



ALS 2.0

Transforming the Alternative Learning System into a quality and relevant second chance basic education program





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ALS 2.0:

Transforming the Alternative Learning System into a quality and relevant second chance basic education program

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MAP, GRAPH, SCALE

GEOMETRY

Preface

G.H. S. AMBAT

Assistant Secretary for Alternative Learning System

When I joined the transition team of the then-incoming leadership of the Department of Education (DepEd) in June 2016, I didn't have a specific assignment, except to support my professor, Secretary Leonor Magtolis Briones. The following month, in his first State of the Nation Address (SONA), then President Rodrigo R. Duterte committed to strengthen and intensify the Alternative Learning System (ALS) in the country. To ensure that the commitment will be fulfilled, I was appointed as the inaugural Assistant Secretary for ALS. With only six years to get the assignment done, I remember how overwhelming the work ahead seemed, given the magnitude of out-of-school youth and adults (OSYAs), the historical neglect of ALS as a component of the basic education system, and the lack of a dedicated governance unit for ALS following the DepEd organizational rationalization.

Now on my second term as Assistant Secretary, I look back with a feeling of great pride and sense of satisfaction over what we have been able to accomplish in transforming the ALS into a credible parallel form of basic education.

Supported by a band of hard-working staff in a newly created ALS Task Force, an ambitious 5-year ALS 2.0 reform agenda was formulated to provide a strategic roadmap to the transformation process. With the partnership of a dedicated team of ALS field officials, we embarked on the systematic implementation of the ALS 2.0 reform agenda. This started with the completion of the enhanced ALS K to 12 Basic Education Curriculum (BEC) and the training of the thousands of ALS

Teachers on its implementation. With the help of international development partners, we were able to make substantial progress on bringing critical items in the ALS 2.0 reform agenda to life. This includes i) development and pilot testing of models of ALS Senior High School; ii) development and pilot testing of micro-certification of life skills; iii) development of an ALS Research Agenda and ICT Masterplan; iv) development of new ALS learning materials aligned to the new ALS K to 12 BEC; v) development, pilot-testing and institutionalization of portfolio assessment as a component of the Accreditation & Equivalency (A&E) assessment and certification process; vi) conduct of a range of capacity building programs for ALS Teachers including development and pilot testing of the first ever Learning Action Cell (LAC) session guides purpose-designed for ALS Teachers; vii) development of a new ALS Monitoring and Evaluation (M&E) System; and viii) support for an ambitious ALS policy formulation agenda, among others. An intensive effort was put into raising awareness of the new ALS 2.0 program and mobilizing learners. As a result of these collective efforts, our ALS enrollment numbers soared to record highs.

In March 2020, our world was dramatically disrupted by the onset of the COVID-19 global health emergency. While the pandemic raised massive challenges to the continued delivery of basic education, including ALS, it also provided unique opportunities for innovation. ALS 2.0 plans for the use of information communication technologies such as web-based learning platforms, educational television, social media, interactive audio and other digital learning tools were developed, field-tested and institutionalized as core program delivery strategies in just a few months as we raced to ensure all enrolled and prospective ALS learners could continue their



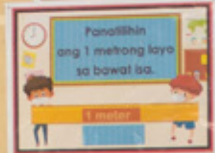
learning journey. With the assistance of the USAID Opportunity 2.0 project, our life skills modules were converted to self-instructional formats and made available to all ALS learners nationwide. Technical assistance from UNICEF allowed us to set up an ALS ICT-based learning portal to support our blended learning delivery and online capacity-building programs for ALS implementers. We learned new ways of communicating, collaborating and working together with the help of a range of digital tools and platforms. With the resumption of in-person classes towards the end of 2022, we faced the challenge of transitioning to normalcy and overseeing a comprehensive learning recovery program.

At the height of lockdowns, we continued working with the Philippine Senate and the House of Representatives in crafting the landmark legislation to solidify the ALS 2.0 reforms. On December 26, 2020, Republic Act No. 11510 – *An Act Institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in Special Cases and Adults and Appropriating Funds Therefor* was signed into law by the President of the Philippines. Through a highly consultative process with key stakeholders and with technical assistance from the USAID Opportunity 2.0, its Implementing Rules and Regulations (IRR) was crafted and approved in the months that followed. Critical provisions of the law include the establishment of a dedicated Bureau of Alternative Education (BAE) within the DepEd to oversee ALS governance; provisions strengthening Community Learning Centers (CLCs) and capacity building of ALS Teachers; and legal frameworks for enhanced support for ALS implementation nationwide from Local Government Units (LGUs) and private sector partners. With the establishment of the BAE as a new Bureau inside the DepEd, the envisioned remaining reforms to expand the reach and quality of ALS, as detailed in the ALS 2.0 Strategic Roadmap, could now continue apace.

This publication documents our incredible journey of fast-tracking the transformation of the ALS into a quality and relevant second chance basic education program from July 2016 to December 2022. It outlines the challenges faced and overcome, and details our results and accomplishments that we are proud to celebrate as an extended ALS family. It also contains a comprehensive set of recommendations for the remaining work to be undertaken to fully achieve the dream, documented in the 1986 Philippine Constitution, of an accessible, vibrant, responsive and quality ALS as a parallel pathway of learning for Filipino out-of-school youth and adults.

I cannot overemphasize my gratitude to all ALS Mobile Teachers, Instructional Managers, Literacy Volunteers, District ALS Coordinators, ALS Regional and Division Focal Persons, partners and stakeholders for making the ALS 2.0 accomplishments documented in this report to be possible. I would also like to give a special mention to our partners for providing us with valuable financial support and technical assistance in the last six years. Your hard work and dedication despite the challenges pave the way toward the realization of the ALS learners' dreams and aspirations. In turn, may this publication serve as recognition of your handiwork and meaningful contribution to the development of future leaders and nation-builders. Thank you! To God be all the glory!

ALTERNATIVE LEARNING SYSTEM (ALS) Center



OBSERVE HEALTH PROTOCOLS

1. Maintain 1 meter social distancing.
2. Always wear your mask.
3. Sanitize before entering the premises.



PLEASE DISINFECT YOUR HANDS

SAFETY
CRIMBY
ON ENTERING PLEASE USE HAND SANITIZER
HELP STOP THE SPREAD OF COVID-19

Welcome Visitors

District V Learning Center
February 28, 2022 to
March 1, 2022

T



A country's aspiration to develop future leaders and nation-builders relies not just on the majority of the population who have access to a myriad of opportunities in education, skills training, livelihood, and employment. Investment in human capital should include people whose circumstances in life leave them unable to pursue or complete basic education in the formal system and ill-equipped to improve their quality of life.

The Alternative Learning System (ALS) Program of the Department of Education (DepEd) is a parallel learning system in the Philippines that provides opportunities for out-of-school children in special cases, youth, and adults (OSCYAs) to develop basic and functional literacy skills and access equivalent pathways to complete basic education despite economic, geographic, political, cultural or social barriers.

Through ALS, OSCYAs are empowered to continue learning in a manner, time, and place tailored to respond to their learning needs and life situation – enabling them to achieve their goals and become productive contributors to the development of their communities and the country.



Through ALS, OSCYAs are empowered to continue learning in a manner, time, and place tailored to respond to their learning needs and life situation

ALS of the decade past

The administration of Education Secretary Leonor Magtolis Briones started in 2016 with a tall order from President Rodrigo R. Duterte: intensify and strengthen the ALS Program. While these words carried the support of the Philippine president, the operationalization seemed implausible with a massive target of 3.9 million¹ out-of-school children and youth, only 5,250² DepEd-delivered teachers, a measly 0.1% share in the total DepEd budget³, and no dedicated office for ALS in all governance levels following the new organizational structure and the dissolution of the old Bureau of Alternative Learning System (BALS) in 2015⁴. Upon assuming leadership of the DepEd, it soon became apparent to the new administration that while the fundamentals of the ALS were in place, the components of the Program had essentially stagnated since its development 17 years earlier.

Identifying the areas of improvement further proved difficult with a fragmented and forgotten monitoring and evaluation (M&E) system from the Central Office to the field offices. Although data on enrollees, completers, and passers were available, it was a challenge to determine which of the components – along with outdated curriculum and learning resources in community learning centers (CLCs) – need to be upgraded and expanded. The majority of the ALS learning modules which were the primary medium of learning, had not been upgraded in decades with only limited copies available to field-level program implementers. The distant idea of implementing Senior High School (SHS) in ALS underscored this lag.

¹ Annual Poverty Indicators Survey 2017 (Philippine Statistics Authority)

² Progress, Challenges, and Future Plans: ALS Situationer (presentation by Sevilla A. Panaligan, Bureau of Curriculum Development, dated November 4, 2016)

³ DepEd computation (as cited in ALS 2.0 Roadmap 2019-2022)

⁴ DepEd Order 52, series 2015 “New Organizational Structures of the Central, Regional, and Schools Division Offices of the Department of Education”



als
ALTERNATIVE LEARNING SYSTEM

DepED

Halimbawa: Ang...
na mapayapa.

Pagkasalaysay: Tugunin at salunguhin
simula sa mga sumusunod na pangalitan
naunsa.

1. May kapayapaan ako sa aking...
2. Hindi ako nakikipag-away sa aking sa...
mga kapatid.

3. May mga mag-aaral ng mga kaawa...
4. Karimik ang aming...
ang People Power Revolution ay nag...
nap noong 1986.

Maaring dayak o...
na...
na...



As the second chance basic education program of DepEd, ALS should enable its learners to undergo assessment and certification with regularity and certainty. However, due to delays in procurement, there were years when the Accreditation and Equivalency (A&E) Test was not administered. Dependence on this annual high-stakes test delays learners hoping to promptly proceed to higher education or employment.

Intensifying and strengthening ALS is a responsibility not exclusive to DepEd. Against the backdrop of a deeply rooted negative perception⁵ of the Program outside and even within the Department, reforming stakeholders' perspective is crucial to any improvement in ALS. Without sound policies to provide guidelines on engaging partners, program support were meager, the quality of implementation was arguable, and the kind of education that the ALS learners received were not aligned with the core competencies required by the Program.

From 2005 to 2015, the ALS Program saw a steady increase in the number of enrollment and completion per year. However, gauging its performance based on these numbers alone failed to readily provide the complete picture for points of improvement – especially in terms of making ALS on par with the formal system of education under the K to 12 Program and ensuring that ALS learners and teachers are equipped with knowledge, values, and competencies needed to succeed in the 21st century.

⁵ ALS 2.0 Strategic Roadmap

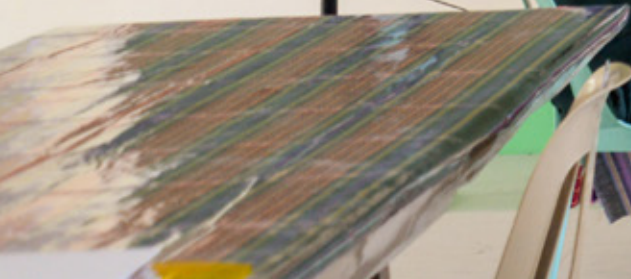
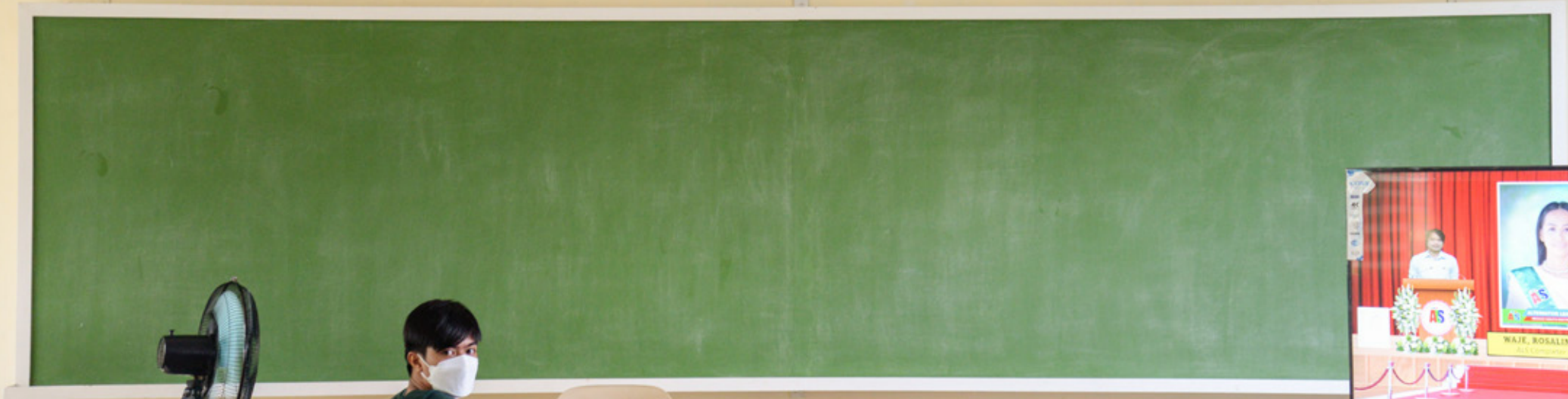
Level-up: ALS 2.0

With the vision of developing exemplary programs and expanding learning opportunities for OSCYAs to obtain different competencies and skills needed for Industry 4.0, the Briones administration embarked on an ambitious reform agenda designed to upgrade all components of the ALS through a series of systems-strengthening initiatives. Known as “**ALS 2.0**,” these reforms aimed to address the current challenges of the ALS, lay foundations for the future, and institutionalize reforms to make the ALS more relevant, responsive, and credible as an alternative pathway of basic education.

