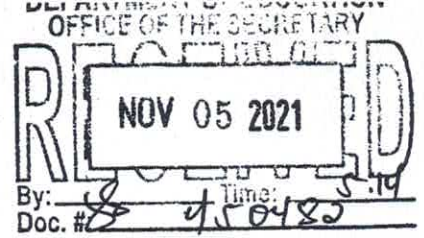




Republic of the Philippines  
**Department of Education**  
OFFICE OF THE SECRETARY



**MEMORANDUM**

FOR : **SECRETARY LEONOR MAGTOLIS BRIONES** *april L 2021*

FROM : **UNDERSECRETARY NEPOMUCENO A. MALALUAN**  
Chief of Staff *by nepe malaluan*

SUBJECT : **Endorsement of Proposed Implementing Rules and Regulations of Republic Act No. 11510 (Alternative Learning System Act)**

DATE : November 5, 2021

This is to endorse for the Secretary's approval the attached **Proposed Implementing Rules and Regulations of Republic Act No. 11510 (Alternative Learning System Act)** originally submitted by the Office of Assistant Secretary Ambat and endorsed by the Office of Undersecretary Umali, with the understanding that all the requisite processes and due diligence have been undertaken by the submitting Offices.

Thank you.



Republic of the Philippines  
**Department of Education**  
OFFICE OF THE UNDERSECRETARY  
*Tanggapan ng Pangalawang Katihim*

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OULAPP No. **Q-497**, s. 2021

**MEMORANDUM**

**FOR** : **Atty. NEPOMUCENO A. MALALUAN**  
Undersecretary and Chief of Staff

**G.H. S. AMBAT**  
Assistant Secretary

**FROM** :   
**TONISITO M.C. UMALI, Esq.**  
Undersecretary

**SUBJECT** : **Proposed Implementing Rules and Regulations of Republic Act No. 11510 (Alternative Learning System Act), for the Secretary's Approval and Signature**

**DATE** : November 4, 2021

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We are pleased to submit for Your Honor's signature, the proposed Implementing Rules and Regulations (IRR) of Republic Act No. 11510 titled "AN ACT INSTITUTIONALIZING THE ALTERNATIVE LEARNING SYSTEM IN BASIC EDUCATION FOR OUT-OF-SCHOOL CHILDREN IN SPECIAL CASES AND ADULTS AND APPROPRIATING FUNDS THEREFOR" (*Attachment 1*).

Kindly note that this IRR went through a series of consultations initiated by the Alternative Learning System (ALS) Task Force under the Office of Assistant Secretary G.H. Ambat at the national and sub-national levels within and outside DepEd. To finalize the draft IRR, the ALS Task Force's efforts were supplemented by at least ten (10) technical discussions initiated by the office of the above-signed. In a phone conversation this evening, ASec. Ambat confirmed her concurrence with all of the changes incorporated by the above-signed to the hereto attached final draft of the IRR.

Should this proposed IRR merit the Secretary's approval, the above-signed shall send five (5) original sets of said document, where the Secretary may affix her wet signature on every page thereof, for onward publication in the Office of the National Administrative Register (ONAR) of the UP Law Center and the Official Gazette, or in a newspaper of nationwide circulation.

Thank you very much.

*Encl: As stated*

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**Undersecretary Tonisito M.C. Umali, Esq.**  
**Legislative Affairs, External Partnerships, and Project Management Service**  
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1 **IMPLEMENTING RULES AND REGULATIONS OF THE**  
2 **ALTERNATIVE LEARNING SYSTEM ACT**  
3 **(REPUBLIC ACT NO. 11510)**  
4

5 Pursuant to Section 24 of Republic Act No. 11510 titled "An Act  
6 Institutionalizing the Alternative Learning System in Basic Education for Out-  
7 of-School Children in Special Cases and Adults and Appropriating Funds  
8 Therefor," the Department of Education (DepEd), in consultation with  
9 concerned government agencies and other education stakeholders, hereby  
10 issues the following rules and regulations to implement the provisions of the  
11 Act:

12  
13  
14 **RULE I**  
15 **GENERAL PROVISIONS**  
16

17 **Section 1. Title.** These rules and regulations shall be referred to as the  
18 Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 11510,  
19 otherwise known as the "Alternative Learning System Act."  
20

21 **Section 2. Scope and Application.** This IRR shall apply to out-of-school  
22 children in special cases, out-of-school youth, and out-of-school adults. These  
23 shall include, among others, the following:

- 24 • indigenous peoples;
- 25 • learners with disabilities;
- 26 • teenage mothers;
- 27 • socioeconomically disadvantaged learners;
- 28 • children in conflict with the law;
- 29 • persons deprived of liberty;
- 30 • rebel returnees;
- 31 • learners in emergency situations; and
- 32 • other marginalized sectors who are unable to participate in formal  
33 schooling and have not completed basic education.

34  
35 These rules shall also apply to ALS learners, ALS program completers, and  
36 ALS graduates. It shall also apply to ALS implementors including, but not  
37 limited to ALS Teachers, Community ALS Implementors, Learning  
38 Facilitators, and ALS providers.

39  
40 **Section 3. Rationale.** This IRR shall be consistent with the mandate given to  
41 the State under Article XIV of the 1987 Constitution and the principles,  
42 purposes, and objectives of RA 9155, otherwise known as the "Governance of  
43 Basic Education Act of 2001," which provides the framework for the  
44 governance of basic education and vests upon DepEd the authority,  
45 accountability, and responsibility for achieving higher learning outcomes.

46  
47 To the extent applicable, this IRR shall also be compliant with the principles,  
48 purposes, and objectives of RA 10533, otherwise known as "The Enhanced  
49 Basic Education Act of 2013," which provides the structure, policies, and



1 standards of educational programs being offered at the basic education level  
2 by institutions of learning operating in the Philippines.

3  
4 **Section 4. Declaration of Policy.** It is hereby declared the policy of the State  
5 to promote the right of all citizens to quality education at all levels and take  
6 the appropriate steps to make such education accessible to all. The State shall  
7 likewise give the highest priority to the enactment of measures that promote  
8 human development and the acceleration of social progress, thereby reducing  
9 social, economic, and political inequalities.

10  
11 Towards this end, the State shall provide the out-of-school children in special  
12 cases and adults with opportunities to improve their knowledge, values, life  
13 skills, and readiness for higher education, work, or self-employment through  
14 a system of nonformal or indigenous education, or both, which are tailored to  
15 respond to their learning needs and life circumstances. The State shall also  
16 ensure the close partnership and collaboration between the government and  
17 the private sector in achieving this goal.

18  
19 **Section 5. Objectives.** This IRR aims to achieve the following objectives:

- 20  
21 5.1. Provide adequate, timely and quality attention and support to the  
22 basic learning needs of out-of-school children in special cases and  
23 adults, including indigenous peoples;

24  
25 For purposes of this IRR, this shall also provide adequate, timely and  
26 quality attention and support to the basic learning needs of other  
27 ALS learners identified in Section 2 of these Rules.

- 28  
29 5.2. Guarantee equitable access for all learners, including those who  
30 reside in the unreached, underserved, conflict-affected communities,  
31 and communities in emergency situations to avail of systematic,  
32 flexible, and appropriate alternative basic education programs  
33 outside of the formal school system;

- 34  
35 5.3. Promote lifelong learning opportunities anchored on the Alternative  
36 Learning System (ALS) K to 12 Basic Education Curriculum (BEC)  
37 that takes a holistic, integrated, and inter-sectoral approach, provide  
38 pathways across modes of learning that ensure learners will become  
39 caring, self-reliant, independent, productive, and patriotic citizens,  
40 by allowing such learners to pursue further education after  
41 participating in the ALS Program and passing the Accreditation and  
42 Equivalency (A&E) assessments or certifications, or both, as required  
43 by DepEd, or seek employment;

- 44  
45 5.4. Hire, capacitate, and deploy ALS Teachers, Community ALS  
46 Implementors, and Learning Facilitators to deliver a range of ALS  
47 programs especially in far-flung areas, unserved, underserved,  
48 conflict-affected communities, and communities in emergency  
49 situations.



