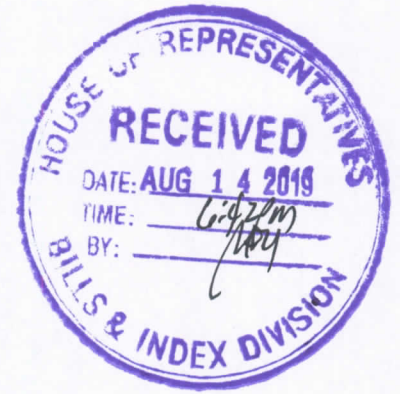


REPUBLIC OF THE PHILIPPINES
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
First Regular Session

HOUSE BILL NO. 3992



Introduced by Representative **TYRONE D AGABAS**

EXPLANATORY NOTE

This bill seeks to institutionalize the Alternative Learning System in the basic education for out-of-school children, youth and adults, persons with disabilities, indigenous peoples, and marginalized sectors of our society. This bill has already been approved by the House of Representatives on its 3rd and final reading in the 17th Congress. Considering however its significance in realizing equal access to education, this bill is being filed.

The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all (Section 1, Article XIV, 1987 Constitution). The State shall encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs (Section 2 [4], Article XIV, 1987 Constitution).

The Alternative Learning System (ALS) program for many years has been proven effective in integrating the out-of-school children, youth and adults, persons with disabilities, indigenous peoples, and marginalized sectors in mainstream education. The ALS has taught us that an out-of-school youth, regardless of age, as long as he is willing to learn can become a graduate. Celebrities like Senator Emmanuel Pacquiao, Jessy Mendiola, Angel Locsin, Gerald Anderson, and Kim Chui were beneficiaries of the ALS program. To date however, the ALS program has not yet been institutionalized hence the vulnerability of it being withdrawn anytime from our educational system. To ensure a sustained

implementation of the ALS program, there is a need to institutionalize the same.

Accordingly, the approval of this bill is earnestly sought.



ATTY. TYRONE D. AGABAS
Representative
6th District, Pangasinan

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS

HOUSE BILL NO. 3992

Introduced by Representative **TYRONE D. AGABAS**

AN ACT
INSTITUTIONALIZING THE ALTERNATIVE LEARNING SYSTEM IN
THE BASIC EDUCATION FOR OUT-OF-SCHOOL CHILDREN, YOUTH
AND ADULTS, PERSONS WITH DISABILITIES, INDIGENOUS
PEOPLES, AND OTHER MARGINALIZED SECTORS OF SOCIETY, AND
APPROPRIATING FUNDS THEREFOR

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

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

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

11
12 Towards this end, the State shall provide the out-of-school
13 children, youth and adults, persons with the disabilities,
14 indigenous peoples, and other marginalized sectors of society with
15 opportunities to improve their knowledge, technical and
16 vocational efficiency, and other skills through a system of informal,
17 non-formal, and indigenous education which are tailored to meet
18 their limited schedule and their incapacity to attend to formal
19 classroom learning experience due to time, physical, emotional,
20 economic, and other constraints.

21
22 **SEC. 3. Objectives.** – This Act aims to achieve the following
23 objectives:

24
25 (a) Provide adequate attention to the learning needs of the
26 out-of-school children, youth and adults, persons with
27 disabilities, indigenous peoples, and other marginalized
28 sectors of society;

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30 (b) Guarantee equal opportunity for learners in every
31 barangay, including residents of unreached, underserved
32 and conflict-affected communities, to avail of systematic and
33 flexible alternative basic education program outside of the
34 formal school system;

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36 (c) Promote lifelong learning in all streams of education to
37 ensure the learners' sustainable future; and

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39 (d) Institute a mobile teacher program especially in far-flung,
40 unserved, underserved, and conflict-affected communities;

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42 **SEC. 4. *The Alternative Learning System.*** – The Alternative
43 Learning System, hereinafter referred to as “ALS”, is hereby
44 established as a parallel learning system that provides an
45 alternative learning arrangement to learners, who, for acceptable
46 reasons to be determined by the Department of Education (DepEd),
47 can not be admitted to the existing formal basic education. It
48 includes both the non-formal and informal sources of knowledge
49 and skills.

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51 The ALS shall cover out-of-school children, youth and
52 adults, persons with disabilities, indigenous peoples, and other
53 marginalized sectors of society, who either have none or limited
54 access to formal schools, and who are usually located in far-flung
55 communities, including those in areas with armed conflict.