Working with an ad hoc team post DepEd Rationalization, the first Assistant Secretary appointed to oversee the ALS Program took on the daunting tasks of reviewing the previous implementation and determining gaps in the program components to ensure the ALS Program is not just responsive to the learning needs of OSCYAs but also relevant to their unique circumstances, prior knowledge, and aspirations.



Alternative Learning System



The major nonformal education programs under the enhanced ALS Program are:



Basic Literacy Program (BLP)

Basic Literacy Program (BLP) aims to eradicate illiteracy among OSCYAs by developing basic literacy skills of reading, writing, numeracy, and simple comprehension;



Accreditation and Equivalency (A&E) Program

Accreditation and Equivalency (A&E) Program aims to provide an alternative pathway of learning for OSCYAs who have not completed basic education, enabling school dropouts to finish elementary or secondary education outside the formal school system; and



Life Skills for Work Readiness and Civic Engagement Program

Life Skills for Work Readiness and Civic Engagement Program is an enrichment integrated in the A&E Program with the aim of addressing the mismatch between skills taught in school and skills demanded in the workplace that have left young people unable to find jobs, start their own businesses, or otherwise contribute to their communities.



Academic-Focused Bridging Program (AFBP)

Academic-Focused Bridging Program (AFBP), which is mandated by the ALS Act, aims to provide continuing learning opportunities to A&E Test secondary level passers who wish to better prepare for the academic demands and study skills requirements of tertiary level education or post-secondary vocational training, or both;



Indigenous Peoples Education (IPEd)

Indigenous Peoples Education (IPEd) in ALS supports education initiatives undertaken through formal, nonformal, and informal modalities with emphasis on any of, but not limited to, the key areas of indigenous knowledge systems, practices and community history, indigenous languages, indigenous learning system, and community life cycle-based curriculum and assessment, educational goals, aspirations and competencies specific to the indigenous cultural community, engagement of elders and other community members in the teaching-learning process, assessment, and management of the initiative, recognition and continuing practice of the community's ILS, and the rights and responsibilities;



Functional Education and Literacy Program (FELP)

Functional Education and Literacy Program (FELP) refers to short-term nonformal education programs designed to help socioeconomically disadvantaged learners to upgrade a targeted set of skills, knowledge and selected competencies in the ALS K to 12 Basic Education Curriculum (BEC) in order to improve their social, political, and economic well-being and function more effectively as citizens, parents, workers, and members of the community



Module 2: Personal Awareness
What is your dream?
How do you plan to achieve it?

Application of learning
Option 1: Write an essay.
Select three areas for
improvement and write about
the steps that you will take to
improve oneself.

Option 2: Choose a topic
that interests you and
write an essay about it.
Try to use what you have
learned.

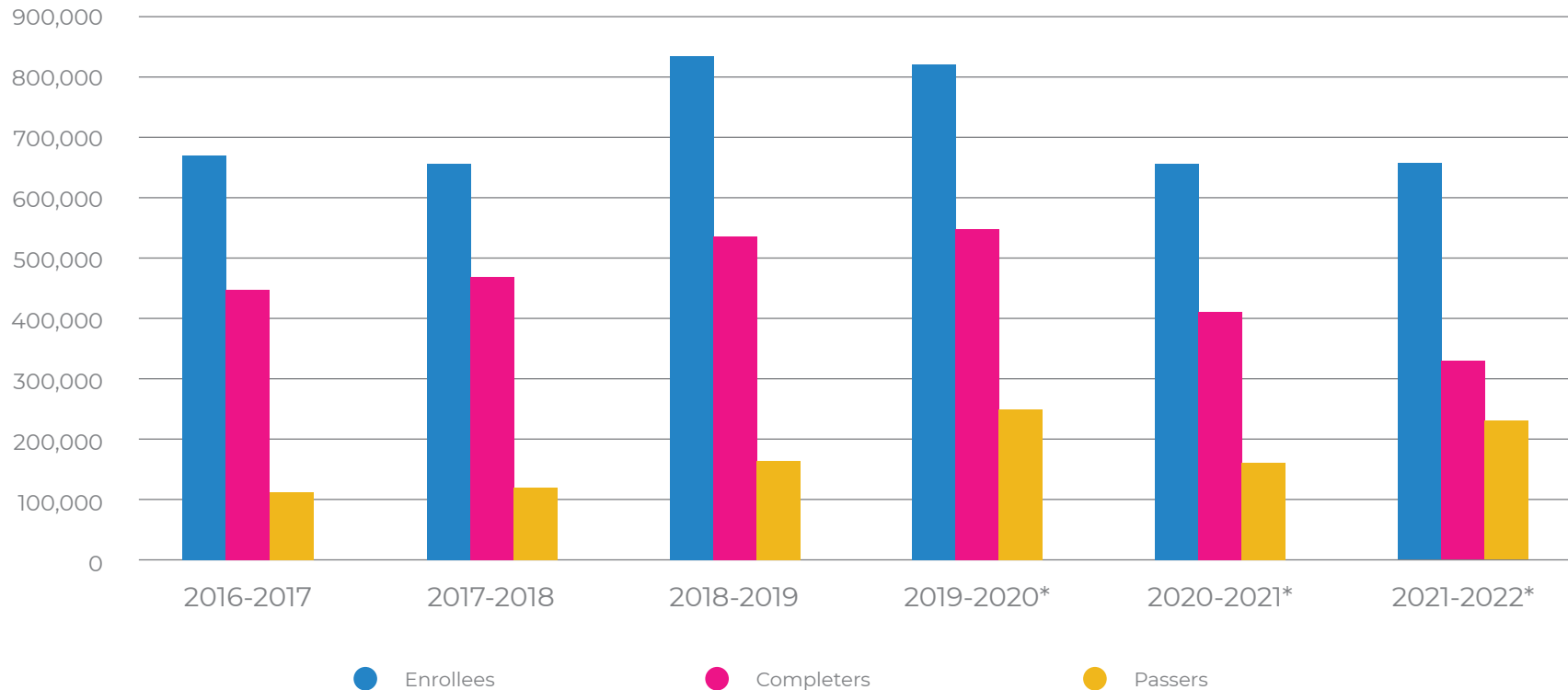


From SYs 2016-2017 to 2021-2022, the enhanced program was able to reach 4.2 million ALS learners, of which, 76% were enrolled in A&E Junior High School (JHS) level, 17% in A&E Elementary level, and 7% in BLP. This means that the average number of OSCYAs that benefitted from the ALS under this administration is **95.35% higher** compared to the past two administrations from 2005 to 2015.

4.2 million

ALS learners reached

Figure 1. ALS national enrollment and completion



*Presentation Portfolio Assessment (PPA) in lieu of Accreditation and Equivalency (A&E) Test

**ongoing/pending (as of July 2023)

65.7%

completed their learning goals

56%

total average of learners
who received certification

Of the total number of learners, 65.7% were able to complete their learning goals under ALS. ALS completers under the A&E Program have the option to take the A&E Test based on their short-term or long-term goals: proceed to **higher education**, undergo **middle-level skills training**, gain **employment**, or venture into **entrepreneurship**. While many ALS learners aim to earn a diploma or a certificate for their completion of Elementary level or JHS level education, not all of them decide to take the said test due to their preference to earn a living as soon as they have completed the ALS Program.

Following the introduction of policy reforms to improve the reach and strengthen the quality of ALS, the total average of learners who received certification, through the A&E Test between 2016 and 2018 and the Presentation Portfolio Assessment (PPA) between 2019 and 2022, is at 56% compared to the total average of learners who received certification through the A&E Test between 2005 and 2015 at 36%.



I. Program implementation

After consulting partners and stakeholders (government, local and international non-government agencies and civil society organizations), reviewing and developing policies, and conducting capability building for DepEd officials and personnel, the Department was able to introduce a number of reforms and innovations that truly leveled up the ALS Program.

Through the **ALS 2.0 Program**⁶, DepEd updated and improved the different components of ALS such as learning delivery modalities, learning resources, assessment, and stakeholder engagement. This enhancement of the old ALS Program is the first of DepEd's commitment to expand and strengthen ALS and ensure that ALS learners will develop the necessary knowledge and 21st century skills.

Rolled out in 2019, the five-year **ALS 2.0 Strategic Roadmap** intends to keep the focus of DepEd and its partners on the effective and efficient program implementation by providing detailed actions, annual indicators, concrete targets, and financial projections for the program between 2019 and 2024. This includes maximizing the appropriate use of technology tools to expand the quality and accessibility of program delivery and the efficiency and effectiveness of program management. The Roadmap's development was in consultation with local and international experts, and with DepEd Regional Directors, (including the Minister of Basic Education, Higher and Technical Education of the Bangsamoro Autonomous Region in Muslim Mindanao), Assistant Regional Directors, Division Superintendents, Public Schools District Supervisors, and subnational-level officials of DepEd.

Using a three-fold approach, the Roadmap aims to:

1. Fix the current issues by plugging persistent resource gaps;
2. Lay the foundations for the future of the Program;
3. Ensure that these reforms are institutionalized.



⁶ DepEd Order 13, series 2019 "Policy Guidelines on the Implementation of Enhanced Alternative Learning System 2.0"

Crucial to the implementation of the Program are the teachers in ALS, whose number was only 5,250 for DepEd-delivered and 1,596 for DepEd-procured⁷ by the end of the previous administration. In 2018, the current administration added 2,000 ALS Teachers to reach more OSCYAs all over the country.

With the K to 12 Program in full swing in the formal system and the implementation of the enhanced ALS curriculum, the **pilot implementation of SHS in ALS** was realized by DepEd Region V in four schools in 2019. Two years hence, the first 62 ALS SHS graduates obtained their diplomas. In 2022, amid the COVID-19 pandemic, DepEd further expanded ALS SHS in 663 public schools and two private schools across 10 regions. The DepEd has finalized the **Contextualized Most Essential Learning Competencies (MELCs)-based ALS SHS Curriculum** and the policy guidelines to facilitate the scale-up of the ALS SHS program nationwide in SY 2022-2023.