1 For purposes of this IRR, DepEd shall:  
2

3 5.4.1. Invest in hiring competent ALS Teachers and Learning  
4 Facilitators, capacitate them in order to have the necessary  
5 knowledge, skills, values, and attitudes to perform their  
6 assigned responsibilities, and ensure they are provided with  
7 sufficient necessary learning tools and equipment to  
8 effectively deliver ALS programs; and  
9

10 5.4.2. Support and capacitate non-DepEd ALS providers and their  
11 Learning Facilitators, upon request and in accordance with  
12 agreed cost-sharing arrangements subject to existing laws,  
13 rules, and regulations, and DepEd guidelines that it may  
14 issue on the matter.  
15

16 5.5. Design specialized programs for ALS learners with disabilities, taking  
17 into consideration their different levels of learning needs and other  
18 functional difficulties in the development of instructional materials  
19 and learning resources in accessible format.  
20

21 For purposes of this IRR, DepEd shall:  
22

23 5.5.1 Ensure ALS learner identification and mobilization strategies  
24 or activities also reach out to persons with disabilities who  
25 have been unable to access or complete basic education, or  
26 have dropped out from school;  
27

28 5.5.2 Strengthen the referral system for learners with special  
29 education needs such as, but not limited to, learners with  
30 hearing or visual impairments who may qualify for Special  
31 Education (SPED) Program or any of the available alternative  
32 delivery modes under the formal education system;  
33

34 5.5.3 Provide ALS learning environments that have physically  
35 accessible infrastructure (such as, but not limited to, ramps,  
36 tactile paving, and wheelchair-accessible toilets) and adaptive  
37 features (such as, but not limited to, modified chairs and  
38 desks) to accommodate learners with disabilities;  
39

40 5.5.4 Provide ALS learning resources that are appropriate or  
41 responsive to the needs of all types of learners (including those  
42 with disabilities) such as, but not limited to, learning  
43 resources in Braille, close captioning of videos, and sign  
44 language interpretations;  
45

46 5.5.5 Hire and deploy ALS Teachers with specialization or expertise  
47 on SPED to help implement contextualized ALS programs for  
48 persons with disabilities;  
49



1 5.5.6 Orient SPED teachers on ALS programs and referral system;

2  
3 5.5.7 Capacitate existing ALS Teachers on inclusive education,  
4 including addressing the diverse learning needs and  
5 challenges of persons with disabilities; and  
6

7 5.5.8 Monitor and evaluate ALS programs periodically to determine  
8 problems affecting its implementation, and to measure  
9 program impact, as well as identify areas for policy and  
10 program improvement, particularly for learners with  
11 disabilities.  
12

13 5.6. Develop, integrate, and utilize nonformal and informal education  
14 approaches and strategies in the delivery of the ALS programs and  
15 the assessment of learning outcomes and competencies of ALS  
16 learners by providing flexibility in the duration of learning  
17 programs, learning contents, and delivery strategies, among others.  
18

19 For purposes of this IRR, DepEd shall:

20  
21 5.6.1. Strengthen the administration of Recognition of Prior  
22 Learning (RPL) tools including, but not limited to, pre-  
23 assessment such as Functional Literacy Test (FLT) and  
24 Assessment for Basic Literacy (ABL), and the crafting,  
25 implementation, monitoring and updating of Individual  
26 Learning Agreements (ILAs), RPL, and other assessment  
27 forms; and  
28

29 5.6.2. Ensure that there is flexibility in the implementation of ALS  
30 programs. This includes the use of self-learning materials,  
31 flexible timetabling, differentiated instruction, authentic  
32 learning assessments and multiple learning modalities,  
33 such as, but not limited to, print, audio, radio, video,  
34 online, games, and simulations.  
35

36 5.7. Improve access to education and other learning opportunities and  
37 raise the level of literacy to contribute to an individual's sustainable  
38 future.  
39

40 For purposes of this IRR and consistent with Section 3(g) of the Act  
41 in relation to Sections 5.5.1 and 5.5.2 hereof, this IRR aims to  
42 improve access to learning opportunities anchored on the  
43 competencies of the ALS K to 12 BEC. This includes, among others,  
44 life skills, work readiness skills, entrepreneurship skills, college  
45 readiness study skills, skills for effective citizenship and  
46 community participation. It also aims to raise the level of functional  
47 literacy of ALS learners to enhance their life and career options and  
48 contribute to their sustainable future.  
49



1 5.8. Strengthen nonformal basic education programs while ensuring  
2 support to the policy of DepEd that school age children should be  
3 enrolled in formal education, and that they should be able to return  
4 to the formal education system in the event that they drop out.

5  
6 For purposes of this IRR, DepEd shall:

7  
8 5.8.1 Support the identification and retrieval of school leavers, and  
9 develop a referral system between formal school system and  
10 ALS; and

11  
12 5.8.2 Use the results of the Philippine Education Placement Test  
13 (PEPT) as one of the bases for referral, retrieval, and  
14 placement of school-aged out-of-school children and youth  
15 in formal elementary and secondary schools.

16  
17 **Section 6. Definition of Terms.** For purposes of this IRR, the following terms  
18 shall mean or be understood as follows:

19  
20 6.1 **Act** refers to RA 11510, otherwise known as the "Alternative  
21 Learning System Act."

22  
23 6.2 **Alternative Learning System K to 12 Basic Education**  
24 **Curriculum (ALS K to 12 BEC)** refers to the comprehensive  
25 curriculum indicating the competency, content, key stages, and  
26 standards for the ALS Program under the Act. The ALS K to 12  
27 BEC is benchmarked on the DepEd K to 12 Curriculum and  
28 focuses on the 21<sup>st</sup> century skills: Information, Media, and  
29 Technology Skills, Learning and Innovation Skills, Communication  
30 Skills, and Life and Career Skills.

31  
32 6.3 **Alternative Learning System Teachers (ALS Teachers)** refer to  
33 DepEd-employed teachers who implement ALS programs.

34  
35 For purposes of this IRR, these are the individuals formerly  
36 referred to as Mobile Teachers and District ALS Coordinators  
37 (DALSCs). Upon effectivity of this IRR, all regular employees of  
38 DepEd assigned to teach the ALS program shall be called ALS  
39 Teachers.

40  
41 6.4 **Academic-Focused Bridging Programs** refer to ALS programs  
42 that provide continuing learning opportunities to Accreditation  
43 and Equivalency secondary level test passers who wish to better  
44 prepare for the academic demands and study skills requirements  
45 of tertiary level education, post-secondary vocational training, or  
46 both.

47  
48 For purposes of this IRR, the Academic-Focused Bridging Program  
49 shall cover transition programs for ALS Junior High School



1 Program Completers going to Senior High School, technical and  
2 vocational education and training, or tertiary education. These  
3 programs may be provided by DepEd, non-DepEd ALS  
4 implementors or post-secondary institutions.  
5

6 **6.5 Accreditation and Equivalency Assessments and Certifications**  
7 **(A&E Assessments and Certifications)** refer to a process in ALS  
8 that comprises exams and other assessments deemed appropriate  
9 and anchored on the competencies of the ALS K to 12 BEC.  
10

11 **6.6 Accreditation and Equivalency Program (A&E Program)** refers to  
12 a program in ALS aimed at providing an alternative pathway of  
13 learning for out-of-school children in special cases and adults who  
14 have not completed basic education. Through this program, school  
15 dropouts are able to complete elementary and secondary education  
16 outside the formal school system.  
17

18 **6.7 Adult** refers to a person at least eighteen (18) years of age and  
19 above.  
20

21 For purposes of this IRR, ALS shall cover adults who did not  
22 complete basic education, or in the case of the Academic-Focused  
23 Bridging Program, ALS graduates of the secondary level A&E  
24 program.  
25

26 **6.8 Alternative Learning System (ALS)** refers to a parallel learning  
27 system that provides a viable alternative to the existing formal  
28 education instruction. It encompasses both nonformal and  
29 informal sources of knowledge and skills.  
30

31 **6.9 ALS Learners** refer to out-of-school children in special cases, out-  
32 of-school youth, and out-of-school adults which include, among  
33 others, indigenous peoples, learners with disabilities, teenage  
34 mothers, socioeconomically disadvantaged learners, children in  
35 conflict with the law, persons deprived of liberty, rebel returnees,  
36 learners in emergency situations, and other marginalized sectors  
37 who have not completed basic education and are enrolled in the  
38 ALS Program.  
39

40 **6.10 Basic Literacy Program** refers to the program component of ALS  
41 that is aimed at eradicating illiteracy among out-of-school children  
42 in special cases and adults by developing basic literacy skills of  
43 reading, writing, numeracy, and simple comprehension.  
44

45 **6.11 Community Alternative Learning System Implementors**  
46 **(Community ALS Implementors)** refer to persons engaged either  
47 by DepEd or any local government unit (LGU) to deliver ALS  
48 programs to out-of-school children in special cases and adults.  
49



1 For purposes of this IRR, this includes ALS programs implemented  
2 by the other national government agencies, local government units,  
3 state universities and colleges, and local universities and colleges.  
4

5 Further, Community ALS Implementors are not regular DepEd  
6 teachers, with separate working conditions and remuneration  
7 levels based on agreed standards with their contracting party.  
8

9 **6.12 Community Learning Center (CLC)** refers to a physical space to  
10 house learning resources and facilities of a learning program for  
11 out-of-school children in special cases and adults. It is a venue for  
12 face-to-face learning activities and other learning opportunities for  
13 community development and improvement of the people's quality  
14 of life.  
15

16 For purposes of this IRR, DepEd classifies CLCs into the following  
17 types:  
18

- 19 Type 1 : A simple, temporary meeting place with tables and  
20 chairs or any open multipurpose area or any private  
21 property temporarily lent for learning purposes.
- 22 Type 2 : A semi-permanent structure made mostly out of  
23 light materials (e.g., nipa, softwood) and equipped  
24 with basic furniture and learning equipment, which  
is dedicated to ALS learning sessions and related  
activities.
- Type 3 : A typical barangay learning center, permanent and  
secured, mostly made of cement and other heavy  
building materials, and equipped with basic  
furniture and learning equipment which is  
dedicated to ALS learning sessions and related  
activities.
- Type 4 : A two- or three-storey building fully equipped with  
basic furniture and advanced information and  
communication technologies for learning (e.g.,  
computers) which dedicated to ALS learning  
sessions and related activities.
- Type 5 : A permanent building equipped with ALS and other  
learning materials, utilized by learners and other  
members of the community, and functions as  
resource centers where materials are either  
transported from house to house or borrowed by  
individual interested community members.