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57 **SEC. 5. *Implementation.*** – The Secretary of Education, through the
58 appropriate DepEd office, shall exercise general supervision and
59 administration over the ALS programs. It shall:

60
61 (a) Establish an appropriate governance mechanism, to
62 ensure the efficient and effective coordination and
63 management of the ALS covering policy, curriculum, learning
64 program delivery, learning materials, learner assessment and
65 certification, quality assurance and support systems;

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67 (b) Provide the appropriate ALS curriculum assimilating
68 culture and gender-sensitive formulations that meet the
69 minimum requirements of basic education, training of

70 teachers and coordinators, and the mechanism to implement
71 the program in every city and municipality throughout the
72 country;

73
74 **(c)** Coordinate with local government units (LGUs),
75 nongovernment organizations (NGOs), and other government
76 agencies on matters pertaining to community mapping
77 activities and come up with a centralized database for out-of-
78 school children, youth and adults, persons with disabilities,
79 indigenous peoples, other marginalized sectors of society
80 who have not yet completed their basic education;

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82 **(d)** Address the learning needs of the marginalized groups of
83 the population including the deprived, depressed, unserved,
84 and underserved citizens through non-formal and informal
85 education programs;

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87 **(e)** Ensure access to educational opportunities for learners of
88 different interests, capabilities, demographic characteristics
89 and socioeconomic origins and status;

90
91 **(f)** Promote certification and accreditation through
92 alternative learning programs, both non-formal and informal
93 in nature, for basic education;

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95 **(g)** Coordinate with various agencies for skills development to
96 ensure the learners' employability, efficiency, productivity,
97 and competitiveness in the labor market; and

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99 **(h)** Establish minimum quality standards for ALS program
100 implementation and management including certification of
101 learning outcomes, accreditation of service providers,
102 competency standards for ALS personnel, and requirements
103 for ALS learning environments, among others, to help
104 promote quality assurance of the ALS.

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106 **SEC. 6. *The ALS Program.*** – The DepEd shall strengthen the
107 implementation of Non-Formal Education (NFE) and Informal
108 Education (InfEd) Programs.

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110 **(a)** The NFE Program shall be modular and flexible in nature,
111 which means learning can take place anytime and in any
112 place depending on the convenience and availability of the
113 ALS learners. This program is subdivided into a:

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115 **(1)** Basic Literacy Program (BLP), for illiterates; and

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(2) Continuing Education Program, called Accreditation and Equivalency (CE: A&E) Program, for elementary education dropouts.

(b) The InfEd Program includes skills and livelihood training entrepreneurship, personal interest, and community development sessions.

To deliver ALS programs, the DepEd may utilize the following learning resources:

(1) Learning modules which contain learning activities, and pre- and post-assessments; and

(2) Supplementary materials like text and non-text based modules, self-learning instructional materials, learning activity packages, online and digital modules, textbooks, e-modules, or blended technology learning materials from various sources.

SEC. 7. Duration of ALS Programs – The DepEd shall prescribe an appropriate minimum number of session hours or days required for the completion of ALS programs to ensure that the learners enrolled therein are provided with adequate and quality schooling and training at par with the formal education system.

SEC. 8. Accreditation and Equivalency Examinations for ALS Learners. – The ALS Accreditation and Equivalency (ALS A&E) Test shall be a paper and pencil test designed and administered by the DepEd to measure the competencies of those who have neither attended nor finished elementary or secondary education in the formal school system. Passers of the ALS A&E Test are given a certificate or diploma bearing the DepEd seal, and the signature of the Secretary of education, certifying their competencies as comparable graduates of the formal school system. Passers are qualified to enroll in junior high school or senior high school education as appropriate.

SEC. 9. Admission to Senior High School. - Learners, who successfully complete the required ALS program and pass the appropriate ALS A&E Test for junior high school level, may be admitted to senior high school to pursue courses of their own choices: *Provided*, that they comply with the other basic

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documentary requirements set by the school as requisite for enrollment.

The DepEd shall develop supplemental learning programs for the passers of the ALS A&E Test to help the learners cope with and be acquainted with the kind of academic, technical or vocational subjects being offered in senior high school education.

SEC. 10. *The Technical Education and Skills Authority (TESDA)* – The TESDA, in coordination with the DepEd, shall assist ALS A&E Test passers equivalent to Grade 10 in taking up Technical Vocational Education and Training (TVET) programs. This shall serve as an option to enrolling in senior high school.

The DepEd shall also encourage ALS graduates in possession of skills to undergo competency assessment and certification being administered by TESDA.

SEC. 11. *The Department of Labor and Employment (DOLE)*. – The DOLE, in partnership with the DepEd, shall promote gainful employment opportunities to ALS passers, who will eventually graduate from senior high school education, through coordination with prospective employers for job placement in the industry sector.

SEC. 12. *Hiring and Training of ALS Learning Facilitators.* – The DepEd shall hire ALS Mobile Teachers, Literacy Volunteers, and Instructional Managers, who shall serve as ALS Learning Facilitators, in order to augment the manpower resources needed in the implementation of the ALS programs throughout the country.

The ALS Learning Facilitators shall undergo the necessary training regularly throughout the calendar year to upgrade their teaching skills to the standards expected for the ALS curriculum.

