



Republic of the Philippines
Department of Education

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DepEd O R D E R
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**FRAMEWORK FOR THE PILOT IMPLEMENTATION OF THE ALTERNATIVE
LEARNING SYSTEM-EDUCATION AND SKILLS TRAINING**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
All Others Concerned

1. The Department of Education (DepEd), through the Office of the Secretary (OSec), shall pilot the implementation of the **Alternative Learning System-Education and Skills Training (ALS-EST)** in 2017-2018 to produce completers who are not only able to catch up with basic academic education, but have also acquired technical competencies suitable for immediate employment.
2. Enclosed is a copy of the **Framework for the Pilot Implementation of the ALS-EST**, for the information and guidance of all concerned.
3. Immediate dissemination of and strict compliance of this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.:
As stated

Reference:
None

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

ALTERNATIVE LEARNING SYSTEM
PROGRAM
SCHOOL

(Enclosure to DepEd Order No. 46, s. 2017)

**FRAMEWORK FOR THE PILOT IMPLEMENTATION
OF THE ALTERNATIVE LEARNING SYSTEM–EDUCATION
AND SKILLS TRAINING (ALS–EST)**

I. Rationale

1. The Alternative Learning System (ALS) is DepEd’s flagship program to provide a viable mechanism to reach Filipino youth who are unable to access or who have dropped out from formal school, as well as adults who failed to complete basic education. ALS offers non-formal education comprising the Basic Literacy Program (BLP) and the Accreditation and Equivalency Program (A & E). BLP aims to develop the basic literacy skills of reading, writing and numeracy, while A & E provides non-formal instruction across learning competencies that constitute a pathway towards completing basic education.

2. ALS is one of the key priorities of DepEd. In the 10-point agenda laid down by Secretary Leonor Magtolis Briones in the document *“Quality, Accessible, Relevant and Liberating Basic Education for All”*, the third point thereof reads:

“For those who are not reached by the formal basic education system, whether youth or adults, we will intensify our efforts for extensive positive outcomes on ALS. We will do this through better targeting of beneficiaries, broader coverage, prioritization of these programs by implementing units, partnerships, and modalities that fit the circumstances of target learners. A highly successful ALS program will be one of the major legacies of the Duterte administration.”

3. The pronouncement was affirmed by President Rodrigo Roa Duterte in his first State of the Nation Address, when he said: *“We will also intensify and expand Alternative Learning System programs”*.

4. ALS is not only a policy directive; it is also a constitutional and statutory mandate. As part of the state commitment to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all, the constitution mandates the State to *“encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs”*. Republic Act No. 9155 (Governance of Basic Education Act of 2001), on the other hand, clarifies that basic education shall also include alternative learning systems for out-of-school youth and adult learners.

5. In implementation of the policy and legal mandate for ALS, the DepEd Office of the Secretary (OSec) is piloting a complementary initiative to the regular ALS, which will integrate a skills training component with the existing BLP and A & E interventions. The program will be called the Alternative Learning System–Education and Skills Training (ALS–EST).

II. Scope and Coverage

6. ALS-EST will follow the regular ALS rules/guidelines in respect to age qualification of learners as well as in respect to content, delivery and assessment.

7. The distinct element of ALS-EST is the programmatic integration of a skills training component within ALS. ALS-EST, in consultation with field implementers and partners, will identify the skills training options to offer, and mobilize both DepEd and external partners for their delivery.

8. ALS-EST will be implemented on pilot basis for 2017 to 2018. Based on the pilot implementation outcomes, there will be a determination whether it will be expanded in 2019, and an evaluation on how it aligns to the new ALS K to 12 Basic Education Program.

III. Policy Statement

9. DepEd hereby adopts this framework for the pilot implementation of ALS-EST. The main objective of ALS-EST is to produce completers who are not only able to catch up with basic academic education, but have also acquired technical competencies suitable for immediate employment.