⁷ Progress, Challenges, and Future Plans: ALS Situationer (presentation by Sevilla A. Panaligan, Bureau of Curriculum Development, dated November 4, 2016)

2,000

added ALS Teachers

62

pioneer ALS SHS graduates

288

public schools offering ALS SHS
across 10 regions as of June 2022

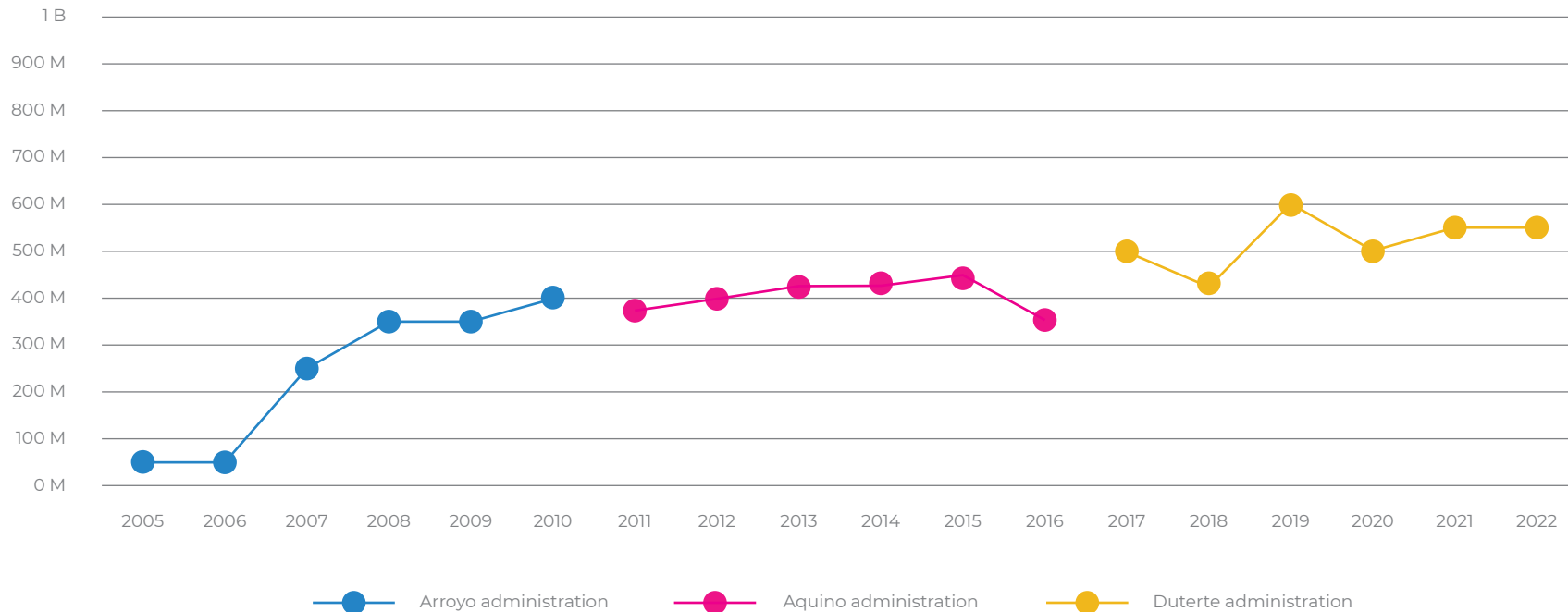
2

private schools offering ALS SHS
across 10 regions

Dedicated budget for ALS

Compared to the past two administrations, the annual national budget allotted for ALS **increased by 574.73%** on a yearly average during the current administration. While it does not address entirely the challenge of meager budget for the Program, the general improvement in appropriation enabled DepEd to address the gaps reported by the previous administration and the weaknesses identified in the ALS 2.0 Strategic Roadmap, such as shortage of ALS teachers, large number of ill-equipped CLCs, and unavailability of learning modules and other resources nationwide.

Figure 2. ALS national budget (previous and current administrations)





Beginning 2017, DepEd ensured that the implementation of ALS is supported in the field. To help field offices realize this, DepEd allocated Program Support Funds (PSF) for the Regions and Divisions per year that enabled program implementation and management, capacity building, teaching and printing of learning resources, which includes restoring over 90 academic-focused bridging modules (that had remained dormant and forgotten) to enhance the academic readiness of ALS learners for SHS and college.



In 2021, percentage per component were no longer identified to enable Regional Offices ample elbow room to allocate funds for eligible activities (including printing and/or reproduction of ALS LMs) as needed. For 2022, an entire amount was specified for printing and/or reproduction of the new and enhanced ready-to-print ALS K to 12 BEC-aligned LMs for JHS level learners, self-directed LMs, and Life Skills modules to boost learning delivery amid the pandemic.

Figure 3. Program Support Funds (PSF)

P134,000,000.00

2017⁸

Allocation and utilization of support to operations fund to the Regional and Schools Division Offices and literacy mapping and monitoring for program expansion and strengthening

P21,250,000.00

2018⁹

Program management and capacity building for ALS implementors on the utilization of the ALS K to 12 Basic Education Curriculum (BEC) and training on life skills

P188,381,133.75

2019¹⁰

Program management, capacity building for ALS implementors (including partners) and training on life skills for ALS Teachers, printing and/or reproduction of existing ALS modules and contextualized ALS for the rollout of the ALS K to 12 BEC

P234,928,561.00

2020¹¹

Operationalization of the ALS Learning Continuity Plan (LCP) amid the COVID-19 pandemic

P112,799,914.50

2021¹²

Implementation of the newly passed Republic Act (R.A.) 11510 or the ALS Act, full implementation of the ALS K to 12, continued operationalization of the ALS Learning Continuity Plan (LCP) amid the COVID-19 pandemic, and pilot implementation of ALS SHS in select Divisions

P112,800,000.00

2022¹³

Full implementation of the ALS K to 12, continued operationalization of the ALS Learning Continuity Plan (LCP) amid the COVID-19 pandemic, and continued support for implementation of existing ALS SHS

8 DepEd Order 62, series 2017 "Allocation and Utilization of Support to Operations Fund for the Alternative Learning System to the Regional and Schools Division Offices for Calendar Year 2017" and DepEd Order 63, series 2017 "Implementing Guidelines on the Utilization of Support to Operations Fund for Regional Offices for Mapping and Monitoring Activities of the Alternative Learning System for Calendar Year 2017"

9 DepEd Order 45, series 2018 "Implementing Guidelines on the Allocation, Utilization, and Monitoring and Evaluation of Support to Operations Funds to Alternative Learning System at the Regional Offices"

10 DepEd Order 12, series 2019 "Implementing Guidelines on the Utilization of Program Support Funds to Alternative Learning System at the Regional Offices for Calendar Year 2019"

11 DepEd Order 33, series 2020 "Implementing Guidelines on the Release, Utilization, Monitoring and Reporting of Program Support Funds to Alternative Learning System for Calendar Year 2020"

12 DepEd Order 27, series 2021 "Implementing Guidelines on the Release, Utilization, Monitoring and Reporting of Program Support Funds to Alternative Learning System for Calendar Year 2021"

13 DepEd Order 28, series 2022 "Implementing Guidelines on the Release, Receipt, Utilization, Monitoring and Reporting of Program Support Funds for Alternative Learning System for Calendar Year 2022 and Years Thereafter"

Mobilization of international development partners' support

The last significant partner support that the old ALS Program enjoyed was the Philippines Nonformal Education Project (PNFEP) by the Asian Development Bank (ADB), which ended in 2001. It was not until decades later that the current DepEd administration revived and mobilized financial and technical support from international development partners to augment the annual national budget for the Program, and gain the renewed trust and confidence of the donor community in the reform agenda of the enhanced ALS 2.0. Among these are:

SEAMEO INNOTECH

technical advice to the overall ALS 2.0 reform and policy formulation and capacity building for ALS implementors



USAID

Opportunity 2.0 Project supported provision of Information and Communication Technology (ICT) for education, Life Skills modules teacher training and distribution of printed materials, post-program support for graduating ALS learners, development of ALS M&E System, capacity building for ALS implementors and BAE personnel and technical support for policy formulation

ADB

technical advice on the Secondary Education Support Project to establish ALS SHS and financial support for ALS programs benefiting OSY in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)



Department of Foreign Affairs Trade-Australia Aid

Abot Kaalaman sa Pamilyang Bangsamoro in support of ALS and Alternative Delivery Mode (ADM) for barangays without schools in BARMM

UNICEF

study on Overcoming Barriers to Access and Complete the ALS among Adolescents, feasibility study on micro-certification, ALS Research Agenda 2022-2026, ALS 2.0 ICT Strategic Plan, and recognition guidelines for ALS external partners



UNESCO-JAKARTA & KOICA

development of new learning modules for JHS aligned with the ALS K to 12 curriculum, regional teachers training on improving out-of-school education for girls, and establishment of the Girls Education Center (GEC) in Palo, Leyte

Innovations during the COVID-19 pandemic

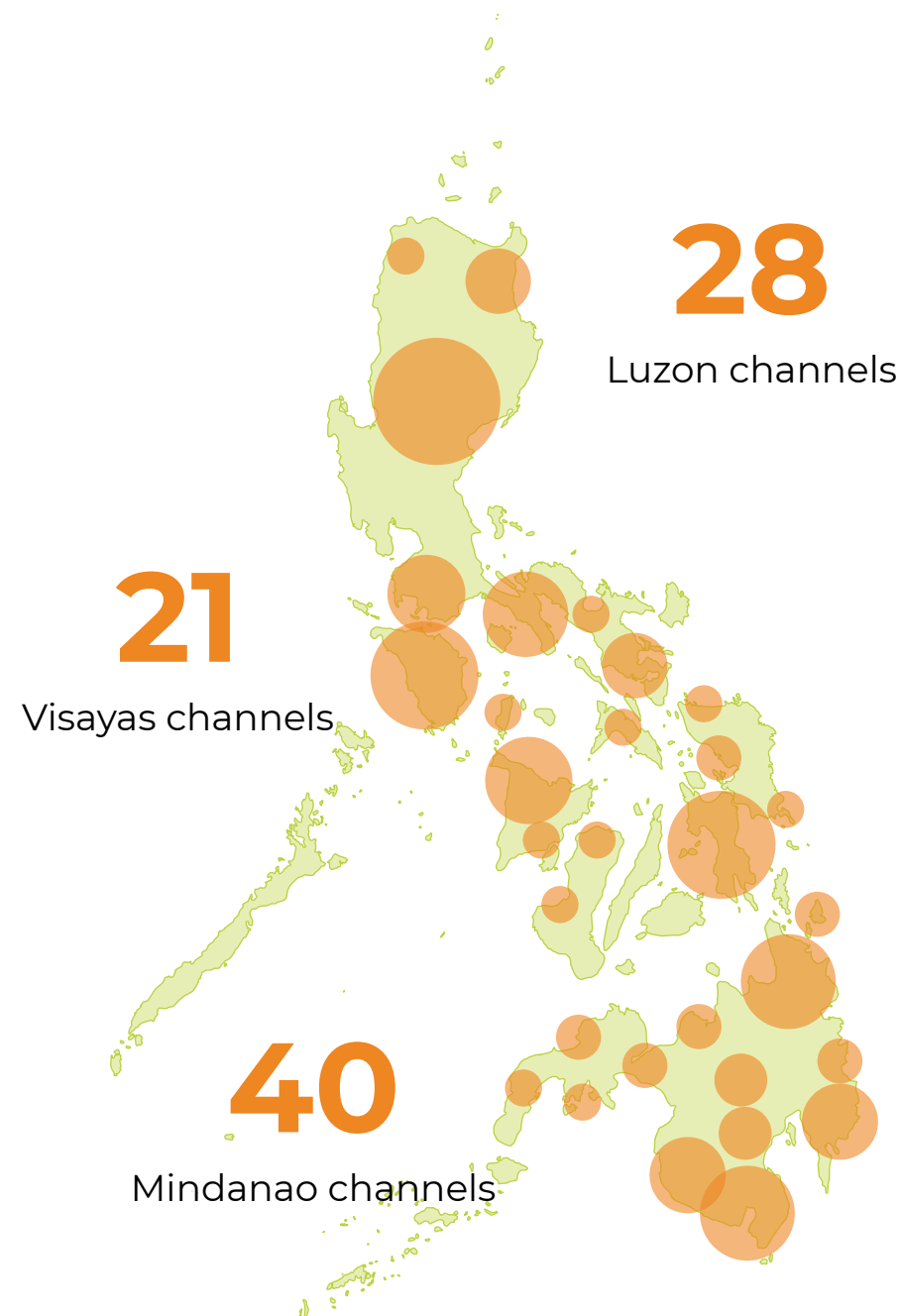
The COVID-19 pandemic forced DepEd to fast-track the plans envisioned in the reform agenda for ALS, especially on the expansion of distance learning modalities and maximizing the use of appropriate technologies.

In 2020, DepEd and Solar TV started the broadcast of ALS video lessons through a **dedicated channel** named **ALS TV**. On a monthly average from its launch in November 2020 to March 2021, its wholeday reach is at 10,200 viewers¹⁴.

ALS TV



14 Solar Learning March 2021 Channel Ratings and Programming Update



Several regions likewise stepped up and **expanded the use of radio-based instruction (RBI)** and **online learning** using different learning management systems such as NEO, Moodle, and Google Classroom.