19 **6.13 Functional Education and Literacy Programs** refer to short  
20 term nonformal education programs designed to help  
21 socioeconomically disadvantaged learners to upgrade a target set  
22 of skills, knowledge, and selected competencies in the ALS K to 12  
23 BEC in order to improve their social, political, and economic well-  
24



1 being and function more effectively as citizens, parents, workers,  
2 and members of the community.

- 3  
4 6.14 **Indigenous Peoples** refer to a group of people or homogenous  
5 societies identified by self-ascription and ascription by others,  
6 who have continuously lived as organized community on  
7 communally bounded and defined territory, and who have under  
8 claims of ownership since time immemorial, occupied, possessed  
9 and utilized such territories, sharing common bonds of language,  
10 customs, tradition and other distinctive cultural traits or who  
11 have, through resistance to political, social and cultural inroads  
12 of colonization became historically differentiated from the majority  
13 of the Filipinos.
- 14  
15 6.15 **Indigenous Peoples Education** refers to the program that  
16 supports education initiatives undertaken through formal,  
17 nonformal, and informal modalities with emphasis on any of, but  
18 not limited to, the key areas of indigenous knowledge systems and  
19 practices and community history, indigenous languages,  
20 indigenous learning system (ILS), and community life cycle-based  
21 curriculum and assessment, educational goals, aspirations and  
22 competencies specific to the indigenous cultural community (ICC),  
23 engagement of elders and other community members in the  
24 teaching-learning process, assessment, and management of the  
25 initiative, recognition and continuing practice of the community's  
26 ILS, and the rights and responsibilities of ICCs.
- 27  
28 6.16 **Informal Education** refers to diverse forms of learning that are  
29 intentional or deliberate but are not institutionalized. It is a  
30 lifelong process of learning by which every person acquires and  
31 accumulates knowledge, skills, attitudes, and insights from daily  
32 experiences at home, at work, at play, and from life itself towards  
33 literacy.
- 34  
35 6.17 **Learners with Disabilities** refer to those who have long-term  
36 physical, mental, intellectual, or sensory impairments which, in  
37 interaction with various barriers, may hinder their full and  
38 effective participation in society on equal basis with others.
- 39  
40 6.18 **Learning Facilitators** refer to teachers financed by the private  
41 sector who implement ALS programs. The private sector shall  
42 include non-government organizations or associations, civil  
43 society organizations, or individuals.

44  
45 For purposes of this IRR, private sectors shall also include private  
46 schools, colleges and universities, foundations, faith-based  
47 organizations, religious organizations, community-based  
48 organizations, and all other similar entities implementing ALS  
49 programs.



1  
2 6.19 **Lifelong Learning** refers to the practice of continuing to learn  
3 throughout one's entire life, especially outside of or after the  
4 completion of formal schooling.

5  
6 For purposes of this IRR, a primary goal of ALS is to help ALS  
7 learners develop "learning to learn" skills as foundational  
8 competencies for becoming a successful lifelong learner.

9  
10 6.20 **Micro-certification**, also known as micro-credentialing, refers to  
11 a flexible means of certifying attainment of specific elements of  
12 ALS K to 12 minimum competencies which can be used by the  
13 holder as a credential in job application, recruitment, and  
14 selection.

15  
16 For purposes of this IRR, the phrase "specific elements of ALS K  
17 to 12 minimum competencies" shall refer to the "specific elements  
18 of ALS K to 12 Basic Education Curriculum (BEC) minimum  
19 competencies".

20  
21 DepEd, through the leadership of Bureau of Alternative Education  
22 (BAE) and in coordination with Bureau of Education Assessment  
23 (BEA), the Bureau of Curriculum Development (BCD), the  
24 National Educators Academy of the Philippines (NEAP) and other  
25 relevant offices, shall issue a comprehensive policy on micro-  
26 certification.

27  
28 6.21 **Nonformal Education (NFE)** refers to any organized and  
29 systematic educational activity carried outside the framework of  
30 the formal education system to provide selected types of learning  
31 to a segment of the population.

32  
33 6.22 **Out-of-School Children in Special Cases** refer to children in the  
34 official school age who are not enrolled in elementary or secondary  
35 schools due to special cases such as economic, geographic,  
36 political, cultural, or social barriers, including learners with  
37 disabilities or conditions, indigenous peoples, children in conflict  
38 with the law, learners in emergency situations, and other  
39 marginalized sectors.

40  
41 For purposes of this IRR, out-of-school children in special cases  
42 shall also refer to children in the official school age who cannot  
43 attend or participate in formal school and have ALS as the only  
44 option to access basic education.

45  
46 6.23 **Out-of-School Youth** refers to individuals identified in Section 3  
47 of RA 10742 (Sangguniang Kabataan Reform Act of 2015) who did  
48 not complete basic education.



1 6.24 **Unserved** refers to learners with no access to formal school. This  
2 includes learners in school-less barangays, emergency evacuation  
3 centers, conflict-devastated communities, refugees, and stateless  
4 persons.

5  
6 6.25 **Underserved** refers to those learners disadvantaged in terms of  
7 their ability to access social services such as education, health and  
8 social welfare, and economic services such as employment and  
9 self-employment. In the context of education, it includes those who  
10 are unable to complete their basic education through formal  
11 schools (e.g., out-of-school youth), have never been to school or  
12 cannot be accommodated by the formal school system due to lack  
13 of facilities, inadequate finances, lack of teachers, geographical  
14 isolation, restrictive health conditions, disabilities,  
15 institutionalization, and other barriers to access and full  
16 participation.

## 17 18 19 **RULE II**

### 20 **INSTITUTIONALIZATION OF THE ALTERNATIVE LEARNING SYSTEM**

21  
22 **Section 7. Institutionalizing the ALS.** The ALS is hereby institutionalized  
23 to strengthen and expand the ALS Program to provide increased opportunities  
24 for out-of-school children in special cases and adult learners, including  
25 indigenous peoples, to develop basic and functional literacy and life skills,  
26 and pursue an equivalent pathway to complete basic education.

27  
28 For purposes of this IRR and central to the institutionalization process,  
29 DepEd shall strengthen the system components of ALS (i.e., curriculum,  
30 learning delivery, learning resources, assessment, and program management  
31 – Management Information System, and Monitoring and Evaluation) to ensure  
32 quality, appropriate, and responsive ALS programs.

33  
34 **Section 8. Bureau of Alternative Education (BAE).** The Bureau of  
35 Alternative Education (BAE) shall be created to serve as the focal office for the  
36 implementation of ALS programs of DepEd. It shall be headed by a Director.

37  
38 For purposes of this IRR, the BAE shall be placed under the functional  
39 supervision of the Office of the Undersecretary in charge of curriculum.

