



Republic of the Philippines  
Department of Education

21 OCT 2020

DepEd MEMORANDUM  
No. **067** s. 2020

**GUIDELINES ON THE IMPLEMENTATION OF ALTERNATIVE LEARNING SYSTEM  
PROGRAMS IN LIGHT OF THE BASIC EDUCATION  
LEARNING CONTINUITY PLAN**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Minister, Basic, Higher, and Technical Education, BARMM  
Schools Division Superintendents  
Public and Private Elementary and Secondary School Heads  
All Others Concerned

1. In response to the need to ensure that education continues and in compliance with the latest Omnibus Guidelines on the Imposed Community Quarantine in the Philippines, the Department of Education (DepEd) developed the Basic Education Learning Continuity Plan (BE-LCP). Relative to this, the Alternative Learning System (ALS) program implementation shall be modified accordingly.

2. The modifications of ALS program implementation are as follows

- a. **Curriculum** – ALS programs are flexible in nature. The learning goals outlined in the Individual Learning Agreement (ILA) and the recognized prior learning of an ALS learner will determine the competencies in the ALS K to 12 Basic Education Curriculum (BEC) that will be given focus in learning activities and sufficient time for coverage and mastery.

ALS teachers shall strictly implement the ILAs. Using the ILA template, ALS teachers shall develop weekly learning contracts with their learners and monitor them more rigorously than usual in terms of setting specific tasks for completion (e.g., certain modules or sections of modules to be completed) plus other activities e.g., teacher set work sheets and quizzes/tests. Given the lack of resources, the learning contracts can simply be written in the learner's notebooks following the same design format of ILA and signed.

ALS teachers are encouraged to consult the Curriculum and Implementation Division (CID) in enriching lessons on health promotion (proper handwashing, sanitation, nutrition, mental health wellness and health seeking behavior), by including discussions on COVID-19, minimum health standards, and quarantine protocols. Training programs anchored on the Digital Citizenship strand and Life and Career Skills strand such as entrepreneurship in Industry 4.0, digital literacy for business, agribusiness, may also be introduced using blended learning.

- b. **Learning Delivery** – To address the issue of social distancing and limited learner access to internet, which limits possibilities for online instruction, all ALS teachers shall utilize the following options for the continuance of ALS learning interventions during the COVID-19 situation, subject to compliance with DepEd Order (DO) No. 014, s. 2020 (Guidelines on the Required Health

Standards in Basic Education Offices and Schools) and other prevailing national and local government issuances:

i. **Blended approach for advanced Elementary and Junior and Senior High School level learners**

- Learners or parents/guardians can report to the Community Learning Center (CLC) on their agreed schedule to pick up copies of modules which the learners can study independently at home or elsewhere throughout the week. Learners shall write their answers to module activities on notebooks (not on the module itself) so that modules can be re-used by other learners.
- ALS teachers shall devise a modified library system to manage the borrowing of modules by learners.
- During the weekly visits to the CLC, upon return of the modules, learners shall bring their completed module activities/notebooks/journals and other evidence of learning outputs for teachers to give feedback to, and for learners to file in their learning portfolio.
- ALS teachers shall design weekly learning plans/agreements with their individual learners indicating their learning objectives for the week and the list of modules/module lessons and other learning activities e.g., work sheets, radio, TV, internet resources to be accessed, that can support attainment of their learning objectives.
- The ALS teachers shall provide sufficient time for learning support to learners—answer learner queries, give feedback, provide explanations of common misunderstandings of content, and provide socio-emotional support to learners through Facebook Messenger/FB Groups, SMS, WhatsApp, and other social media platforms which are accessible via mobile devices.
- For ALS Senior High School – **Pilot schools offering ALS SHS programs using modified formal school SHS curriculum** shall prepare a class program for the conduct of the various learning delivery modalities, following the minimum health standards and levels of community quarantine protocols.

ii. **Special Learning Sessions for Lower Elementary (LE) and Basic Literacy (BL) level learners**

- Given that Basic Literacy (BL) and Lower Elementary (LE) level learners need more face-to-face facilitator-aided support, ALS teachers who wish to continue offering these programs may, upon receiving clearance from local IATF, conduct face-to-face learning sessions on an agreed schedule with learners in an appropriate learning environment.
- ALS teachers shall prepare a class program with the allowable number of learners per session that complies with the minimum health standards.
- If the learning center/location is too small to accommodate all learners, ALS teachers shall split the class into two sub-groups with different schedules and conduct classes by shifts.
- ALS teachers may partner with formal school teachers in delivering online higher competencies especially English,

Science, Mathematics, and Technical-Vocational-Livelihood (TVL), and may also adopt online literacy and numeracy modules. ALS teachers shall strictly follow the ILA and address queries and/or clarifications of learners via communication apps/SMS.

iii. **Radio-Based Instruction (RBI) or ALS TV**

- **For RBI.** DepEd has developed some audio materials and scripts which can be accessed by ALS teachers for downloading and storage. ALS teachers are encouraged to develop their own radio scripts based on the ALS K to 12 BEC to be quality assured by the Division ALS Focal Person and Learning Resource Supervisor.

ALS teachers shall coordinate with their local community radio stations, and with support of LGUs/partners, secure airtime for broadcast of radio-based materials. It would be helpful if ALS teachers could join such live radio broadcasts to be available to respond to questions from listening learners sent via SMS, cell phone or social media platforms (Facebook, Twitter, among others).