Regions that expanded RBI implementation:

Region III

Cabanatuan City

MIMAROPA

Occidental Mindoro

Region VI

Negros Occidental

Region X

Bukidnon
Iligan City
Malaybalay City
Tangub City

Region V

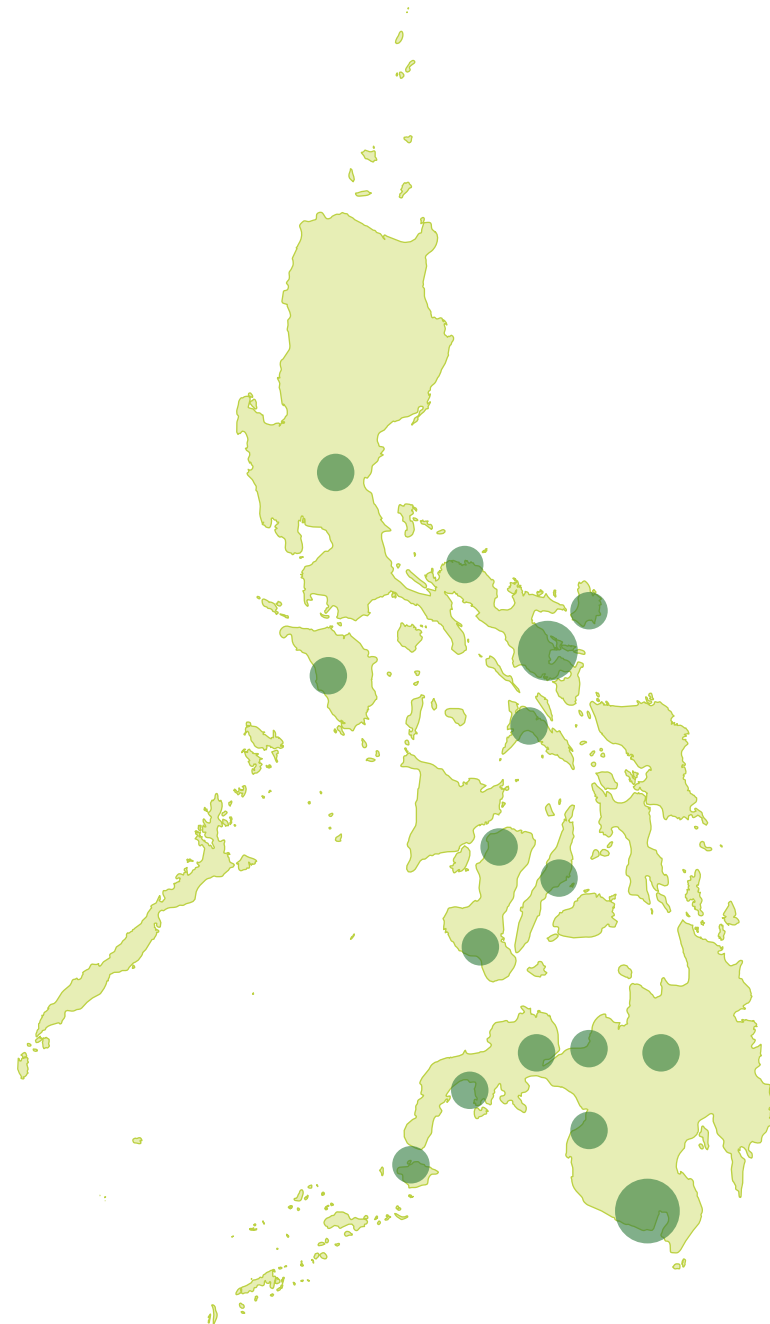
Camarines Norte
Catanduanes
Legazpi City
Masbate Province
Tabaco City

Region VII

Cebu Province

Region XII

Cotabato Province
General Santos City
Koronadal City
Sarangani Province
South Cotabato Province





A&S
DepED
DEPARTMENT OF EDUCATION



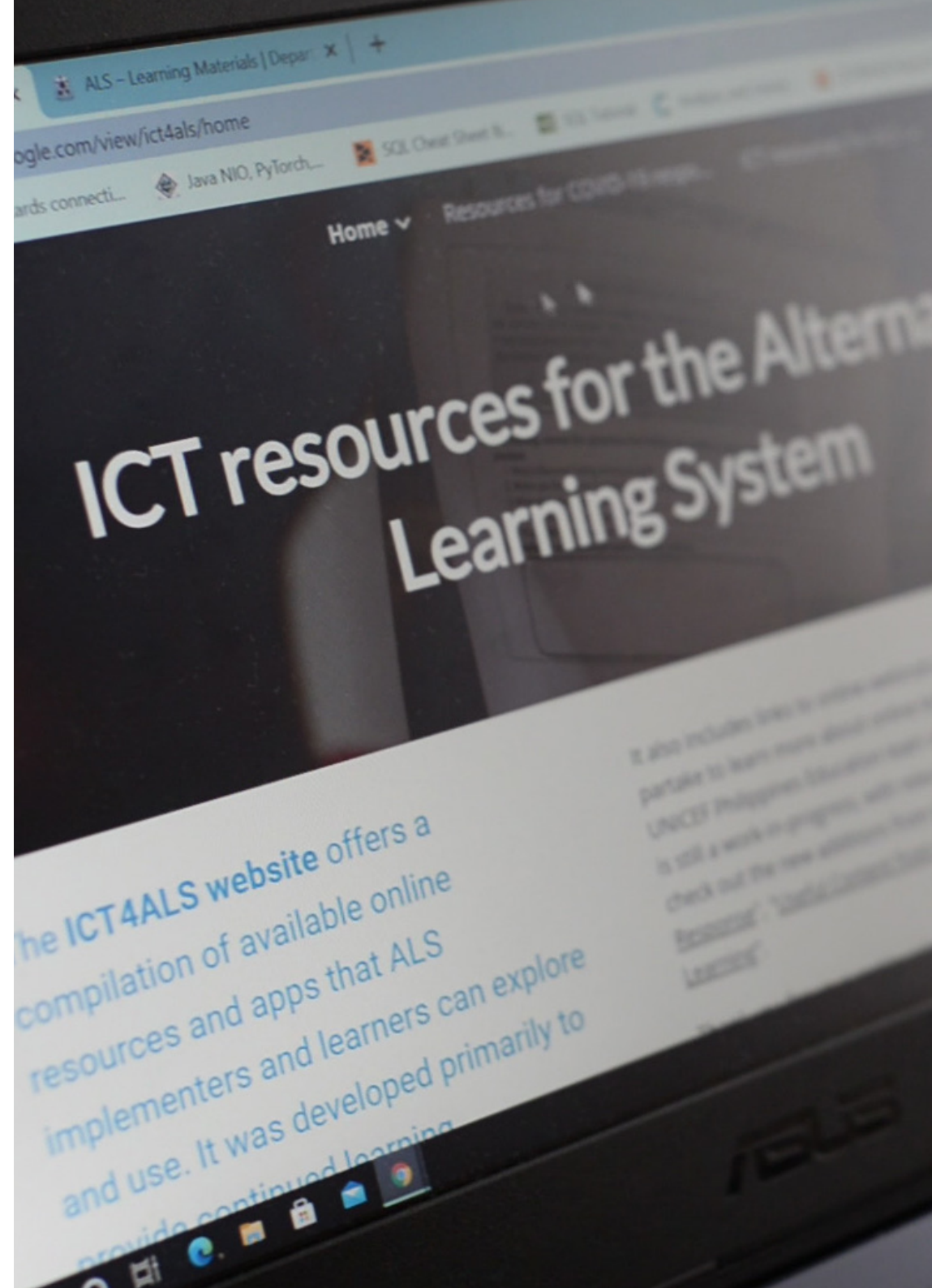
To support blended and distance learning, DepEd and USAID Opportunity 2.0 developed, printed and distributed the **new Life Skills self-directed modules nationwide**. Launched in 2020, these self-directed modules proved auspicious as a remote learning delivery modality amid the pandemic while enabling ALS learners to become self-aware, good at communication, collaboration, acquire financial management skills, and able to recognize their roles in community building amid and beyond the pandemic.



In the same vein, DepEd and UNICEF Philippines launched the **ICT4ALS website** where both ALS learners and teachers can explore online resources and applications in the safety of their homes. It was developed primarily to provide continued learning opportunities amid the global health crisis parallel with populating DepEd Commons and to complement its pool of resources. Since its launch, ICT4ALS surpassed 200,000 users between June 2020 and June 2022.

200,000

ICT4ALS users between June 2020
and June 2022



To facilitate effective delivery of ALS in areas that may have limited or no access to the internet, DepEd, SEAMEO INNOTECH, and UNICEF developed **ALSware** – a set of resource materials curated specifically for use by ALS learners and teachers by providing increased access to learning modules, tools, and other relevant resources. Each set is comprised of:

- **Learning modules** in both print and non-print formats
- **Supplementary and advocacy materials** (also in print and non-print formats) promote proper sanitation and hygiene, as well as risk communication, to help curb the impacts of the COVID-19 pandemic
- **Instructional tools and equipment** to support science, math, and information technology lesson delivery, among others
- **Consumable materials** to aid in the fight against COVID-19 and support the daily functions of ALS teachers¹⁵

ALSware has been received in Angeles City, Northern Samar, Samar, Zamboanga City, Zamboanga Del Norte, and Cagayan de Oro City.



¹⁵ Guidebook for Using the ALSware, May 2021

As ALS steadily moves toward digital and online learning delivery, DepEd provided **2,000 laptops in 2020** and **1,500 laptops in 2022** to ALS teachers in 16 regions. In support of technology-aided instruction in ALS and of DepEd's learning continuity plan amid the pandemic, USAID Opportunity 2.0 provided P60 million worth of distance learning equipment to eSkwela learning centers in at least five cities in 2021¹⁶ including laptops for ALS teachers in twelve cities and ICT support for the Bureau of Alternative Education.



¹⁶ USAID launches new M&E handbook and training program for ALS teachers (<https://opportunity.org.ph/usaid-launches-new-me-handbook-and-training-program-for-als-teachers/>)



DepED USAID EDC

USAID Opportunity 2.0 Program
Second-Chance Opportunities for Out-of-School Youth

CEREMONIAL HANDOVER OF
DESKWELA EQUIPMENT
DEPED ALSAGAZPI C...

DepED USAID

USAID
OPPORTUNITY
PROGRAM

ThinkCentre
USAID

ThinkVision
USAID

EPSON EXCEED YOUR VISION L3110

ThinkCentre
USAID

ThinkVision
USAID

LEARNING STRAND 3
MATHEMATICAL & PROBLEM SOLVING SKILLS

ng Lugar na Iyong

Department of Education
 Office of Alternative Learning System
 Region II
 DIVISION OF PAMPANGA

LS 4 - Pagbabalik sa Pagsalin ng Pansamantalang

LS 1 - Mag-unap Tayo



LEARNING STRAND 4
LIFE AND CAREER SKILLS

Paano Lutasin ang mga Alitan?

Department of Education
 Office of Alternative Learning System
 Region II
 DIVISION OF PAMPANGA

LS 3 - Mangingapang Pinay Malapagmanolaki Sa Manda

LS 4 - Inubuhangin ang Oras ng Iyong Kaligtas



LEARNING STRAND 5
UNDERSTANDING THE SELF & SOCIETY

The Major Religions of the World

Department of Education
 Office of Alternative Learning System
 Region II
 DIVISION OF PAMPANGA

LS 5 - How to Resolve Conflicts?


ALC Accreditation and Equivalency Learning Material



BLP MODULES

2


Ubo! Ubo TB ba to?



Basic Literacy Learning Material
 Kagawaran ng Edukasyon - Pampanga ng Pilipinas

2

Halinang Magbasa Tungkol sa Ating Kalikasan



Basic Literacy Learning Material
 Kagawaran ng Edukasyon - Pampanga ng Pilipinas

2

Gabay ng Tagapagtuturo
Ooops... Ingat sa Lansangan



Basic Literacy Learning Material
 Kagawaran ng Edukasyon - Pampanga ng Pilipinas

II. Curriculum enhancement

In 2019, DepEd began implementing the enhanced **ALS K to 12 Basic Education Curriculum** (ALS K to 12 BEC)¹⁷. While aligned with the formal education curriculum, it is not a mirror image. Its essence and distinction lie in its responsiveness to and recognition of each ALS learner's prior learning in view of the 21st century skills and should enable ALS learners to acquire competencies that will make them more competitive in life after ALS.

It is comprised of six interrelated learning strands with corresponding skills, namely:

Communication (Filipino and English)

Scientific Literacy and Critical Thinking

Mathematical and Problem Solving

Life and Career

Understanding the Self and Society

Digital Citizenship

In consultation with the Curriculum and Instruction (CI) strand and the pilot implementors of ALS SHS in Region V, and with support from ADB, BAE developed and finalized a **Contextualized MELCs-based ALS SHS Curriculum** in 2022. Following the six learning strands of ALS, the curriculum is flexible, aims to adequately equip ALS learners with 21st century skills and to prepare them for the four exits of K to 12, and is in consideration of the varied learning contexts, learning needs, economic and social realities of OSCYAs¹⁸.