40  
41 **Section 9. Powers and Functions of the BAE.** The BAE shall serve as the  
42 focal office for the policy formulation, curriculum development, learning  
43 program delivery, and learning materials development for the ALS Program.  
44 To ensure the effective implementation of ALS, the BAE shall establish quality  
45 assurance and support systems, and undertake regular learner assessment  
46 activities. It shall have the following powers and functions:

47  
48 9.1 Establish minimum quality standards in the development of the ALS  
49 curriculum and learning materials, program planning,



1 implementation, monitoring, evaluation, and management,  
2 including certification of learning outcomes, recognition of service  
3 providers, competency standards for ALS personnel, and  
4 requirements for ALS learning environments, among others;  
5

6 For purposes of this IRR, BAE shall lead the formulation of policies  
7 and standards on enhancement and implementation of the ALS  
8 curriculum, learning delivery, development of ALS learning  
9 resources, implementation, monitoring, evaluation, and  
10 management, including assessment and certification of learning  
11 outcomes, recognition of external partners, competency standards  
12 for ALS personnel, and requirements for ALS learning environments,  
13 among others, and in coordination with relevant functional units of  
14 DepEd Central Office (DepEd CO).  
15

16 Further, the Bureau of Learning Resources (BLR), in coordination  
17 with BAE, shall manage the local development, quality assurance,  
18 and provision of ALS learning resources.  
19

- 20 9.2 Promote and ensure the certification and accreditation of learners  
21 through alternative learning programs, both nonformal and informal  
22 in nature, as anchored on the competencies of the ALS K to 12 BEC;  
23

24 For purposes of this IRR, BAE created under Section 6 of the Act  
25 shall promote and ensure certification and accreditation of learners  
26 through alternative learning programs as anchored on the  
27 competencies of the ALS K to 12 BEC. The Bureau of Education  
28 Assessment (BEA) of DepEd, in coordination with the BAE, shall be  
29 in charge of the test development, regular administration of the A&E  
30 test and other DepEd national assessments as defined under Section  
31 4(d) of the Act, including the issuance of A&E Certificate of Rating.  
32 The BAE shall be the office in charge of the development of other  
33 A&E-related assessments and certifications consistent with Section  
34 7 of the Act.  
35

36 Specifically, BAE shall:  
37

- 38 9.2.1 Formulate policies and standards on ALS certification and  
39 accreditation process;  
40  
41 9.2.2 Enhance existing ALS assessment tools, processes, forms  
42 and other matters related to assessment and certification  
43 of learners;  
44  
45 9.2.3 Coordinate with BEA for the regular conduct of A&E tests;  
46  
47 9.2.4 Coordinate with DepEd field offices for issuance of ALS  
48 certificates and diplomas; and  
49



1 9.2.5 Coordinate with DepEd and non-DepEd ALS implementors  
2 related to accreditation and certification of ALS learners.  
3

4 9.3 In partnership with other government agencies, LGUs, and the  
5 private sector, ensure access to educational opportunities for  
6 learners of different interests, learning needs, capabilities,  
7 demographic characteristics, and socioeconomic status, who have  
8 been unable to complete formal basic education;  
9

10 For purposes of this IRR, DepEd partners shall include agencies,  
11 organizations, entities, and individuals identified in Sections 6.11  
12 and 6.18 of this IRR.  
13

14 9.4 Coordinate with various agencies and industries for skills  
15 development to promote learners' employability, efficiency,  
16 productivity, and competitiveness in the labor market, as well as  
17 assist learners to become entrepreneurs;  
18

19 For purposes of this IRR, BAE shall:  
20

21 9.4.1 Coordinate with other functional units in DepEd CO and  
22 various government agencies such as Technical Education  
23 and Skills Development Authority (TESDA), Department of  
24 Trade and Industry (DTI), Department of Social Welfare  
25 and Development (DSWD), Department of Labor and  
26 Employment (DOLE), Commission on Higher Education  
27 (CHED), among others, to ensure readiness of learners for  
28 college, middle-level technical skills training, employment,  
29 and entrepreneurship, and access to post-program  
30 support services of these agencies and other partner  
31 organizations such as, but not limited to, job placement,  
32 on-the-job training, access to seed capital, and access to  
33 scholarships;  
34

35 9.4.2 Coordinate with formal Junior High School (JHS) and  
36 Senior High School (SHS) for access to technical and  
37 vocational skills development opportunities for ALS  
38 learners;  
39

40 9.4.3 Coordinate with non-DepEd technical skills training  
41 providers to provide access to ALS learners for work  
42 readiness, entrepreneurship coaching and skills  
43 development programs; and  
44

45 9.4.4 Forge agreements with various stakeholders in  
46 coordination with functional units in DepEd CO, LGUs,  
47 and private industry partners for possible work  
48 experience, work immersion, job shadowing, on-the-job-  
49 training, and job placement of ALS learners.



1 9.5 Coordinate, encourage close partnerships, and establish linkages  
2 with LGUs and the private sector on matters pertaining to the  
3 sustainable implementation of ALS programs, post-program support  
4 activities and community mapping, and manage a nationwide  
5 database for out-of-school children in special cases and adults;  
6

7 For purposes of this IRR, BAE shall:  
8

9 9.5.1 Plan, implement, and monitor ALS programs in partnership  
10 with LGUs and other stakeholders wherein such partners  
11 assist in identifying and mobilizing ALS learners, provision  
12 of supplemental funding, learning resources, learning  
13 environments, transportation allowance for ALS learners,  
14 additional ALS human resources, training, technical  
15 assistance, among others;  
16

17 9.5.2 Provide technical assistance to non-DepEd implementing  
18 partners as may be requested;  
19

20 9.5.3 Coordinate with other functional units of DepEd CO, other  
21 government agencies, LGUs, private industry, and NGOs in  
22 the establishment of alliances with various stakeholders for  
23 the post-program support activities for ALS learners, such  
24 as:

25 9.5.3.1 Seed capital for livelihood;

26 9.5.3.2 Job placements and on-the job training;

27 9.5.3.3 Scholarships or financial aid for further  
28 education; and

29 9.5.3.4 Counselling.  
30

31 9.5.4 Manage and improve, in coordination with the Planning  
32 Service, Information and Communications Technology  
33 Service (ICTS) and other functional units of DepEd CO, a  
34 reliable management information system (MIS) for out-of-  
35 school children in special cases, out-of-school youth, and  
36 out-of-school adults subject to compliance with the  
37 provisions of RA No. 10173 (Data Privacy Act of 2012). This  
38 includes data management related to identification and  
39 tracking of prospective learners in coordination with local  
40 ALS implementors, learner enrolment, learner progress  
41 monitoring, learner assessment and certification, and post-  
42 program tracking of completers. The MIS may also cover  
43 other program elements, such as learning materials  
44 utilization, ALS teacher capacity building, ALS service  
45 contract management, among others. The MIS will be used  
46 for program planning, improvements, and policy  
47 formulation.  
48



1 9.6 Such other powers and functions as may be necessary for the  
2 effective and efficient implementation of ALS programs, projects, and  
3 activities.  
4

5 For purposes of this IRR, DepEd shall issue a policy to situate BAE within  
6 the DepEd organizational structure. Further, DepEd shall provide  
7 sufficient resources such as, but not limited to, financial, technical,  
8 human, and materials to establish and sustain the operation of BAE in  
9 coordination with other functional units of DepEd CO and other  
10 concerned agencies.  
11

12 Furthermore, BAE shall establish appropriate communication and  
13 coordination channels, and implementation mechanisms with DepEd CO  
14 and field offices for the planning, implementation, and monitoring and  
15 evaluation of ALS programs.  
16  
17

### 18 **RULE III**

## 19 **IMPLEMENTATION OF PRIORITY NONFORMAL EDUCATION PROGRAMS**

### 20 **Section 10. ALS Programs**

21  
22  
23 10.1 DepEd shall strengthen the implementation of a range of  
24 priority Nonformal Education (NFE) programs including, but not  
25 limited to, the following:  
26

27 10.1.1. Basic Literacy Program;

28 10.1.2. A&E Programs;

29 10.1.3. Indigenous Peoples Education Program;

30 10.1.4. Academic-Focused Bridging Programs; and

31 10.1.5. Functional Education and Literacy Programs.  
32

33 For purposes of this IRR, BAE, in coordination with the other  
34 functional units in the DepEd CO, shall strengthen the  
35 implementation of a range of priority ALS NFE programs covering  
36 curriculum, learning delivery, learning resources, learner  
37 assessment, program management (MIS and monitoring and  
38 evaluation).  
39

40 10.2 To effectively deliver the NFE programs, DepEd may utilize  
41 appropriate, relevant, and responsive learning modalities, such  
42 as:  
43

44 10.2.1 Modular instruction;

45 10.2.2 Online, digital or mobile learning;

46 10.2.3 Face-to-face learning sessions and tutorials;

47 10.2.4 Radio or television-based instruction;

48 10.2.5 Blended learning or a combination of various modalities;



- 1 10.2.6 Workshops, simulations, and internship to inculcate life  
2 skills, work readiness, and entrepreneurship; and  
3 10.2.7 Provision of inclusive and safe learning environments.  
4

5 **Section 11. Duration of ALS Programs**  
6

- 7 11.1 DepEd shall prescribe the appropriate minimum number of months  
8 required for the completion of each of the different ALS programs to  
9 ensure that the learners enrolled therein are provided with adequate  
10 and quality basic education and skills to complete the required  
11 competencies of the ALS K to 12 BEC.  
12  
13 11.2 For purposes of this IRR, the actual program duration shall depend on  
14 each learner's educational background or existing knowledge level prior  
15 to enrolling in the ALS program, the learning objectives of the learner,  
16 and the pace of achievement of the identified or required competencies.  
17

18 **Section 12. A&E Assessment and Certification for ALS Learners**  
19

- 20 12.1 DepEd shall regularly conduct ALS A&E assessments and certifications  
21 as a means to measure and certify competencies of ALS program  
22 completers and other learners who opt to secure elementary and  
23 secondary level certifications. It shall also conduct micro-certification  
24 of subsets of competencies drawn from the ALS K to 12 BEC. Such  
25 assessments and certifications can be done both at the national and  
26 local levels.

