarily

Type 2 - a semi-concrete structure mostly made out of light materials such as nipa, soft wood, etc., dedicated to ALS learning sessions and related activities equipped with basic furniture and learning equipment such as electric fan

Type 3 - a typical barangay learning center, concrete and secured, mostly made out of cement and other building materials. Dedicated to ALS learning sessions and related activities, equipped with basic furniture and learning equipment, e.g. Chairs, tables, chalkboard, library corner, basic appliances such as electric fan, cassette recorder, etc

Type 4 - a two or three-storey building fully equipped with basic furniture and advanced ICT equipment for learning, dedicated to ALS learning sessions and related activities, other type that does not fall to any of the 4 types, please describe using a separate sheet or paper

Type 5 - ALS and other learning materials are being utilized by learners and other members of the community, the materials are either being transported from house to house or borrowed by individual interested community members from the CLC for literacy and continuing education

CLC Management : DepEd ALS Implementors, Non-DepEd Implementors (LGU, NGO) DepEd Procured

CLC Establishment : GO, NGO, Church-based, Foreign Donor Agency Assisted

CLC Programs Offered : BLP, A&E Elementary, A&E Secondary, InfEd Community Development, InfEd Social Development, InfEd Cultural Development, InfEd Economic Development, InfEd Personal Development

Aspin