¹⁷ DepEd Order 13, series 2019 "Policy Guidelines on the Implementation of Enhanced Alternative Learning System 2.0"

¹⁸ Joint Memorandum OM-CI-2022-00086 "Completed Staff Work for the Adoption of the Contextualized Most Essential Learning Competencies (MELCs)-based Alternative Learning System Senior High School (ALS SHS) Curriculum" dated May 26, 2022

III. Learning resources update

In 2022, spanning three years of development and design, the **new K to 12-aligned ALS modules** for JHS learners came to fruition. In partnership with UNESCO Jakarta and Korea International Cooperation Agency (KOICA) Philippines, DepEd, through the Bureau of Learning Resources (BLR) and the ALS Task Force, revised and updated the old ALS modules with the goals of addressing the need to develop 21st century skills among ALS learners and bridging the gap in updated learning resources for ALS. The new modules cover all learning strands under the ALS K to 12 BEC, including Digital Citizenship, which has been taught in the past years without the appropriate learning resources.



Strengthening the learning delivery

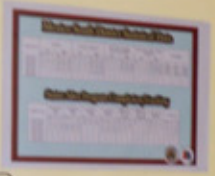
The ALS Program takes pride in its long-established use of flexible learning delivery through several modalities: face-to-face classes, online and blended learning, radio and TV-based instruction, eSkwela, and self-paced learning. For decades, the options for flexible learning afforded to ALS learners have underscored both the realities that render them unable to complete basic education in the formal system and the attainability of adapting learning delivery to suit the personal and social circumstances of learners – before, during, and even after the pandemic.



In line with the reforms under ALS 2.0, DepEd undertook measures to strengthen the learning delivery and pedagogical process by:

- **strengthening differentiation of instruction** by enhancing the implementation of the Individual Learning Agreement (ILA) and the Recognition of Prior Learning (RPL) – proper utilization of these forms is crucial in determining the appropriate literacy level of prospective ALS learners and providing the appropriate learning intervention needed
- **enhancing tools for learner screening and formative assessment** – the ALS Task Force (now the Bureau of Alternative Education or BAE) conducted a series of writeshops to revise the existing Functional Literacy Test (FLT) and the Assessment for Basic Literacy (ABL) in 2018 and 2019, respectively; BAE is currently in the process of developing the ALS Assessment Framework anchored on the existing assessment framework of DepEd
- **improving learning environment** through the integration of CLCs as a component of R.A. 11510 – BAE is in close coordination with the Education Facilities Division (EFD) and the Finance Service (FS) in regard to the operation of CLCs; a set of guidelines on the inventory of CLCs are in the pipeline, the results of which will be used as basis for the preparation of identification and proposal for priority sites
- **supporting the expansion of the use of technology tools** to facilitate improved learning experiences through enhanced flexible learning modalities and technology-mediated peer learning, e.g., Facebook study circles, to reach more OSCYAs and in addition to the modular approach
- **strengthening experiential learning strategies of ALS Teachers** anchored on the 4As of adult learning (activity, analysis, abstraction, and application) that takes into consideration the experiences of learners in the way they gain and build knowledge
- **supporting the contextualization of learning resources and delivery strategies** – to address the limited number of teaching and learning resources that are aligned with the enhanced ALS K to 12 BEC, ALS Teachers are encouraged to develop their own resources in coordination with their ALS Division Focal Persons, EPSAs, and learning area supervisors in the Curriculum and Instruction (CID) Division





IV. Assessment and certification

The A&E Test for the program completers of SYs 2019-2020, 2020-2021, and 2021-2022 faced delays due to the COVID-19 pandemic. To enable them to move forward with their plans after ALS, the former ALS Task Force (now BAE), developed the **Presentation Portfolio Assessment (PPA)**.

The result of the PPA is used as basis for the issuance of certificates of completion for A&E Elementary level and A&E JHS level program completers of the aforementioned school years in lieu of the A&E Test. A revalidation process is conducted as quality assurance measure to ensure that the presentation portfolios are original outputs of the program completers.

The PPA is part of the **expansion of the A&E certification process**, where ALS learners interested in seeking an elementary or high school equivalency certification shall be required to submit their presentation portfolios. Each learner's portfolio should contain selected learning outputs as evidence of mastery of the competencies in the six learning strands of the new ALS K to 12 BEC.





To address the limitations posed by a once-a-year assessment, BAE, in partnership with UNICEF Philippines, UP Assessment Curriculum and Technology Research Center (ACTRC), and the University of Melbourne, explored the feasibility of **micro-certification**, or credentialing through which ALS learners can gain certificates when they satisfy a set of predetermined assessment requirements related to a competency or skill that can be acquired through ALS. Officials and personnel in **DepEd and partners** in the private sector **welcomed this new form of assessment and certification**. DepEd, with support from UNICEF Philippines and other partners, is building on the gains from the feasibility study by finalizing the guidelines to implement micro-certification in ALS on a nationwide scale.

V. Policy and governance

The lack of a focal office for ALS at the DepEd Central Office was one of the biggest setbacks in strengthening and expanding the Program. In 2016, a small group of technical staff from the Central Office and field offices volunteered to become part of what was eventually called ALS Task Force (ATF) and created by virtue of DepEd Order 3, series 2019. With only a number of personnel who could provide technical support to the Assistant Secretary for ALS, ATF crafted several policies and programs that significantly improved the delivery of the ALS curriculum, the conduct of trainings, program management, and the access of teachers and learners to learning resources:

- **DepEd Order 13, s. 2019** (Policy Guidelines on the Implementation of Enhanced Alternative Learning System 2.0)
- **DepEd Order 21, s. 2021** (Implementing Guidelines on the Pilot Implementation of Inclusion of Alternative Learning System in School-Based Management for School Year 2020-2021)
- **DepEd Memorandum 67, s. 2020** (Guidelines on the Implementation of Alternative Learning System Programs in Light of the Basic Education Learning Continuity Plan)
- **DepEd Memorandum 80, s. 2019** (Orientation on the Implementation of Enhanced Alternative Learning System 2.0 for All Key Officials of the Department of Education)
- **DepEd Order 63, s. 2017** (Implementing Guidelines on the Utilization of Support to Operations Fund for Regional Offices for Mapping and Monitoring Activities of the Alternative Learning System for Calendar Year 2017)
- **DepEd Order 45, s. 2018** (Implementing Guidelines on the Allocation, Utilization and Monitoring and Evaluation of Support to Operations Funds to Alternative Learning System at the Regional Offices)
- **DepEd Order 12, s. 2019** (Implementing Guidelines on the Utilization of Program Support Funds to Alternative Learning System at the Regional Offices for Calendar Year 2019)
- **DepEd Order 33, s. 2020** (Implementing Guidelines on the Release, Utilization, Monitoring and Reporting of Program Support Funds for Alternative Learning System for Calendar Year 2020)
- **DepEd Order 27, s. 2021** (Implementing Guidelines on the Release, Utilization, Monitoring and Reporting of Program Support Funds for Alternative Learning System for Calendar Year 2021)
- **DepEd Order 28, s. 2022** (Implementing Guidelines on the Release, Receipt, Utilization, Monitoring and Reporting of Program Support Funds for Alternative Learning System for Calendar Year 2022 and Years Thereafter)



DepED AS
PROGRAM

ALB

APRIL 2022

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MYSTIC SENSA DE SALVACION DISPONIBLE

Comunión con Dios (Inclusión) de la Virgen María

APRIL 2022

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Mobilization of field-level ALS focal persons

It was not until the current administration that a pool of ALS focal persons at the Regional and Division levels was organized and mobilized to augment the technical expertise of BAE and ensure that program and policy reforms are anchored on field-level experiences, expertise, and situational realities. To ensure that policies and programs are properly implemented, the Office of the Assistant Secretary for ALS (OASALS) and BAE conducted quarterly consultative conferences with the field-level focal persons to discuss issues and concerns and derive suggestions and recommendations.



ALS Act and IRR

The Assistant Secretary for ALS and ATF, with technical assistance from the USAID Opportunity 2.0 project and SEAMEO INNOTECH, were also instrumental in the crafting of the ALS Act from 2019 to 2020 by providing prompt technical support and accurate data to the legislators, serving as lead resource persons in all public hearings and technical working group (TWG) meetings at the House of Representatives and the Senate of the Philippines, and coordinating with relevant stakeholders to ensure that the legislation received the necessary support for its enactment.



On December 23, 2020, the President of the Philippines signed **Republic Act No. 11510**, or An Act Institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in Special Cases and Adults and Appropriating Funds Therefor (ALS Act). Through this law, adequate and sustainable support shall be provided for the ALS Program to ensure that more OCSYAs can be reached; partnerships with LGUs, government agencies, and non-government and development organizations shall be further strengthened and expanded; the ALS Teachers Program shall be strengthened through pre-service and in-service trainings, and additional teaching items and allowances shall be allotted; and the BAE shall be created and institutionalized in the DepEd Central Office. In addition, the Act strengthened the legal basis for mobilizing local government and private sector financial support for ALS through extension of the powers and responsibilities of the Local School Board and integration of a tax deduction option for private sector donors in regard to ALS.

S. No. 1365
H. No. 6910

Republic of the Philippines
Congress of the Philippines
Metro Manila

Eighteenth Congress

Second Regular Session

Begun and held in Metro Manila, on Monday, the twenty-seventh day of July, two thousand twenty.

[REPUBLIC ACT NO. **11510**]

AN ACT INSTITUTIONALIZING THE ALTERNATIVE LEARNING SYSTEM IN BASIC EDUCATION FOR OUT-OF-SCHOOL CHILDREN IN SPECIAL CASES AND ADULTS AND APPROPRIATING FUNDS THEREFOR

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

SECTION 1. *Short Title.* – This Act shall be known as the “Alternative Learning System Act”.

SEC. 2. *Declaration of Policy.* – It is hereby declared the policy of the State to promote the right of all citizens to quality education at all levels and take the appropriate steps to make such education accessible to all. The State shall likewise give the highest priority to the enactment of measures that promote human development and the acceleration of social progress, thereby reducing social, economic and political inequalities.

Its timely passage is a response to the growing demand for a quality second chance basic education as a viable learning option for Filipino OSCYAs. With thousands of households adversely affected by the COVID-19 pandemic, the number of OSCYAs could still grow in the following years. With technical support from USAID Opportunity 2.0, the ALS Act Implementing Rules and Regulations (IRR) was crafted incorporating feedback from consultations with key ALS stakeholders, and a series of IRR advocacy roadshows conducted.

DepEd Secretary Leonor Magtolis Briones promptly approved the **Implementing Rules and Regulations** (IRR) in November 2021 to ensure that adequate, timely, and quality attention and support to the basic learning needs of out-of-school children in special cases and adults are provided by DepEd at the Central, Regional, Division and school levels, and by its partners in the government and the private sector.

In the same month, Secretary Briones signed **DepEd Order 47, s. 2021** (Creation of the Bureau of Alternative Education in the Department of Education) in compliance with R.A. 11510. The former ALS Task Force is currently transitioning to the new BAE as it continues to provide a coordinated leadership of ALS as a priority program of the DepEd and to ensure the continued delivery of inclusive learning opportunities to OSCYAs.



Its timely passage is a response to the growing demand for a quality second chance basic education as a viable learning option for Filipino out-of-school children, youth and adults



As a legacy program of the administration, the institutionalization of the ALS Program through the ALS Act immensely contributes to the mandated strengthening and expansion of its implementation throughout the country.

The ALS Act is an accomplishment of DepEd's commitment to ensuring that no learner will be left behind, even amid a pandemic. It likewise underscores the country's trust in the potential of young and adult Filipinos who have been out of the formal school system to be able to live gainfully and contribute productively to their community and the country. As a legacy program of the administration, the institutionalization of the ALS Program immensely contributes to the mandated strengthening and expansion of its implementation throughout the country.



WELCOME ALS Kapamilya

Nabas Community Learning Center



VI. Capability building program

DepEd is committed to supporting its ALS Teachers to be the best they can be through continued training and professional development and support. In the past six years, DepEd invested in enhancing the capacity of ALS Teachers, implementors, and field officers to enable them to truly respond to the unique learning needs of ALS learners.