SEC. 13. *Establishment of ALS Community Learning Center.* – There shall be established at least one (1) ALS Community Learning Center (CLC) in every municipality and city throughout the country. As much as possible, the ALS CLC shall be situated at the place within the municipality or city that is conducive for learning and accessible to the public.

Each ALS CLC shall be constructed in accordance with the specifications, criteria, and other details provided and approved by

206 the DepEd, in consultation with the municipal or city mayor or a
207 duly authorized LGU representative, to ensure the orderly
208 implementation of the project.

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210 **SEC. 14.** *The Department of Interior and Local Government (DILG).*
211 – The DILG shall help enlist the support of the LGUs as DepEd
212 partners in the operation of the ALS. It shall coordinate with the
213 DepEd on matters requiring LGU participation and shall issue and
214 disseminate to the LGUs concerned ALS-related memoranda or
215 advisories, as necessary.

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217 **SEC. 15.** *Participation of LGUs.* – The Secretary of Education shall
218 initiate partnerships with the Chief Executives of LGUs to
219 encourage them to contribute available resources to the ALS
220 programs within the LGUs' respective areas of jurisdiction.

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222 **SEC. 16.** *Local ALS Committee.* – The Local School Board may
223 create a local ALS Committee and provide for its composition, as
224 necessary. The local ALS Committee shall perform the following
225 functions:

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227 (a) Oversee the ALS implementation at the city or municipal
228 level, including the identification of priority ALS programs,
229 establishment of ALS CLC, provision of technical assistance
230 to ALS Learning Facilitators, program monitoring and
231 evaluation, and coordination with government and non-
232 government partners for post- program support activities;

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234 (b) Recommend to the local school board, in accordance with
235 criteria set by the DepEd, the determination of the annual
236 supplementary budgetary needs for the operation and
237 maintenance of ALS within the city or municipality and the
238 supplementary local cost of meeting such needs, which shall
239 be reflected in the form of annual ALS budget corresponding
240 to its share of the proceeds of the special levy on real
241 property constituting the Special Education Fund and such
242 other sources of revenue as this act and other laws or
243 ordinances may provide;

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245 (c) Ensure the implementation of community literacy
246 mapping activities within the city or municipality and
247 coordinate with the barangays, non-government
248 organizations and other agencies in the identification of out-
249 of-school children, youth and adults, persons with
250 disabilities, indigenous people, and other marginalized

251 sectors of society who have not yet completed their basic
252 education;

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254 **(d)** Coordinate with the DepEd in regard to the
255 establishment, operation and maintenance of ALS CLC; and

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257 **(e)** Serve as an advisory committee to the Sangguniang
258 Panlungsod or Sangguniang Bayan concerned on the ALS
259 implementation in the city or municipality.

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261 **SEC. 17. *Special Education Fund Allocation*** – Notwithstanding the
262 provision of Section 272 of Republic Act. No. 7160, otherwise
263 known as the “Local Government Code of 1991” the local school
264 boards shall set aside a portion of the proceeds of the Special
265 Education Fund for the utilization of ALS programs within the
266 LGU’s respective areas of jurisdiction.

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268 **SEC. 18. *Private Sector Participation.*** – The Secretary of Education
269 shall encourage and promote close partnerships with the private
270 sector whose support in the form of cooperative or collaborative
271 arrangements may be harnessed to ensure the sustainable
272 implementation of ALS programs.

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274 **SEC. 19. *Unlawful Fees.*** – It shall be unlawful for any DepEd-
275 administered ALS CLC, its officers, or Learning Facilitators to
276 solicit or require the payment of admission, enrollment and other
277 kinds of fees from any interested learner as requisite for
278 admissions.

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280 **SEC. 20. *Appropriations.*** - The amount necessary for the
281 implementation of this ACT shall be charged against the current
282 year’s appropriations for the Flexible Learning Options of the
283 DepEd. Thereafter, such amount as may be necessary for the
284 continuous implementation of this Act shall be included in the
285 General appropriation Act.

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287 **SEC. 21. *Implementing Rules and Regulations*** – Within ninety (90)
288 days from the approval of this Act, the secretary of education, in
289 consultation with the DILG, TESDA, DOLE, the Coordinating
290 Council for Private Educational Associations, NGO, and other
291 concerned government agencies, shall formulate the rules and
292 regulations implementing the provisions of this Act. The
293 implementing rules and regulations issued pursuant to this
294 section shall take effect thirty (30) days after its publication in the
295 national newspaper of general circulation.

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SEC. 22. *Separability Clause.* – If any provision of this act is held invalid or unconstitutional, the other provisions not so declared shall remain in force and effect.

SEC. 23. *Repealing Clause.* – All laws, decrees, orders and rules and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed or amended accordingly.

Sec 24. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,