27 12.1.1. For purposes of this IRR, and in coordination with BEA and  
28 other relevant DepEd offices, the BAE shall:

29  
30 12.1.1.1. Develop policies, tools and quality benchmarks to  
31 support pre-assessment, formative assessment,  
32 and summative assessment of ALS learners;  
33

34 12.1.1.2. Develop policies and support the regular conduct of  
35 A&E Assessments and Certifications;  
36

37 12.1.1.3. Develop other mechanisms for ALS assessment and  
38 certification;  
39

40 12.1.1.4. Develop the policies and standards for the  
41 implementation of ALS micro-certifications or  
42 micro-credentialing;  
43

44 12.1.1.5. Develop and conduct capacity building programs to  
45 improve the competence of ALS Teachers,  
46 Community ALS Implementors, and Learning  
47 Facilitators on learner assessment and certification;  
48 and



1  
2 12.1.1.6. Monitor and evaluate the ALS assessment and  
3 certification system.  
4

5 12.2 Those who pass elementary level A&E assessment and certification  
6 process are qualified to enroll in junior high school. For purposes of  
7 this IRR, A&E elementary level passers have the option to enroll either  
8 in formal or ALS junior high school program.  
9

10 12.3 Those who pass the junior high school A&E assessment and  
11 certification process are qualified for senior high school or may enroll  
12 in selected technical vocational education and training programs, as  
13 appropriate, through the Technical Education and Skills Development  
14 Authority (TESDA). A&E junior high school level passers have the  
15 option to enroll either in formal or ALS senior high school. Further,  
16 they may enroll in TESDA-accredited training providers, subject to the  
17 entry requirements of all registered or recognized Technical and  
18 Vocational Education and Training (TVET) programs.  
19

20 12.4 Those who pass the senior high school level A&E assessment and  
21 certification process are qualified for higher education, as appropriate,  
22 provided that they comply with the other basic documentary  
23 requirements set by the schools or higher education institutions (HEIs)  
24 as requirements for enrolment. They may also enroll in technical  
25 vocational education and training programs, as appropriate, through  
26 TESDA.  
27

28 12.5 DepEd shall develop supplemental learning programs for passers of  
29 the ALS assessments and certifications to enhance their college  
30 readiness and facilitate their gainful employment or self-employment.  
31 This shall be done by BAE in coordination with other functional units  
32 in DepEd CO, CHED, TESDA, and post-secondary and tertiary  
33 institutions. The said programs may be implemented by DepEd, Non-  
34 DepEd ALS implementors, or interested post-secondary or tertiary  
35 institutions willing to provide such college and work readiness  
36 training.  
37

38 12.6 Measures shall be undertaken in order for the general public,  
39 especially educational and training institutions, government agencies,  
40 and employers to recognize the nature and value of certifications  
41 provided to ALS learners. This will involve the DepEd, through the  
42 BAE, leading a coordinated advocacy and social marketing effort to  
43 raise awareness on and build support for the ALS Program and its  
44 certifications. It will include partnership building with key  
45 stakeholders to strengthen recognition of the ALS as a credible and  
46 legitimate form of basic education, and agreements to facilitate  
47 recognition and support for post-program options and pathways for  
48 ALS completers.  
49



1  
2  
3 **RULE IV**  
4 **HIRING AND PROFESSIONAL DEVELOPMENT OF ALS TEACHERS**

5 **Section 13. Hiring and Promotion of ALS Teachers; Expansion of the ALS**  
6 **Teachers Program**  
7

8 13.1 To reach more out-of-school children in special cases, out-of-school  
9 youth, and out-of-school adults, and to accommodate learners with  
10 disabilities, the ALS Teachers Program shall be strengthened. DepEd  
11 shall develop policies and standards in coordination with other relevant  
12 government agencies in the hiring and promotion or career path for ALS  
13 Teachers, and for forward planning for regular positions.  
14

15 13.2 DepEd, in consultation with the Department of Budget and Management  
16 (DBM) and the Civil Service Commission (CSC), shall create teaching  
17 positions and allocate the corresponding salary grades. The basis for  
18 creating teaching positions shall be the current needs of the ALS  
19 Program.  
20

21 13.3 DepEd shall also engage the services of Community ALS Implementors  
22 to augment the needed human resource requirements for the delivery  
23 of ALS programs, provided that three (3) years after the effectivity of the  
24 Act, DepEd shall hire only ALS Teachers.  
25

26 13.4 ALS Teachers are entitled to promotion to the next higher levels based  
27 on the qualification standards of the CSC. DepEd shall ensure equal  
28 opportunities and standard implementation on the promotion and  
29 compensation of ALS Teachers. DepEd shall intensify its processes in  
30 assessing performance of ALS Teachers for appropriate promotion and  
31 compensation, guided by the CSC, DepEd, and other teacher standards  
32 contextualized to align with the unique work situation of ALS Teachers.  
33 Further, DepEd will explore options for strengthening the career  
34 pathway for ALS Teachers, thereby providing opportunities to enhance  
35 and sustain the institutional capacity of the ALS.  
36

37 **Section 14. ALS Teachers Education and Training.** In coordination with  
38 CHED and other relevant partners in the government, academe, and the  
39 private sector, and in order to promote the professional growth of ALS  
40 Teachers, DepEd shall develop and conduct regular training programs and  
41 workshops for ALS Teachers, Community ALS Implementors, and Learning  
42 Facilitators to ensure that they have the necessary knowledge and capacity  
43 to carry out the programs under the ALS curriculum, as well as enhance their  
44 skills on their roles as academic, administrative, and community leaders.  
45

46 For purposes of this IRR, DepEd, through BAE, shall:  
47

48 14.1 Coordinate with CHED in setting the standards for pre-service  
49 training of ALS Teachers, promoting ALS as a teacher



1 specialization area offered by teacher education institutions and  
2 implementation of off-campus and practice teaching in ALS  
3 program learning sites;  
4

5 14.2 In coordination with National Educators Academy of the  
6 Philippines (NEAP), conduct in-service training, and regular  
7 capacity building activities for ALS Teachers, ALS supervisors  
8 and program specialists, Community ALS Implementors,  
9 Learning Facilitators, and other DepEd personnel involved in  
10 supporting ALS Program implementation;  
11

12 14.3 Develop and conduct Teacher Induction Program (TIP) for all  
13 incoming ALS Teachers, in coordination with the NEAP and  
14 Teacher Education Council (TEC), to:  
15

16 14.3.1 orient ALS Teachers on the context of ALS;  
17

18 14.3.2 familiarize ALS Teachers on how ALS works under the  
19 DepEd system; and  
20

21 14.3.3 identify the learning needs of ALS learners and the core  
22 functional competencies underlying the duties and  
23 responsibilities of ALS Teachers.  
24

25 14.4 Conduct Learning and Development Needs Analysis (LDNA)  
26 regularly. Results of LDNA shall be the basis to implement a  
27 well-planned and well-resourced regular training or capacity  
28 building program at various governance levels of DepEd ALS  
29 (CO, Regional Offices, and Schools Division Offices).  
30

31 14.5 Set minimum quality standards for ALS capacity building  
32 programs, in coordination with NEAP, other assigned DepEd  
33 Units, and the private sector, and work with DepEd field offices  
34 for monitoring and evaluating locally implemented ALS capacity  
35 building activities;  
36

37 14.6 Establish an MIS to track ALS capacity building programs and  
38 beneficiaries as a guide to future ALS capacity building program  
39 planning;  
40

41 14.7 Set minimum standards for recognition or accreditation of ALS  
42 trainers, in coordination with NEAP and other relevant DepEd  
43 offices;  
44

45 14.8 Provide technical assistance and training services to non-DepEd  
46 financed ALS implementors or ALS providers upon request,  
47 subject to agreement and in coordination with other DepEd  
48 offices consistent with existing laws, rules and regulations, and  
49 DepEd guidelines that it may issue on the matter;



1  
2 14.9 Seek to strengthen the instructional supervision, coaching and  
3 mentoring of ALS Teachers, Community ALS Implementors, and  
4 Learning Facilitators; and  
5

6 14.10 Organize decentralized capability building programs, like  
7 Learning Action Cells (LACs) for ALS implementors, to  
8 supplement capacity development from structured training  
9 sessions.  
10

11 The same benefits and professional development packages awarded to regular  
12 teachers in terms of fellowships, scholarships, and training opportunities in  
13 all learning areas of the basic education curriculum shall also be given to ALS  
14 Teachers.  
15