Table 1. DepEd-financed ALS national capacity building (2017-2022)

| YEAR | TRAININGS | (target) PARTICIPANTS | AMOUNT |
|--------------|------------|--------------------------|------------------------|
| 2017 | 42 | 3,043 | P130,506,835.84 |
| 2018 | 8 | 605 | P6,691,268.60 |
| 2019 | 25 | 11,294 | P161,317,600.40 |
| 2020 | 9 | 11,388 | online* |
| 2021 | 20 | 994 | online* |
| 2022 | 4 | 825 | P21,160,025.00 |
| TOTAL | 108 | 28,149 | P319,675,729.84 |



These trainings by DepEd, through ATF (now BAE), include:

- Basic training course on ALS for mobile teachers and district ALS coordinators
- Basic Literacy Training Project for Sabah
- Orientation-workshop for Region and Division ALS Focal Persons on ALS accreditation guidelines and contracting for service providers
- Training for Education Program Specialist II for ALS (EPSA) on the fundamentals of ALS
- Workshop on the finalization of the ALS Roadmap
- Training of instructional managers for rebel returnees
- Training of trainers for ALS implementors on Life Skills
- National Training of Trainers on ALS K to 12 BEC
- Data mining training and writeshop in the revision of existing and finalization of existing School-Based Management (SBM) and Inclusion of ALS in SBM
- Regional Mass Training of Teachers on learning activity sheets (LAS) in ALS K to 12 BEC
- Orientation on the implementation of ALS 2.0 for all DepEd regional directors
- Training of ALS Teachers in Pilot Schools on the Implementation of Contextualized Most Essential Learning Competencies (MELCs)-based Senior High School Curriculum for Alternative Learning System
- Training of ALS Teachers on the Implementation of Contextualized Most Essential Learning Competencies (MELCs)-based Senior High School Curriculum for Alternative Learning System (Clusters I, III & III)
- ALS Act and IRR Orientation Workshop

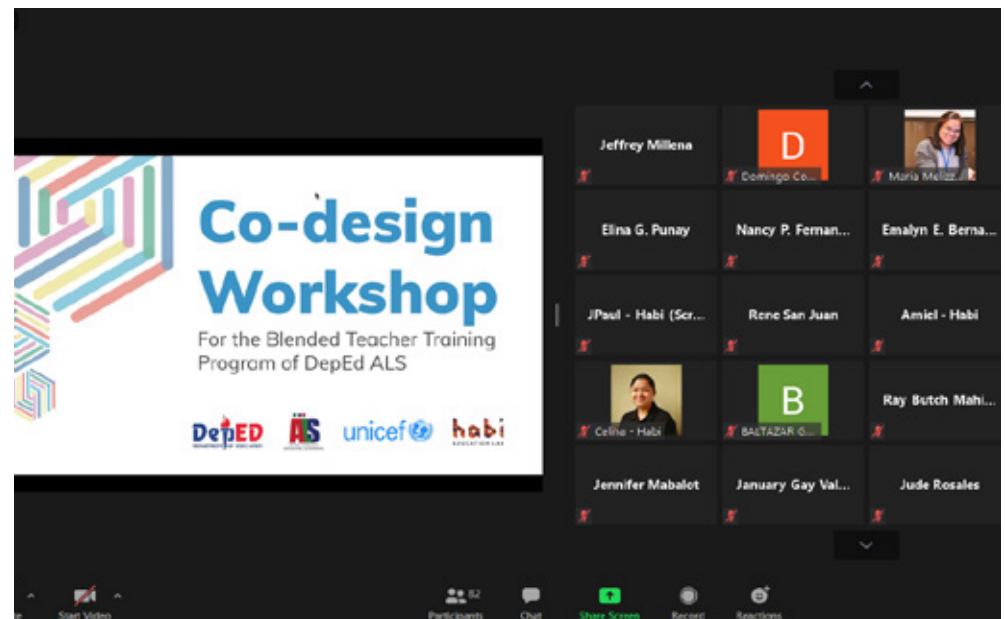


DepED IS
**Writershop on the Development of
Session Guides for the Training of ALS
Teachers on the Implementation of
Contextualized MELCs-based ALS SHS
Curriculum for Pilot Schools**
Amazing View Mountain Resort, Laguna
April 25-29, 2022



Beyond traditional face-to-face training, BAE pioneered the development and implementation of pioneering new modalities of capacity building for ALS program implementers and stakeholders. These include:

- Use of technology-mediated learning platforms for online and blended delivery of capacity building programs
- Development and pilot testing of the first ever Learning Action Cell (LAC) interventions for ALS teachers as the model for future scale-up and institutionalization of ALS LACs as complementary capacity building strategy
- Development of professional learning networks among ALS implementers using social media and other digital learning platforms;
- Sourcing of specialist technical assistance to lead BAE-initiated R&D initiatives such as development of an ALS M&E framework



Partners' initiatives

Following reforms in policy that enhanced partners' engagement, participation of development partners improved and resulted in a number of trainings for ALS teachers and implementors that equipped them to adapt and innovate, especially during the COVID-19 pandemic:

| | Organization | Activity | Participants |
|------|--|---|--------------|
| 2018 | USAID Mindanao Youth for Development (MYDev) | National Training of Trainers for ALS Implementors on Life Skills | 91 |
| 2019 | World Bank | National Training of Trainers on the ALS K to 12 Basic Education Curriculum | 187 |
| | USAID Opportunity 2.0 | Delivery of Life Skills Self-Directed Modules | 2,689 |
| 2020 | Habi Education and UNICEF Philippines | Development of a Blended Teacher Training Program for ALS | 83 |
| | SEAMEO INNOTECH | Mobile Technology for Teachers (MT4T) | 4,500 |

| | Organization | Activity | Participants |
|------|-----------------------|--|--------------|
| 2021 | USAID Opportunity 2.0 | Delivery of Life Skills Self-Directed Modules | 166 |
| | | Be Your Own Boss and Work-Based Learning (WBL) | 235 |
| | | Professional Development for ALS Teachers in support to the ALS 2.0 Reforms with SEAMEO INNOTECH | 45 |
| 2022 | USAID Opportunity 2.0 | ALS Act Roadshow in USAID Opportunity 2.0 sites | 750 |
| | | Higher-Level Education or Training Readiness Orientation (HERO) | 87 |
| | | Be Your Own Boss and Work-Based Learning (WBL) | 202 |
| | | Professional Development for ALS Teachers in support to the ALS 2.0 Reforms with SEAMEO INNOTECH | 532 |
| | | BAE Organizational Needs Assessment Workshop with Accenture | 26 |
| | | Organizational Capacity Assessment and Action Planning Workshop | 26 |

VII. Advocacy and social mobilization

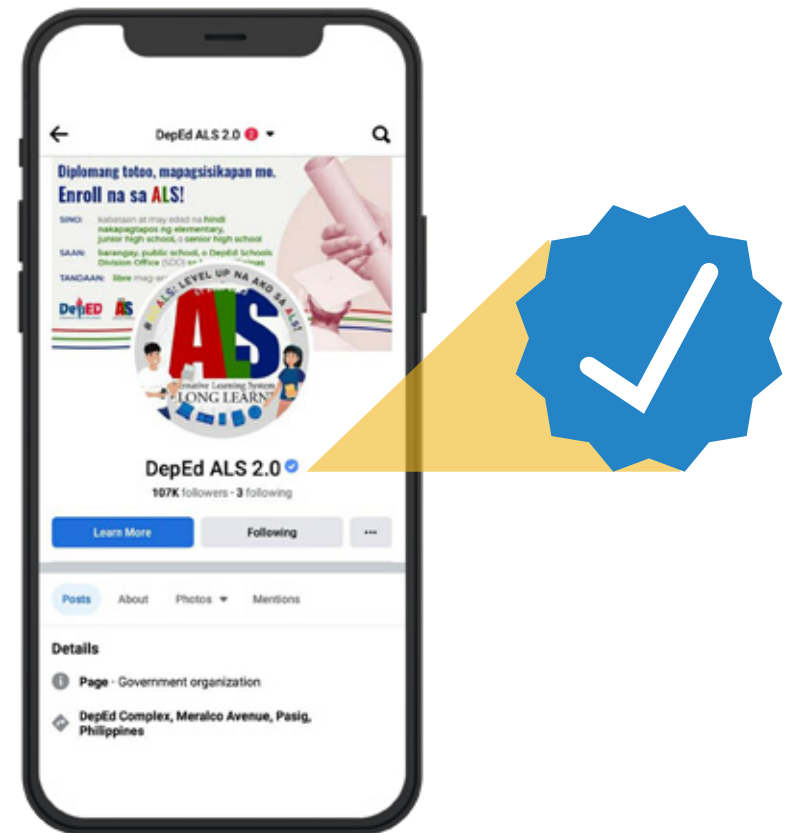
Part of the literacy mapping conducted by ALS mobile teachers prior to the beginning of each school year are advocacy and social mobilization to ensure wider reach of potential ALS learners and participation of stakeholders. In the past years, ALS mobile teachers had to improvise their advocacy and social mobilization materials, adding to their tasks and taking away hours that they could have used for the actual conduct of their campaigns.



In 2020, DepEd, through the OASALS, partnered with UNICEF Philippines and Plan International Philippines to craft the first **Communication for Development (C4D) strategies for ALS** that aim to increase the enrollment rate and boost the support of the community and local government units (LGUs) for the Program. Three pilot areas (Divisions of Angeles City, Northern Samar, and Zamboanga del Norte) were identified. Learners, parents, program implementors, and members of LGUs participated in focus group discussions that informed the development of strategies and communication materials based on the context of each area. In 2021, the C4D strategy manuals and sets of printed and digital materials were finalized and distributed for use of the three pilot areas. DepEd Region III decided to adopt the C4D for ALS Strategy of the Schools Division Office of Angeles City in all its other Divisions, while a national rollout strategy is currently in the pipeline.



As part of its COVID-19 response to ensure the continuity of enrollment and learning, the OASALS established the **official Facebook page DepEd ALS 2.0** as soon as the first enhanced community quarantine (ECQ) was enforced in March 2020. The creation of the official Facebook page aims to harmonize and amplify all valid information and stakeholder efforts pertaining to the ALS Program. The page likewise aims to serve as the official social media channel for ALS learners, teachers, and partners to receive, verify, and share accurate and truthful news and information about the Program. In April 2020, DepEd ALS 2.0 Facebook page received its blue check badge — the mark of verification and authenticity of the page.



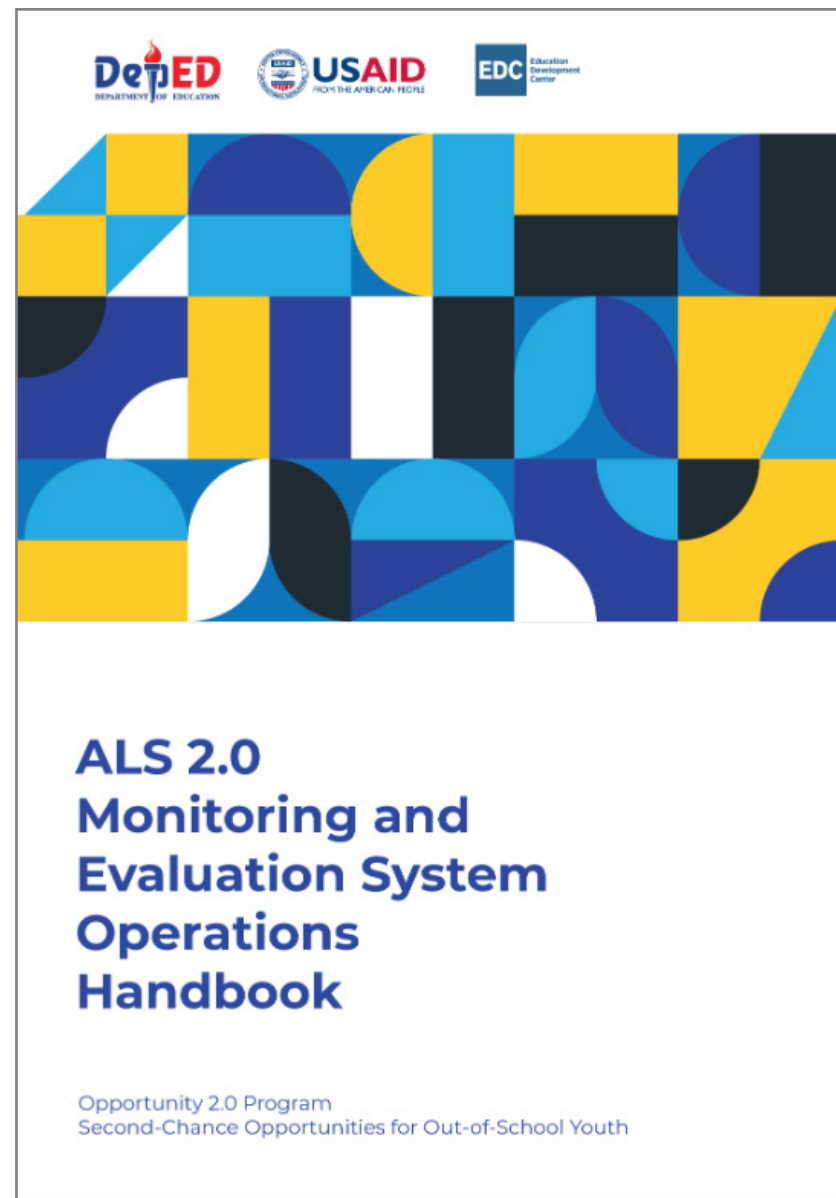


VIII. Monitoring and evaluation

Coming full circle is the development and rollout of the new **ALS 2.0 Monitoring and Evaluation System Operations Handbook** less than six years after the recognition of gaps in the existing system. Developed in partnership with USAID Opportunity 2.0, the handbook aims to help DepEd see the progress of the ALS Program on the ground and help decision-makers to be nimble in providing enhancements to the Program to ensure that it truly addresses the needs of ALS teachers and learners¹⁹. It serves as a roadmap for BAE, Curriculum and Management Division (CLMD) in Regional Offices, Curriculum and Instruction Division (CID) in Schools Division Offices, Public Schools District Supervisor (PSDS), and ALS M&E trainers for the efficient management and implementation of the monitoring, evaluation, and adjustment system of the Department²⁰.