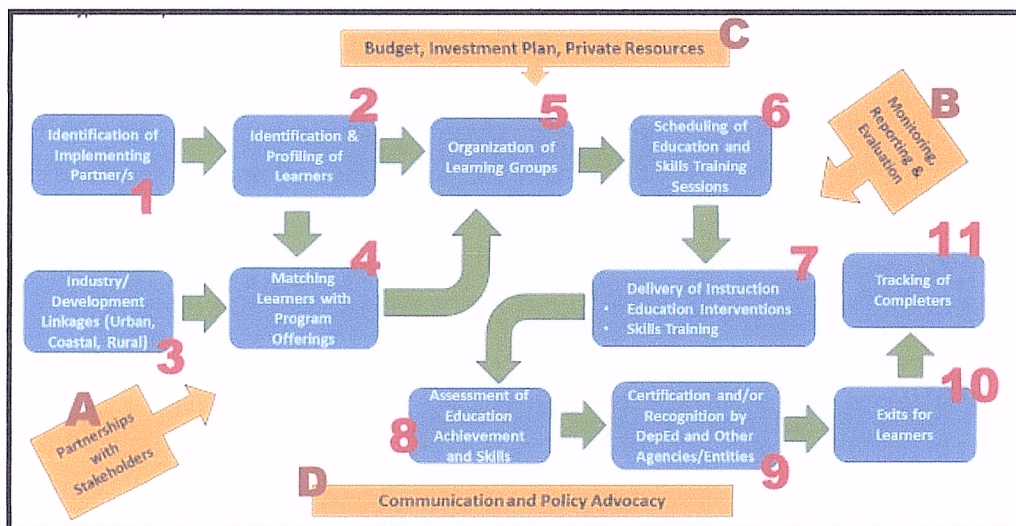
IV. ALS-EST Implementation

10. For 2017 to 2018, the funding for the ALS-EST program shall come from the approved Work and Financial Plan (WFP) of the Office of the Secretary, and from a fund facility jointly managed with the Development Academy of the Philippines (DAP) under a duly approved Memorandum of Agreement. Specific guidelines for fund utilization under the OSec WFP shall emanate from OSec, while guidelines for fund utilization under the fund facility jointly managed with DAP shall emanate from the DepEd-DAP Steering Committee and Project Implementation and Monitoring Committee.

11. The education and skill training components shall be provided by partnerships among ALS learning facilitators under supervision at the Schools Division level, select DepEd Tech-Voc Schools and Senior High Schools that have the capability and commitment to host ALS training programs, and potential external partners from non-government organizations, the private sector, academic institutions, local government units, and other government institutions.

12. ALS-EST shall coordinate closely with the regular ALS program at both the national and field levels to ensure that there is no confusion as regards curriculum, content and delivery, but also recording of learners, utilization and accounting of funds, and reporting of implementation.

13. The diagram below represents the components and process flow of an ALS-EST project.



14. The ALS-EST components are more specifically described as follows:

a. Identification of implementing partner

Within DepEd, implementation will be by the ALS unit at the Division level and select Tech Voc and Senior High Schools hosting the skills training component. Outside DepEd, partners will come from non-government organizations, the private sector, academic institutions, local government units, and other government institutions following the guidelines emanating from the DepEd-DAP Steering Committee and Project Implementation and Monitoring Committee.

Among the considerations in the choice of implementing partner are the availability of facilities and qualified teachers and trainers, the proposed curriculum, content and method of delivery, and the commitment of the implementing partner.

b. Identification and profiling of learners

The implementing partner shall be responsible for the identification of learners through various methodologies, including home visits, coordination with the regular ALS implementers, coordination with local government units and/or community-based organizations, and by consulting available data sources. Implementing partners are given the flexibility to define the characteristics of learners that best fit their integrated education and skills training design. ALS-EST shall put in place mechanisms to prevent duplication of learners served among implementing partners.