16  
17 **RULE V**  
18 **ALS COMMUNITY LEARNING CENTERS**  
19

20 **Section 15. Provision of an ALS CLC**  
21

22 15.1 DepEd or the LGUs, or both, shall provide at least one (1) ALS CLC in  
23 every municipality and city throughout the country to facilitate a  
24 learning environment for the full implementation of the ALS K to 12  
25 BEC and other ALS programs. Priority should be given to areas where  
26 there is limited access to formal basic education or higher  
27 concentration of out-of-school children in special cases, or adults  
28 lacking basic literacy skills or have dropped out of formal school, or  
29 both. BAE shall set the policies and standards governing ALS CLCs that  
30 shall allow the full implementation of the ALS K to 12 BEC and provide  
31 safe, healthy, and secure learning environments for ALS learners.  
32

33 15.2 To augment the number of existing ALS CLCs and those provided under  
34 the Act, the facilities of all DepEd schools throughout the country shall  
35 likewise be used as learning centers during no class days and after  
36 regular class hours during class days. Guidelines shall be developed by  
37 BAE, in collaboration with the strands of Operations and  
38 Administration of DepEd, on the use of facilities of public schools for  
39 the delivery of ALS programs.  
40

41 Towards this end, DepEd shall:  
42

43 15.2.1 Encourage the use of school facilities as ALS CLCs, particularly  
44 for secondary level learners who need access to laboratories,  
45 information and communication technologies, libraries and  
46 other specialized equipment and facilities in coordination with  
47 the various governance levels in DepEd;  
48



1 15.2.2 Direct ALS Teachers to continuously coordinate with the  
2 School Heads in the utilization of schools as learning centers;  
3 and  
4

5 15.2.3 Develop, through BAE, and in coordination with other  
6 functional units of DepEd CO, policy guidelines on the  
7 utilization of the existing DepEd facilities for ALS programs  
8 delivered by schools. Furthermore, DepEd may coordinate with  
9 schools for the delivery of special ALS programs, as may be  
10 deemed necessary.  
11

12 15.3 Each ALS CLC shall be constructed in accordance with the  
13 specifications, criteria, and other details provided and approved by  
14 DepEd, in consultation with the municipal or city mayor or duly  
15 authorized LGU representative, to ensure the orderly implementation of  
16 ALS programs.  
17

18 15.4 Further, to ensure that every learner has equitable access to ALS  
19 programs, every CLC shall be open and operational seven (7) days a  
20 week and be provided with adequate learning resources and facilities,  
21 including a space for childcare for parents attending ALS classes.  
22 Further, DepEd shall ensure that learners attending CLCs have access  
23 to water and sanitation facilities.  
24  
25

26 **RULE VI**  
27 **PARTNERSHIPS WITH THE PRIVATE SECTOR AND**  
28 **CREATION OF SYSTEM OF RECOGNITION AND MONITORING**  
29 **OF ALS PROVIDERS**  
30

31 **Section 16. Recognition of ALS Providers, Standards of ALS Service**  
32 **Delivery, and System of Rewards and Incentives**  
33

34 16.1 DepEd shall encourage partnerships with the private sector to ensure  
35 a sustainable implementation of ALS programs. DepEd shall create a  
36 system of recognition and monitoring of service providers. In  
37 consultation with such providers, DepEd shall formulate and adopt a  
38 set of standards of service delivery, including the qualification,  
39 deployment, training, remuneration, and system of rewards and  
40 incentives which are responsive to the needs and distinct situations of  
41 the particular areas where the implementors or facilitators, or both,  
42 serve.  
43

44 16.2 For purposes of this IRR, ALS providers refer to agencies, organizations,  
45 entities, and individuals identified in Sections 6.11 and 6.18. The  
46 recognition of ALS providers serves as the permit to operate and  
47 implement ALS programs.  
48



1 16.3 Further, DepEd shall issue a separate policy on accreditation of ALS  
2 providers. Furthermore, BAE, in coordination with other functional  
3 units of DepEd CO, shall conduct regular consultation meetings with  
4 partners.  
5

6 16.4 As mandated by Section 14 of the Act and to set standards to ensure  
7 quality delivery of AS programs, the following are the minimum  
8 requirements and conditions for the recognition of ALS providers:  
9

10 16.4.1 **Curriculum:** All ALS providers conducting any of the BLP, A&E  
11 Elementary and A&E Secondary programs shall use the ALS K  
12 to 12 BEC as a minimum standard for the scope and sequence  
13 of competencies to be covered. ALS providers are expected to  
14 contextualize the curriculum at the point of implementation to  
15 align with local realities, conditions, and situations. Beyond  
16 the minimum standard, ALS providers are allowed to add  
17 supplemental competencies to meet the unique learning needs  
18 and context of their learners or complementary programs (e.g.,  
19 technical skills training). ALS providers assigned in locations  
20 with special groups of learners that require the  
21 supplementation of the ALS curriculum with other programs  
22 (e.g., ALIVE, SPED, IPEd, and others), shall use the relevant  
23 DepEd curricula, but may also utilize local curricula  
24 contextualized to the unique needs of learners. Technical,  
25 vocational, and other life skills (e.g., community development)  
26 may be integrated in any of the nonformal education programs  
27 mentioned above to contextualize the academic competencies  
28 of the ALS K to 12 BEC, provide opportunities for application,  
29 and practice in real world contexts and enhance interest,  
30 motivation, and engagement of the learners.  
31

32 16.4.2 **Learning Facilitator:** Consistent with RA 7836 (Philippine  
33 Teachers Professionalization Act of 1994) as amended by RA  
34 9293, in relation to Presidential Decree No. 1006 (Providing For  
35 The Professionalization Of Teachers, Regulating Their Practice  
36 In The Philippines And For Other Purposes), no individual may  
37 qualify as a learning facilitator unless he/she has passed the  
38 Licensure Examination for Teachers (LET) or Professional  
39 Board Examination for Teachers (PBET). He/She must also  
40 satisfy all the requirements enumerated under said laws in  
41 order to be eligible to practice the teaching profession.  
42 However, an individual who is a non-LET passer may qualify  
43 as a learning facilitator if he/she satisfies the requirements  
44 provided under Section 8 of RA 10533 (Enhanced Basic  
45 Education Act of 2013) and its IRR.  
46

47 In addition, to be qualified as a learning facilitator, the  
48 following minimum standards should also be satisfied:  
49



- 1 16.4.2.1 For Basic Literacy Program  
2 16.4.2.1.1 Not a current DepEd employee  
3 16.4.2.1.2 Prior teaching experience is an  
4 advantage  
5 16.4.2.1.3 Completed Basic and Enhancement  
6 Training on ALS  
7  
8 16.4.2.2 For A&E Elementary and Junior High School  
9 16.4.2.2.1 Prior teaching experience is an  
10 advantage  
11 16.4.2.2.2 Completed Basic Training in ALS  
12  
13 16.4.2.3 For Senior High School  
14 16.4.2.3.1 Subject or content specialist in relation  
15 to a specialized subject of a particular  
16 track or strand  
17 16.4.2.3.2 Prior teaching experience is an  
18 advantage  
19 16.4.2.3.3 Completed Basic training on ALS  
20  
21 16.4.2.4 In case of vocational skills training in informal  
22 education, a learning facilitator teaching specialized  
23 technical-vocational subjects may not satisfy the LET  
24 requirement provided that he/she possesses the  
25 following qualifications:  
26  
27 16.4.2.4.1 National Certificate II holder or Trainers  
28 Methodology completer (preferred)  
29 16.4.2.4.2 Expert in the field (with relevant Means  
30 of Verification)  
31

32 Further, the ALS providers may hire teacher aides and other  
33 support personnel to help deliver ALS classes under the  
34 supervision of the Learning Facilitator.  
35

36 16.4.3 **Community Learning Center:** ALS providers are expected to  
37 provide or secure the types of CLCs listed below. The ALS  
38 providers need not necessarily own these CLCs but are  
39 expected to ensure that these locations will be available for  
40 learning sessions as scheduled between the learners and the  
41 learning facilitators.  
42

43 16.4.3.1 For BLP and A&E programs: At least Type 2 CLC.