¹⁹ USAID launches new M&E handbook and training program for ALS teachers (<https://opportunity.org.ph/usa-id-launches-new-me-handbook-and-training-program-for-als-teachers/>)

²⁰ ALS 2.0 M&E System Operations Handbook (<https://opportunity.org.ph/resource/als-2-0-me-system-operations-handbook/>)



ALS 2.0 and beyond

The accomplishments of the ALS Program in the last six years show how much it can achieve if it enjoys significant support and confidence invested in it by internal and external stakeholders. The demand for ALS is seen to be continuous, if not greater, in the coming years as the impact of the pandemic is yet to be fully felt. The comparable magnitude of support and collaboration are likewise needed to continuously respond to present and lingering challenges.

For a decade, the ALS Program drifted between basic education and skills training, resulting in a diluted program that suffered the skepticism of stakeholders in higher education institutions, employers, and some members of DepEd itself. Such low opinion of the Program was difficult but not impossible to overcome. With the new curriculum, a strategic roadmap, updated learning resources, policy reforms, enhanced partner engagement, and other implementation innovations, the Department is confident that the tall order of strengthening and intensifying the ALS Program is now a reality.

With the institutionalization of ALS through the ALS Act and its IRR, the Department believes that the Program is all the more worth the support and commitment of all officials, personnel, and partners in the field even after the current administration. DepEd is confident that in less than six years, it has prepared and enriched a program that can catch young and adult Filipinos who are not able to receive formal basic education – due to the pandemic or due to personal and social circumstances that limit their opportunities – with a quality second-chance basic education that is inclusive and innovative, sustainable, and equitable.



Alternative Learning System





“

My batchmates [in formal school] would call me ‘ate’ (older sister) or ‘mommy.’ That’s why I was so happy that we have ALS SHS. Unlike before, I felt so embarrassed that I refused to go to school and I had low opinion of myself because of what happened to me. . . I told myself, I will show my child that although I stumbled, I will stand up and finish [my studies]. That’s why I am really thankful for ALS because it really helped us.

For Dassell Alicado, a 19-year-old ALS SHS graduate currently working as a restobar manager, the ALS Program became her stepping stone to correct past mistakes. Through the Program, she is able prove to herself that a misstep is not where her journey toward a gainful life ends. The flexibility and inclusivity that the Program offers enabled her to pursue a new goal not just for herself but for the life she brought into the world.

"We are happy to be among the first batch to have had the opportunity [to study SHS through ALS]. Some of us were working while others had no one else to look after their children. In ALS, we were given flexible time for our studies. My partner and I plan to go abroad, but for now I want to finish studying Bachelor of Arts in Entrepreneurship because it is still an advantage if you are a degree holder. I told myself, I will show my child that although I stumbled, I will stand up and finish [my studies]. That's why I am really thankful for ALS because it really helped us."



Meanwhile, Mark Jay Barcelon was uncertain about landing a job until he learned about ALS. Mark Jay had been out of school but his drive to finish his studies weighed more than his struggles. He now works at a fast food restaurant and plans to pursue a tech-voc course to acquire a National Certification II (NC II) before proceeding to college.

"The ALS Program has been a great help because it enabled me to get a job at Jollibee. Now, I want to take Shielded Metal Arc Welding NC II and after it, I am also considering going to college."





I'm really happy and proud of myself, also of the school where I studied ALS because they gave us a chance to finish our studies. You can study and work at the same time since you may use your rest time to study. . . We should not feel discouraged and lose hope. If we have plans in life, just continue persevering until we reach these.

Future directions

The implementation of the ALS 2.0 reform agenda has made significant progress in enhancing the quality and reach of programs in ALS. With many foundational reforms successfully in place following the ongoing rollout of the five-year ALS 2.0 Strategic Roadmap, the next DepEd administration is well-placed to sustain, extend, and deepen the impact of these reform initiatives and build on new opportunities opened by the passage of R.A. 11510 (ALS Act) and its IRR.





DepED
OPLAN
BALIK ESKWELA
2021-2022

EVALUATION
AND
REVALIDA

FUNCTIONAL
LITERACY
TEST

Using the Roadmap as a frame of reference, the following recommendations are presented for consideration of the next administration to help guide its ALS Program priorities:

Strategic Goal 1: Expand Access to Basic Education

Strategic Objective 1A: Expand coverage of Inclusion Programs

1.1 Improve ALS literacy mapping

Improve efficiency, accuracy, and utility of ALS literacy mapping as input to program planning and learner identification and recruitment through:

- Conduct of regular consultative meetings with other national government agencies who are stakeholders of ALS
- Develop an ICT supported ALS internal database
- Finalize ALS policy on literacy mapping
- Revise and update ALS mapping tools
- Train teachers on the use of updated mapping and monitoring forms

1.2 Intensify inclusion dimension

Intensify inclusion dimensions of ALS programs in accordance with the priorities detailed in R.A. 11510 to ensure learners with various dimensions of disadvantage can be better reached and served. This includes learners with disabilities, children in special circumstances, learners in institutions, learners from indigenous peoples' (IP) communities, learners impacted by emergencies and disasters, learners in geographically remote locations, and adults with minimal education.

Proposed activities are as follows:

- Consultative meeting on the development of Inclusive Education Framework in ALS (DepEd, national government agencies, civil society organizations, non-government organizations, and other relevant stakeholders)
- Development of Inclusive Education in ALS Framework
- Development of policy on Inclusive Education in ALS
- Development of teaching and learning resources on Inclusive Education in ALS
- Hiring, training, and deployment of ALS Teachers with Specialization in SPED
- Training of existing ALS Teachers on Inclusive Education
- Development of assessment mechanism on Inclusive Education in ALS
- Monitoring of the implementation of Inclusive Education

1.3 Expand the range of ALS program offerings

To address the diverse learning needs of OSYAs, the following programs will be offered:

- short-term Functional Education and Literacy Programs (FELP) addressing subsets of competencies from the ALS K to 12 BEC aligned with learners' priority learning goals (e.g., financial literacy, reproductive health, entrepreneurship, and disaster risk reduction and management (DRRM));
- academic-bridging courses to facilitate ALS learners' readiness for the academic rigors of SHS and college, and to address competency gaps of ALS graduates.

Proposed activities are as follows:

- Consultative meeting on the development of FELP and Academic-Focused Bridging Programs (AFBP) Framework (DepEd NGAs, CSOs, NGOs, and other relevant stakeholders)
- Development of FELP and AFBP Framework
- Development of FELP and AFBP policies
- Development of teaching and learning resources on FELP and AFBP
- Training of ALS Teachers on FELP and AFBP
- Development of assessment mechanism on FELP and AFBP
- Monitoring on the Implementation of FELP and AFBP

Strategic Objective 1B: Expand Access to Secondary Education

1.4 Continue lobbying for increase in budget for ALS

Continue to lobby for significant expansion in the annual General Appropriations (GAA) to increase budget for ALS. This includes ensuring full financing of the ALS 2.0 Strategic Roadmap costing requirements for the different reform initiatives through a combination of GAA and development partner financing.

1.5 Increase number of ALS Teachers

Continue to augment number of ALS Teachers to expand the reach of ALS programs, including the hiring of teachers with specialist expertise (e.g., subject specialists, technical vocational specialists, career guidance practitioners, and SPED teachers).

1.6 Improve Accreditation and Equivalency

Improve the efficiency, validity, reliability, and cost-effectiveness of the Accreditation and Equivalency (A&E) assessment and certification process. This includes:

- finalization of a new national ALS assessment framework incorporating assessment of learning, assessment for learning, and assessment as learning
- enhancing the quality of the PPA process to more accurately measure a broader range of curriculum competencies as a complement to the national A&E exam
- strengthening the role of Recognition of Prior Learning (RPL) and Individual Learning Agreements (ILAs) as foundations of ALS instructional program design, implementation, and assessment
- scaling up micro-certification and expanding its application to a broader range of sub-competencies
- institutionalizing the option of online A&E Test, and improving the frequency and regularity of A&E exams

1.7 Explore online delivery of ALS

Expand technology-mediated delivery of ALS, drawing on the lessons learned from the use of multiple delivery modalities during the COVID 19 pandemic (e.g., online delivery, use of social media, interactive audio, video/TV-based learning, and modular instruction). This includes:

- conducting a systematic evaluation of different flexible delivery modalities in ALS
- enhancing the capacity of ALS Teachers in effectively using a range of delivery modalities for enhanced teaching and learning
- improving the quality, accessibility, reliability, robustness, and efficiency of DepEd's online learning platforms and resources for ALS
- maximizing the use of mobile technologies as modes of delivery and learner communication and collaboration
- guiding appropriate selection and use of technology tools aligned with different contexts, learning styles, and realities of the diverse range of ALS learners
- developing financial models for different ALS delivery modalities
- developing the ICT4ALS delivery framework

Strategic Objective 1C: Provide non-classroom facilities in remote and isolated schools
(Improve ALS learning environments, particularly in remote areas)

1.8 Develop Community Learning Center (CLC) policies and guidelines

Improving ALS learning environments includes:

- completing a nationwide inventory of CLCs as input to national standards for ALS learning environments and crafting of a financial investment program for CLC construction and refurbishment nationwide
- crafting of national policy guidelines for CLCs, including measures to improve inclusivity and quality of CLCs as conducive ALS learning environments
- coordinating with the Department of Budget and Management (DBM), Department of Public Works and Highways (DPWH), and LGUs for the construction and refurbishment of CLCs in accordance with the requirements stipulated in R.A. 11510 (i.e., at least one fully functioning dedicated Type 5 CLC per municipality)
- implementing a strategy of ALS programs utilizing multiple learning environments anchored on the requirements of the ALS K to 12 BEC

Strategic Objective 1D: Improve Partnership-Building and Linkages

- 1.9 Given its limited human resources, DepEd cannot successfully fulfill its mandate of providing alternative learning opportunities for all OSY and adults in need without strategic collaboration with key partners who implement their own ALS programs. This includes enhancing coordination with non-DepEd ALS program implementers to ensure complementation and synergy of ALS program planning, targeting implementation and monitoring, and promote efficient use of limited resources.
- 1.10 Enhance the capacity of non-DepEd ALS program implementors to improve the quality and impact of their ALS programs and ability to comply with national quality standards.
- 1.11 Transition the current DepEd program of recognition of partners towards a more rigorous and institutionalized partner accreditation system.
- 1.12 Develop a service-contracting modality to complement DepEd-led ALS program implementation in geographically remote areas and other locations not reached by existing DepEd and non-DepEd ALS implementors.

Strategic Goal 2: Expand Access to Basic Education

Strategic Objective 2A: Full Implementation of K to 12 Program

- 2.1 Expand implementation of ALS SHS nationwide guided by lessons learned from recently completed ALS SHS pilot studies.
- 2.2 Systematize team teaching as a strategy to teach all competencies of the ALS JHS and SHS curriculum (particularly those competencies requiring subject specializations).
- 2.3 Facilitate flexible entry and exits between ALS and non-ALS SHS programs.