A Learner's Portfolio shall be created for each ALS-EST learner, which shall include important personal information, prior learning, baseline assessment, learning goals, and such other relevant information and data as may be required including entry-level processes under the regular ALS program.

The Learner's Portfolio shall be regularly updated to include new relevant information, including education and skills achievement.

c. Consideration of industry linkages and development plans

Implementing partners are encouraged to link or align the ALS-EST projects to local or national industry needs and opportunities, informed by existing development plans, policy pronouncements, and stakeholder consultations or dialogues.

d. Matching learners with skills training

The identified learners will be matched, as far as practicable, with the most compatible skills training offering, taking into consideration proficiency assessments, inclination or interest of the learner, and counseling.

e. Organization of learning groups

The enrolled learners shall be organized into learning groups. Ideally, a batch of 75 learners for the education component shall be sub-grouped into 3 skills training groups of 25 learners each. However, the implementing partner may propose other reasonable and justifiable groupings.

f. Scheduling of education and skills training sessions

The implementing partner shall prepare a program plan and design, elaborating the content and schedule of teaching and training sessions.

g. Delivery of instruction

The education component shall comply with the requirements of the regular ALS for the content and delivery of BLP and A & E.

The skills training shall follow the program as proposed by the implementing partner and approved by OSec or under the DepEd-DAP guidelines.

The program shall make use of learning materials and modules from the regular ALS program, but will also endeavor to develop relevant, new, contextualized and innovative supplementary materials.

The teachers providing the education component and skills training component shall practice collaborative teaching.

h. Assessment of learning and skills

ALS-EST projects shall have assessment tools and methods to evaluate education and skills achievement. The OSec shall provide opportunities for sharing of best practices and development of robust assessment tools, in addition to the standard assessments and certifications available from DepEd, TESDA, and other agencies or institutions.

i. Certification and/or recognition by DepEd and other agencies or entities

Qualified learners shall take available certification tests or assessments, such as the DepEd A & E equivalency certifications, TESDA National Certificates, and other recognized certifications from other government agencies and private institutions.

ALS-EST shall also develop and award micro and full certifications to reflect proficiencies acquired by the learners.

j. Exits for learners

Implementing partners shall identify the target exits for learners based on goals jointly set with the learners and informed by available exit opportunities, whether further academic education, further middle level skills, employment, or entrepreneurship. Implementing partners are encouraged to explore partnerships that can provide exit opportunities to learners.

k. Tracking of completers

Implementing partners shall develop and put in place mechanisms to track and update the progress of completers in their respective exits. Information generated from the tracking shall inform assessments of program effectiveness and impact, as well as program refinements.

Cross-cutting components

1. Partnerships with stakeholders

ALS-EST will encourage strong partnerships with various stakeholders at the community, local and national levels. This will facilitate greater relevance and complementation of expertise, build broad constituency, and infuse inherent checks-and-balance for accountability.

m. Project Monitoring and evaluation

The OSec will work closely with implementing partners for the monitoring of project implementation and the submission of timely reports. Opportunities for exchange of best practices, gathering of feedback, resolution of bottlenecks, and clarifications of policies and guidelines shall be regularly provided. Performance of the implementing partners shall be monitored.

n. Budget, investment plan, and leveraging resources

OSec shall ensure that the program will be adequately resourced. Should the pilot implementation justify program expansion, OSec shall prepare a strategic plan therefor including the corresponding investment plan. OSec will also leverage resources from other government agencies and private entities.

o. Communication and policy advocacy

OSec, in consultation with implementing partners, shall develop a communication plan to increase awareness of the program, within DepEd and across relevant stakeholders. The lessons from the program implementation shall be used as basis for policy advocacy for mainstreaming within the regular ALS program.

V. Monitoring and Evaluation

15. The OSec, in cooperation with the Curriculum and Learning Management Division (CLMD) of Regional Offices and Curriculum Implementation Division (CID) of the Schools Division Offices, will conduct progress monitoring and review of this framework.