44 16.4.3.2 For SHS: At least Type 3 CLC.  
45

46 16.4.4 **Learning Materials:** The main learning materials to be used  
47 for the implementation of the ALS Program are the ones  
48 developed by DepEd. Non-DepEd supplementary materials  
49 may also be used but should be compliant to the existing



1 policies of DepEd regarding quality assurance of learning  
2 resources. Quality-assured online content from DepEd  
3 Commons, ICT4ALS, and others can also be used, as well as  
4 official materials from TESDA and other government partners.  
5

6 16.4.5 **Learning Delivery:** ALS providers are encouraged to follow the  
7 minimum standards on teacher-learner ratio, program  
8 duration, and modalities. The selection of learning program  
9 pedagogy and andragogy should be based on the learning  
10 needs, context, and preferences of ALS learners. The ALS  
11 providers shall deliver ALS programs using various modalities  
12 including, but not limited to, blended, online, radio or  
13 television broadcast platforms to support distance learning.  
14

15 16.4.6 **Learner Assessment:** The minimum assessment standards for  
16 ALS providers shall be similar to the standards for ALS  
17 Teachers and Community ALS Implementors. Beyond these  
18 minimum assessment requirements, however, ALS providers  
19 may develop their own approaches and methodologies for  
20 learner assessment:  
21

22 16.4.6.1 **Basic Literacy Program**

23  
24 16.4.6.1.1 Pre- and Post-Assessment of Basic  
25 Literacy (ABL): non-literate, neo-  
26 literate, and post-literate levels  
27

28 16.4.6.1.2 Portfolio Assessment  
29

30 16.4.6.2 **A&E Elementary and Junior High School Program**

31  
32 16.4.6.2.1 Functional Literacy Test (FLT) (pre and  
33 post)  
34

35 16.4.6.2.2 Portfolio Assessment  
36

37 16.4.6.3 **Senior High School Program**

38  
39 16.4.6.3.1 Applicable National Certificate (NC)  
40 requirements  
41

42 16.4.6.3.2 Formal school standards for grades  
43

44 16.4.6.3.3 Final Formative Assessment  
45

46 16.4.6.3.4 Portfolio Assessment  
47

48 16.4.6.4 **Informal Education**  
49



1 16.4.6.4.1 Relevant process to acquire Certificate  
2 of Completion

3  
4 16.4.6.4.2 Applicable NC requirements

5  
6 16.4.6.4.3 Portfolio Assessment

7  
8 **16.4.7 Program Management**

9  
10 16.4.7.1 In coordination with functional units of DepEd,  
11 subject to validation by Education Program  
12 Supervisor in charge of ALS, recognized ALS  
13 providers shall be given access to the Learner  
14 Information System (LIS).

15  
16 16.4.7.2 ALS providers shall enroll their learners in the LIS  
17 for purposes of program monitoring, national ALS  
18 reporting, and future planning and program  
19 prioritization and targeting.

20  
21 16.4.7.3 ALS providers should have the capacity and  
22 mechanisms for efficient management and  
23 monitoring of ALS programs that serve the best  
24 interest and welfare of their learners.

25  
26 16.4.7.4 ALS providers shall fully comply with all laws and  
27 local ordinances and ensure full respect for the  
28 human rights, health and safety of their learners  
29 and ALS teaching personnel as well as comply with  
30 ethical practices of fairness, transparency, honesty,  
31 freedom from corruption and prevention of sexual  
32 harassment, assault, and abuse.

33  
34 16.4.7.5 ALS providers shall coordinate with local DepEd  
35 offices regarding the planning and targeting of their  
36 ALS program interventions to facilitate  
37 harmonization and synergy of DepEd and non-  
38 DepEd ALS programs and avoid duplication and  
39 overlapping of program coverage.

40  
41 16.4.7.6 ALS providers shall invest in the regular and  
42 ongoing capacity building of their Community ALS  
43 Implementors and Learning Facilitators to ensure  
44 they have the necessary minimum competencies to  
45 successfully implement the ALS programs and  
46 support their ALS learners achieve their individual  
47 learning goals and optimum learning outcomes.  
48 This includes conducting basic and enhancement  
49 training sessions, instructional supervision,



1 coaching, and mentoring, and provision of technical  
2 assistance, as may be required.

3  
4 16.4.7.7 ALS providers shall remunerate their Community  
5 ALS Implementors or Learning Facilitators in a fair  
6 and equitable manner. They are encouraged to use  
7 the local labor practices for similar positions as  
8 benchmarks.

9  
10 16.4.7.8 ALS providers shall be subject to appropriate  
11 sanctions for violations of any provisions stipulated  
12 in this IRR.

13  
14 16.4.8 **Other Expectations and Support:** Furthermore, ALS  
15 providers shall comply with the following:

16  
17 16.4.8.1 Conduct of completion or graduation ceremonies for  
18 all completers of the current Academic Year.

19  
20 16.4.8.2 Submit progress reports to DepEd, as required.  
21 Other reports requested by DepEd but not identified  
22 should be done in writing and approved by the head  
23 of the relevant duty station (i.e., Schools Division  
24 Superintendent (SDS) if Memorandum of Agreement  
25 (MOA) is with the Schools Division Office, and  
26 Regional Director (RD) if MOA is with the Regional  
27 Office).

28  
29 16.4.8.3 Cooperate and comply with all the requirements  
30 that may be requested by DepEd in connection with  
31 its monitoring and evaluation visits.

32  
33 16.4.8.4 Other kinds of support may be requested from  
34 partners as long as it is included in the MOA for the  
35 relevant Academic Year, and that all other  
36 contingent requests should be done in writing and  
37 approved by the head of the relevant duty station  
38 (i.e., SDS if MOA is with the Schools Division Office,  
39 and RD if MOA is with the Regional Office). If  
40 partner is unable to comply with the additional  
41 requests, it needs only to send a formal reply  
42 explaining the adverse circumstances leading to  
43 non-compliance.

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46 **RULE VII**  
47 **PARTNERSHIPS WITH GOVERNMENT AGENCIES ON THE**  
48 **IMPLEMENTATION OF THE ALS PROGRAM**  
49



1 **Section 17. Partnership with Government Agencies.** To effectively deliver  
2 quality ALS programs, DepEd shall partner with the following government  
3 agencies in the implementation of the Act:  
4

5 17.1 CHED shall assist DepEd in promoting among HEIs the  
6 admission of ALS A&E passers. It shall support DepEd in the  
7 development of college readiness supplemental programs and  
8 provide access to scholarships. CHED shall likewise develop a  
9 standardized and formalized ALS curriculum for a specialized  
10 degree in ALS teaching;  
11

12 For purposes of this IRR, the said specialized ALS programs may  
13 be in the form of diploma course, baccalaureate degree, electives,  
14 subjects, courses, post-baccalaureate programs, and other  
15 similar program offerings.  
16

17 Further, the forms of student financial assistance shall not be  
18 limited to scholarships but shall include grants and student loan  
19 programs.  
20

21 17.2 TESDA shall assist DepEd in equipping ALS learners with  
22 technical-vocational skills and provide access to national  
23 certification, as applicable, to improve their work readiness. It  
24 shall support DepEd in implementing post-program support  
25 activities, including providing access to scholarships;  
26

27 For purposes of this IRR, it shall also support post-program  
28 activities for ALS learners, such as but not limited to, middle level  
29 skills and vocational training opportunities, and free technical  
30 skills assessment. Further, DepEd shall seek assistance of  
31 TESDA in capacitating ALS Teachers on skills development and  
32 assessment.  
33

34 17.3 The DOLE shall promote gainful employment, on-the-job  
35 training, and apprenticeship opportunities for ALS learners;  
36

37 17.4 The DTI, in partnership with DepEd, shall promote opportunities  
38 for entrepreneurship, including access to micro-financing and  
39 seed capital to ALS learners;  
40

41 17.5 The Department of Agriculture (DA), in partnership with  
42 DepEd, shall develop a training program for ALS learners and  
43 promote opportunities for agricultural entrepreneurship,  
44 including easy access to credit;  
45

46 17.6 The DSWD shall support DepEd by sharing its community  
47 mapping data, referring prospective learners, and providing  
48 access to other social services to ALS learners;  
49



1 For purposes of this IRR, support services shall also include post-  
2 program support opportunities.

3  
4 17.7 The Department of the Interior and Local Government (DILG)  
5 shall help enlist the support of LGUs as DepEd partners in  
6 the implementation of ALS programs. DepEd shall coordinate  
7 with the DILG on matters requiring LGU participation  
8 including, but not, limited to, the generation and mapping of  
9 data related to education as a dimension of poverty under  
10 Republic Act No. 11315 or the "Community-Based Monitoring  
11 System Act";

12  
13 17.8 The Department of Justice (DOJ) shall collaborate with DepEd to  
14 facilitate, expand, and strengthen the implementation of ALS  
15 programs for persons deprived of liberty;

16  
17 17.9 The National Commission on Indigenous Peoples (NCIP) shall  
18 assist DepEd to develop a culturally responsive curriculum that  
19 respects and takes into account the indigenous knowledge  
20 system and practices and indigenous learning systems. Such  
21 curriculum shall be integrated with the prescribed ALS  
22 curriculum;

23  
24 17.10 The Department of Information and Communications Technology  
25 (DICT) shall help DepEd in ALS implementation by providing  
26 digital resources to the various ALS CLCs and guidance for the  
27 digital literacy component of the ALS K to 12 BEC and the ALS  
28 NFE programs;

29  
30 For purposes of this IRR, DepEd shall seek help from the DICT in  
31 ensuring reliable connectivity in various CLCs. Further, the  
32 digital literacy shall be part of the Learning Strand 6 – Digital  
33 Citizenship.