- **For TV.** DepEd TV and other learning channels may be a source of supplemental learning given the lack of internet access in some areas. ALS teachers shall review the schedule of lessons broadcast in the said channels to determine which ones might be suitable for their ALS learners.

c. **Learning Resources**

- The existing ALS modules for elementary and secondary levels are instructionally designed to support self-learning e.g., they are chunked into manageable lessons with pre- and post-tests, self-directed learning activities, and written in a conversational or interactive style. They can serve as the primary source of content delivery. Other available materials can be a source of supplemental learning.
- The DepEd ALS Task Force has prepared an Inventory of Learning Resources with descriptions (see Enclosure) to be used by the field offices in the conduct of inventory of learning resources up to CLC level. The gaps identified shall be the basis for the reproduction of learning resources.
- Soft copies of ALS modules are available online through **ICT4ALS**, **DepEd Commons**, **DepEd Learning Resource Portal**, and the **AralMuna** application. ALS teachers should facilitate the distribution of these materials for learners who have no or limited internet access.

**ICT4ALS** may be accessed through <http://bit.ly/ICT4ALS>. Just type in the link on your browser and you can start choosing the ALS modules/activity sheets and other learning resources that you need or are interested in.

**DepEd Commons** may be accessed through this link: <https://commons.deped.gov.ph>. ALS teachers and learners shall follow these steps:

- a. Open your browser and go to [commons.deped.gov.ph](https://commons.deped.gov.ph)
- b. In the Select your school, type ALS and select your region.

- c. Select either Student or Teacher as user.
- d. Type your name then save.
- e. Once you are logged-in, select the materials you want to read.

**AralMuna** application may be downloaded for free through Google Playstore. ALS teachers and learners shall follow these steps:

- a. Open your browser and go to Google Playstore.
- b. Type *AralMuna*.
- c. Click install then choose a device where you want to install.
- d. Once done, select the materials you want to read.

d. **Learning Assessment**

- ALS teachers shall prepare weekly assessment tasks for evaluation of the learner's progress. The module post-tests can be used for this purpose, supplemented by other teacher-made assessments.
- The module post-tests can be administered in a supervised manner by the ALS teacher during the weekly CLC visit or by parents, peer learners or learners' siblings. To achieve this, ALS teachers could send questions via SMS, FB messenger or other social media platforms for learners to answer.
- Higher order thinking skills. To achieve this, ALS teachers could send questions via SMS, FB messenger or other social media platforms for learners to answer.
- ALS teachers shall encourage their learners to submit a weekly written learning reflection (at least 50 words) in their journal/notebook on the new knowledge and skills they have gained, any learning challenges they faced and what parts of the module they did not fully understand and need additional help from their teacher. The reflection paper and other learning outputs should be discussed with the ALS teacher during the weekly CLC visit.
- The Working folder/portfolio shall continue to play a very important role. Learners shall place all their learning outputs for the week in their portfolio accompanied by the written reflection in their notebook/learning journal on the new things they learned that week; what they found difficult and what they still don't understand about the module and other assigned materials. The teacher will then review the portfolio outputs, learning journal/notebook entries and reflection papers with individual students and agree on next week's learning contract deliverables and learning strategies. SMS and FB/ other social media platform groups shall be used for individual questions by learners and for giving feedback by the tutor; and some small group chats to maintain a sense of social learning.
- For the conduct of the Accreditation and Equivalency (A&E) test, the Bureau of Education Assessment (BEA) shall release further guidance on its administration. (source: DO 12, s. 2020 – Adoption of the Basic Education Learning Continuity Plan for School Year 2020–2021 in Light of the COVID-19 Public Health Emergency).

e. **Program Management**

- **Life Skills Program** – ALS teachers shall implement the life skills program using Modules 1-6 for the first two months of learning intervention, while the remaining modules (Modules 7-9) shall be taught in the last two months of intervention. Implementation of this program may be done through blended learning or when allowed by IATF, face-to-face.

The ALS Task Force through the help of a development partner converted the existing Life Skills modules into self-directed modules and distributed the soft copies to the field offices. Scripts to make the Life Skills Program available for radio-based instruction are also being developed.

- **Literacy Mapping, Administration of Assessment Tools, and Registration of Learners** – From June until the last week of August 2020, ALS teachers shall conduct an online or traditional literacy mapping using ALS Form 1, administration of assessment tools, enrolment of learners using ALS Form 2, and registration of learners in the Learner Information System (LIS). For those who shall opt for traditional literacy mapping (house-to-house visits in coordination with barangay officials), the prescribed health standards and various levels of community quarantine protocols must be observed. Field implementers are reminded that as a second chance education program which emphasize flexible learning, potential learners can enroll and be accepted in the ALS programs throughout the school year.
  - **Capacity Building Program** – a series of blended capacity building activities for DepEd field officials and ALS implementers shall be conducted in coordination with the National Educators Academy of the Philippines (NEAP) especially in the roles of ALS implementers in the implementation of the BE-LCP, local and international partners. A separate memorandum shall be issued on the details of the trainings.
3. The Division ALS Focal Persons shall monitor and provide assistance to the ALS teachers in preparing the class program. They shall ensure that schools and learning centers are available with enough learning modules for learners to take home.
4. For more information, please contact the **ALS Task Force**, 5th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at [als.taskforce@deped.gov.ph](mailto:als.taskforce@deped.gov.ph) or at telephone number (02) 8636-3603.
5. Immediate dissemination of this Memorandum is desired.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encl.:

As stated

References:

DepEd Order Nos.: ( 012 and 014, s. 2020)

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

ALTERNATIVE LEARNING SYSTEM  
BASIC EDUCATION  
CURRICULUM  
MONITORING AND EVALUATION



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DEPED-OSEC-435162

POLICY  
PROGRAMS  
TEACHERS

JDMC/SMMA/APA/MPC DM Guidelines on the Implementation of ALS Programs in light of the BE-LCP  
0234 - September 29, 2020