Strategic Objective 2B: Improve quality of teachers

2.4 Implement a continuous and comprehensive capacity-building program for ALS Teachers. This includes:

- enhancing existing induction program for new ALS teachers
- defining organizational and functional competencies for different levels of BAE personnel and field-level ALS implementors
- conducting regular competency gap assessments of existing ALS personnel vis-à-vis required organizational and functional competencies as basis of a responsive capacity building program
- conducting regular enhancement trainings to improve implementation of ALS program standards, policies and program delivery, instruction, and learner assessment
- strengthening the current instructional supervision system for ALS implementors incorporating clinical supervision, developmental supervision, coaching, and mentoring
- scaling up ALS learning action cells (LACs), supported by suitable learning resources, as a strategy for local-level capacity building which complements structured training interventions
- coordinating with teacher-education institutions to enhance the quality and relevance of pre-service teacher training subjects relevant to ALS
- strengthening performance evaluation of ALS teachers to ensure it is responsive to their unique job situations and competency requirements
- strengthening career pathways for ALS teachers to build, sustain, and retain the experience and expertise of capacitated ALS Teachers within the ALS education sub-sector



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SOCIAL DISTANCING
WASH YOUR HANDS

WHEN YOU GET SICK STAY HOME! STAY HEALTHY!
REPORT SUSPECTED OR CONFIRMED CASES TO LOCAL HEALTH DEPARTMENT!

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Strategic Objective 2C: Expand the Use of Technology for Learning

- 2.5 Fully implement the recently completed ALS ICT Masterplan.
- 2.6 Expand accessibility to and quality of ALS ICT infrastructure in CLCs to enable full coverage of the competencies of the K to 12 ALS BEC. This includes access to needed science, mathematics, tech-voc, and other ICT equipment.
- 2.7 Continue to capacitate ALS Teachers on the appropriate and effective use of technology tools to improve the quality of teaching and learning.
- 2.8 Continue to enhance the quality, accessibility, and efficiency of the ALS-ICT portal as a repository of ALS learning resources and a platform for professional networking and knowledge exchange.

Strategic Objective 2D: Enrich the ALS Curriculum

- 2.9 Continue updating the ALS curriculum to maintain equivalency with the ongoing revisions of the formal K to 12 Basic Education Curriculum.
- 2.10 Develop specialized curricula and supporting learning materials for new ALS program offerings (e.g., FELP, AFBP, IPEd programs, and Arabic Language and Islamic Values Education or ALIVE programs).
- 2.11 Develop new ALS learning resources to address remaining gaps in coverage of the competencies of the different learning strands of the ALS K to 12 BEC.
- 2.12 Enhance the capacity of BAE to lead innovative instructional materials development initiatives such as:
- audio-based instruction
 - video-based teaching and learning
 - ICT-based learning resources
 - instructional design of ALS learning modules
 - project-based learning
 - mobile-based learning
- 2.13 Enhance the capacity of ALS Teachers to implement, contextualize, and localize the competencies of the ALS curriculum. This includes enhancing the content-pedagogical knowledge and ability to assess learners' extent of mastery of the curriculum.

2.14 Enhance the teaching pedagogical competencies of teachers to improve learners' academic performance with special attention to critical teaching-learning competencies such as project-based learning, contextualized teaching and learning, active-learning strategies, integrative learning, recognition of prior learning, differentiated instruction, authentic assessment, technology-mediated instruction, among other learner-centric teaching/learning approaches.

- project-based learning
- contextualized teaching and learning
- active-learning strategies
- integrative learning
- recognition of prior learning
- differentiated instruction
- authentic assessment
- technology-mediated instruction, among other learner-centric teaching/learning approaches.

2.15 Integrate the successfully piloted Work-Based Learning (WBL) and Be-Your-Own-Boss (BYOB) programs, successfully field-tested by the USAID Opportunity 2.0 Project, into the core ALS A&E Program to enhance the teaching of work readiness/employability, and entrepreneurial skills in Learning Strand 4 of the ALS BEC.

2.16 Integrate vocational skills training into ALS Learning Strand 4 implementation, ideally leading to TESDA national certification, informed by the lessons from the completed ALS-EST pilot project.

2.17 Strengthen the ALS-specific post-program support system as mandated by R.A. 11510 drawing on good practices from the USAID Opportunity 2.0 and MYDev Projects. This includes an institutionalized career guidance and support program customized for ALS learners to prepare them for the multiple exits available at the end of the ALS Program (e.g., employment, self-employment, continuing education, and post-secondary technical training).

Strategic Goal 3: Modernize Education Management and Governance

Strategic Objective 3A: Automate Core Systems and Processes

3.1 Improve the timeliness, accuracy, and availability of ALS information for planning, program management decision-making, policy formulation, program monitoring and evaluation by strengthening the ALS management information system. This includes:

- strengthening ALS data collection and management systems, and pursuing system integration of existing ALS databases (e.g., Learner Information System or LIS and A&E assessment and certification information system)
- developing new ALS databases to serve specific ALS information requirements (e.g., learning materials utilization, ALS capacity building, ALS service contracting, ALS assessment and certification, profile of ALS implementors, profile of CLCs)
- fully operationalizing the newly developed national ALS M&E System, including tools, reporting system, data management, and information and training support services
- Capacitate ALS personnel on participatory and collaborative evaluation methodologies

Strategic Objective 3B: Improve ALS-related Procurement Processes

- 3.2 Coordinate with DepEd's Procurement Service at Central, Regional, and Division levels to improve efficiency, timeliness, and effectiveness of procurement, distribution, and deployment of critical ALS resources (e.g., learning materials). This includes completion of the remaining ALS modules still awaiting procurement of printing services, and procurement of science, mathematics, and ICT equipment (e.g., ALSware packages) for all CLCs.
- 3.3 Develop and/or streamline internal processes of the newly created BAE to ensure they remain client-centered and fully compliant with ISO 9001:2015 quality standards

Strategic Objective 3C: Accelerate Research and Development

- 3.4 Fully implement the recently approved ALS Research Agenda, which includes:
- conduct of tracer studies of ALS program completers
 - conduct of feasibility studies on forward-looking program dimensions/innovations (e.g., school-based ALS, computer-based assessment, new financial models, service contracting)
 - conduct of impact assessments and evaluations of completed pilot initiatives (e.g., SHS, BYOB, and WBL)

Strategic Objective 3D: Improve DepEd independence from interference

3.5 Fully implement the organizational development roadmap for the newly created BAE. This includes:

- preparing organizational charters for BAE and its two Divisions
- defining organizational and functional competencies of BAE and using these to conduct a competency assessment of existing BAE personnel to identify critical competency gaps (e.g., policy preparation) as input to a BAE capacity building plan
- developing a change management plan to facilitate the full transition from the ad hoc ALS Task Force to BAE
- completing the hiring of full BAE staff complement as detailed in R.A. 11510 IRR
- upgrading the process definitions of BAE to ensure full compliance with ISO 9001:2015 standards, internal DepEd governance protocols, and client requirements
- updating BAE risk and opportunity assessments
- updating Work and Financial Operations Plans for 2022/2023 anchored on the new DepEd administration's priorities
- enhancing BAE record management and management information systems, maximizing use of suitable technology tools to enhance efficiency, reduce paper consumption, and maximize possibilities for automation

3.6 Strengthen field-level ALS governance in Regional and Division Offices. This includes:

- expansion of number of field-level ALS personnel at the different levels of governance (e.g., full-time dedicated Regional and Division ALS focal persons, Regional and Division Education Program Specialists for ALS or EPSAs)
- enhanced capacity building for DepEd ALS Regional and Division personnel on ALS program management


3.7 Develop stakeholder alliances at all levels of governance. The USAID Opportunity 2.0 Youth Development Alliance (YDA) is one model of multi-stakeholder alliance in support of ALS that has been proven effective. This model should be evaluated for possible adoption and adaptation nationwide.

3.8 Develop policy and technical guidance for LGUs on the use of the Special Education Fund (SEF) and other LGU fund sources to support ALS programs as required by R.A. 11510 and its IRR.

3.9 Develop policy guidance for private sector partners to operationalize the provisions of R.A. 11510 related to tax deductions for private sector donation/financial support to ALS.

3.10 Coordinate with the Technical Education and Skills Development Authority (TESDA) and Commission on Higher Education (CHED) to harmonize ALS 2.0 reforms with existing policies/protocols of said agencies. This includes:

- securing formal recognition of ALS JHS program completers by TESDA for access to admission to TESDA-accredited technical-vocational (tech-voc) training programs and access to TESDA scholarships
- coordinating with TESDA for Assessment and Certification (National Certification or NC) of ALS JHS and SHS learners who completes technical-vocational skills competencies as part of their ALS programs
- Coordinating with CHED regarding recognition of ALS SHS graduates for entry to higher education institutions (HEIs), including clarification re: academic-bridging course requirements for HEI courses with special pre-requisite knowledge requirements, and access to CHED scholarships



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Literacy for all”

Strategic Objective 3E: Enhance Responsiveness of Human Resource Development Systems to ALS context

- 3.11 Complete ongoing efforts to support contextualization of Results-Based Performance Management System (RPMS) and Philippine Professional Standards for Teachers (PPST) at the point of implementation to ensure they are appropriate/responsive to the specific/unique contextual realities of ALS Teachers/supervisors
- 3.12 Continue the coordination with CHED and HEIs for specialized undergraduate and post-graduate degrees on ALS Teaching and Program Management

Annexes

ALS national enrollment and completion

| YEAR | ENROLLEES | | | | COMPLETERS | | | | TEST TAKER | | | PASSERS | | |
|--------------|-----------|---------|---------|------------------|------------|--------|---------|---------|------------|---------|------------------|---------|---------|----------------|
| | BLP | EL | JHSL | TOTAL | BLP | EL | JHSL | TOTAL | EL | JHSL | TOTAL | EL | JHSL | TOTAL |
| 2016-2017 | 63,210 | 118,113 | 506,701 | 688,024 | 42,334 | 73,215 | 335,001 | 450,550 | 15,536 | 161,727 | 177,263 | 6,592 | 97,634 | 104,586 |
| 2017-2018 | 56,169 | 107,489 | 501,909 | 665,567 | 34,072 | 67,615 | 373,665 | 475,352 | 15,204 | 130,290 | 145,494 | 9,162 | 96,361 | 105,523 |
| 2018-2019 | 65,701 | 139,342 | 631,499 | 836,542 | 27,473 | 77,646 | 429,136 | 534,255 | 25,493 | 242,275 | 268,218 | 13,022 | 166,296 | 179,948 |
| 2019-2020* | 51,685 | 140,746 | 623,986 | 816,417 | 26,485 | 83,044 | 443,816 | 553,345 | 77,225 | 414,163 | 491,388 | 26,567 | 226,616 | 253,183 |
| 2020-2021* | 34,280 | 114,409 | 522,684 | 671,373 | 14,052 | 57,020 | 330,983 | 402,055 | 57,020 | 330,982 | 388,002 | 18,560 | 155,286 | 173,846 |
| 2021-2022** | 26,287 | 97,559 | 426,001 | 550,427 | | | | | | | | | | |
| TOTAL | | | | 4,228,350 | | | | | | | 1,470,365 | | | 817,086 |

ALS national budget (previous and current administrations)

| YEAR | APPROPRIATION | REMARK | |
|--------------|-------------------------|----------------------------------|--|
| 2005 | 55,594,000.00 | GAA - Operations | |
| 2006 | | GAA not uploadedd in DBM website | |
| 2007 | 84,988,000.00 | GAA - Support to Operations | |
| | 145,152,000.00 | GAA - Operations | |
| 2008 | 102,964,000.00 | GAA - Support to Operations | |
| | 240,420,000.00 | GAA - Operations | |
| 2009 | 103,089,000.00 | GAA - Support to Operations | |
| | 240,420,000.00 | GAA - Operations | |
| 2010 | 101,318,000.00 | GAA - Support to Operations | |
| | 309,597,000.00 | GAA - Operations | |
| 2011 | 103,320,000.00 | GAA - Support to Operations | |
| | 284,597,000.00 | GAA - Operations | |
| 2012 | 102,077,000.00 | GAA - Support to Operations | |
| | 291,428,000.00 | GAA - Operations | |
| 2013 | 103,825,000.00 | GAA - Support to Operations | |
| | 307,422,000.00 | GAA - Operations | |
| 2014 | | Special Provision | |
| 2015 | | Special Provision | |
| TOTAL | 2,576,211,000.00 | | |
| | | | |
| 2016 | 361,943,130.91 | GAA | |
| 2017 | 498,832,460.00 | GAA | |
| 2018 | 414,807,516.67 | GAA - Flexible Learning Options | |
| 2019 | 596,906,520.00 | GAA - Flexible Learning Options | |
| 2020 | 497,552,000.00 | GAA - Flexible Learning Options | |
| 2021 | 559,000,000.00 | GAA - Flexible Learning Options | |
| 2022 | 559,000,000.00 | GAA - Flexible Learning Options | |
| TOTAL | 3,488,041,627.58 | | |