34  
35 17.11 The Department of Health (DOH) shall assist ALS Teachers in the  
36 delivery of health education and other services that promote the  
37 health and well-being of ALS learners, especially female  
38 childbearing youth and adult learners. It shall partner with  
39 DepEd in providing ALS programs for qualified patients of its  
40 various drug treatment and rehabilitation centers; and

41  
42 17.12 Such other relevant government agencies whose mandated  
43 functions and mechanisms are necessary to effectively and  
44 sustainably implement the ALS programs.

45  
46 **Section 18. Partnership with LGUs.** DepEd shall partner with LGUs in the  
47 delivery of ALS programs to their constituents. LGUs shall, in partnership  
48 with other government agencies and stakeholders, help to identify and  
49 mobilize prospective ALS learners, provide access to conducive learning



1 environment, contribute available resources to ALS programs, such as  
2 Community ALS Implementors and ALS CLC sites, promote post-program  
3 activities, and introduce local innovations as may be necessary.

4  
5 **Section 19. Local School Board.** The Local School Board, established  
6 pursuant to RA No. 7160 (Local Government Code of 1991) shall perform the  
7 following additional functions in the delivery of ALS programs:

- 8  
9 19.1 Coordinate ALS implementation with DepEd at the city or municipal  
10 level, including the identification of priority ALS programs, provision  
11 of technical assistance to ALS Teachers, program monitoring and  
12 evaluation, and coordination with government, and private sector  
13 partners for post-program support activities;  
14  
15 19.2 Coordinate with DepEd the determination of the annual  
16 supplementary budgetary needs for the operation and maintenance  
17 of ALS programs within the city or municipality;  
18  
19 19.3 Ensure the implementation of community literacy mapping activities  
20 within the city or municipality and coordinate with the barangays,  
21 the private sector, and other agencies in the identification of out-of-  
22 school children in special cases and adults, who have not yet  
23 completed their basic education; and  
24  
25 19.4 Coordinate with DepEd regarding the provision, operation, and  
26 maintenance of ALS CLCs.

27  
28 **Section 20. Special Education Fund Authorization.** Notwithstanding the  
29 provisions of Sections 235 and 272 of the Local Government Code of 1991,  
30 the Local School Boards shall be authorized to set aside a portion of the  
31 proceeds of the Special Education Fund (SEF) for the delivery of ALS programs  
32 within the LGU's respective areas of jurisdiction, including, but not limited  
33 to, the hiring of additional Community ALS Implementors within the LGU's  
34 area of jurisdiction.

35  
36 For purposes of this IRR, the following expenditures to the extent that the  
37 laws, rules, and regulations governing the use of the SEF may allow, may be  
38 incurred to support the implementation of ALS programs and projects:

- 39  
40 20.1 enhancement of literacy mapping;  
41 20.2 identification and mobilization of prospective ALS learners;  
42 20.3 development and maintenance of conducive learning environment  
43 (e.g., CLCs);  
44 20.4 provision of support services to ALS learners (e.g., transportation,  
45 meals, allowances);  
46 20.5 capacity building activities for ALS Teachers and learners;  
47 20.6 provision of teaching learning supplies and equipment;  
48 20.7 printing and reproduction of ALS learning resources;  
49 20.8 hiring of Community ALS Implementors;



- 1 20.9 support for post-program activities;
- 2 20.10 introduction of local innovations; and
- 3 20.11 other activities related to ALS implementation as may be prioritized
- 4 by DepEd.

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8 **RULE VIII**  
9 **MANDATORY ANNUAL REVIEW AND EVALUATION**  
10 **OF THE ALS PROGRAM**

11  
12 **Section 21. Mandatory Annual Review and Impact Assessment of the ALS**  
13 **Program.** DepEd, in partnership with LGUs and the private sector, shall  
14 conduct a mandatory annual review of the ALS Program, and submit such  
15 annual report to Congress to measure its effectiveness and ensure its proper  
16 implementation.

17  
18 An evaluation system shall be established to assess the impact of the ALS  
19 Program and the progress of learners who have completed the program.

20  
21 For purposes of this IRR, BAE, in coordination with other functional units of  
22 DepEd CO and development partners, shall prepare and submit an annual  
23 report and conduct impact assessment every five years.

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25  
26 **RULE IX**  
27 **PROHIBITION FROM COLLECTION OF FEES**

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29 **Section 22. Prohibition from Collection of Fees.** All DepEd ALS programs  
30 are free of charge and collection of all kinds of fees, costs or charges shall not  
31 be allowed. ALS Teachers, Community ALS Implementors, and officers of  
32 DepEd-administered CLCs found to have violated this provision shall be held  
33 administratively liable.

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36 **RULE X**  
37 **TAX INCENTIVES**

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39 **Section 23. Tax Incentives.** Any donation, contribution, or grant, in cash or  
40 services, whether local or foreign, which may be made by individuals and  
41 organizations, including private entities which shall provide the appropriate  
42 services, materials, and delivery support services for the promotion of the ALS  
43 Program, shall be exempt from the donor's tax and the cost of which shall be  
44 considered as an allowable deduction from the gross income in the  
45 computation of the income tax of the donor in accordance with the provisions  
46 of the National Internal Revenue Code of 1997, as amended.



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**RULE XI**  
**ALLOWANCES OF ALS TEACHERS AND COMMUNITY ALS**  
**IMPLEMENTORS**

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**Section 24. Transportation and Teaching Aid Allowances for ALS**  
**Teachers and Community ALS Implementors.**

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24.1 Notwithstanding the receipt of special hardship and cash allowances, ALS Teachers and Community ALS Implementors shall be entitled to their corresponding transportation and teaching aid allowances subject to guidelines that may be issued by DepEd.

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For purposes of this IRR, DepEd, in coordination with DBM, shall issue policies and standards on the provision of transportation and teaching aid allowances for ALS Teachers and Community ALS Implementors.

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24.2 The Local School Boards, in relation to Section 18(b) of the Act on the use of SEF to fund the delivery of ALS programs, and the concerned local *Sanggunians* of the various LGUs, in relation to its authority to use their general fund that will promote education and the general welfare of its people, may adopt the necessary policies, resolutions, ordinances, or relevant issuances to use the LGUs' SEF and general fund to provide transportation and teaching aid allowance for ALS Teachers and Community ALS Implementors as provided under Section 22 of the Act.

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**RULE XII**  
**FINAL PROVISIONS**

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**Section 25. Appropriations.** The amount necessary for the implementation of the Act shall be charged against those authorized in the current appropriations of DepEd. Thereafter, the amount necessary for the continued implementation of the Act, including the construction or provision of the ALS CLCs and the payment of transportation and teaching aid allowance for ALS Teachers and Community ALS Implementors, shall be included in the annual General Appropriations Act (GAA).

For purposes of this IRR, BAE shall prepare and submit the annual ALS program budget proposal as its own line item in the DepEd budget proposal.

**Section 26. Issuance of Supplementary Policies and Guidelines.** DepEd, in consultation with concerned government agencies and other education stakeholders, may issue such policies and guidelines as may be necessary to further implement this IRR.

**Section 27. Amendments.** Amendments to this IRR shall be issued by DepEd, in consultation with concerned government agencies and other education stakeholders.



1 **Section 28. Transitory Provision.** All existing ALS programs, including ALS  
2 centers or facilities, established pursuant to the provisions of R.A. No. 9155  
3 or the "Governance of Basic Education Act of 2001," shall continue to operate  
4 pursuant to, and be regulated by, the provisions of the Act and this IRR.  
5

6 **Section 29. Separability Clause.** If any provision of this IRR is held invalid  
7 or unconstitutional, the other provisions not so declared shall remain in force  
8 and effect.  
9

10 **Section 30. Repealing Clause.** All DepEd Orders and rules and regulations  
11 contrary to, or inconsistent with the provisions of this IRR are hereby  
12 repealed, amended, or modified accordingly.  
13

14 **Section 31. Effectivity.** This IRR shall take effect fifteen (15) days after its  
15 publication in the Official Gazette or in a newspaper of general circulation.  
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17 This IRR shall be registered with the Office of the National Administrative  
18 Register (ONAR) at the University of the Philippines Law Center, UP Diliman,  
19 Quezon City.  
20

21 \_\_\_\_\_, \_\_\_\_\_, 2021. Pasig City.  
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24   
25 **LEONOR MAGTOLIS BRIONES**  
26 Secretary  
27 Department of Education  
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