

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 To date however, the ALS program has not yet been institutionalized hence the vulnerability of it being withdrawn anytime from our educational system.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”.
3

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

28
29 (b) Guarantee equal opportunity for learners in every
30 barangay, including residents of unreached, underserved
31 and conflict-affected communities, to avail of systematic and
32 flexible alternative basic education program outside of the
33 formal school system;

34
35 (c) Promote lifelong learning in all streams of education to
36 ensure the learners' sustainable future; and

37
38 (d) Institute a mobile teacher program especially in far-flung,
39 unserved, underserved, and conflict-affected communities;

40
41 **SEC. 4. *The Alternative Learning System.*** – The Alternative
42 Learning System, hereinafter referred to as “ALS”, is hereby
43 established as a parallel learning system that provides an
44 alternative learning arrangement to learners, who, for acceptable
45 reasons to be determined by the Department of Education (DepEd),
46 can not be admitted to the existing formal basic education. It
47 includes both the non-formal and informal sources of knowledge
48 and skills.

49
50 The ALS shall cover out-of-school children, youth and
51 adults, persons with disabilities, indigenous peoples, and other
52 marginalized sectors of society, who either have none or limited
53 access to formal schools, and who are usually located in far-flung
54 communities, including those in areas with armed conflict.

55
56 **SEC. 5. *Implementation.*** – The Secretary of Education, through the
57 appropriate DepEd office, shall exercise general supervision and
58 administration over the ALS programs. It shall:

59
60 (a) Establish an appropriate governance mechanism, to
61 ensure the efficient and effective coordination and
62 management of the ALS covering policy, curriculum, learning
63 program delivery, learning materials, learner assessment and
64 certification, quality assurance and support systems;

65
66 (b) Provide the appropriate ALS curriculum assimilating
67 culture and gender-sensitive formulations that meet the
68 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;

81
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;

86
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;

94
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

98
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.

105
106 **SEC. 6. The ALS Program.** – The DepEd shall strengthen the
107 implementation of Non-Formal Education (NFE) and Informal
108 Education (InfEd) Programs.

109
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:

114
115 **(1)** Basic Literacy Program (BLP), for illiterates; and

(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

160 documentary requirements set by the school as requisite for
161 enrollment.

162
163 The DepEd shall develop supplemental learning programs
164 for the passers of the ALS A&E Test to help the learners cope with
165 and be acquainted with the kind of academic, technical or
166 vocational subjects being offered in senior high school education.
167

168 **SEC. 10. *The Technical Education and Skills Authority (TESDA)*** –
169 The TESDA, in coordination with the DepEd, shall assist ALS A&E
170 Test passers equivalent to Grade 10 in taking up Technical
171 Vocational Education and Training (TVET) programs. This shall
172 serve as an option to enrolling in senior high school.
173

174 The DepEd shall also encourage ALS graduates in
175 possession of skills to undergo competency assessment and
176 certification being administered by TESDA.
177

178 **SEC. 11. *The Department of Labor and Employment (DOLE)***. – The
179 DOLE, in partnership with the DepEd, shall promote gainful
180 employment opportunities to ALS passers, who will eventually
181 graduate from senior high school education, through coordination
182 with prospective employers for job placement in the industry
183 sector.
184

185 **SEC. 12. *Hiring and Training of ALS Learning Facilitators***. – The
186 DepEd shall hire ALS Mobile Teachers, Literacy Volunteers, and
187 Instructional Managers, who shall serve as ALS Learning
188 Facilitators, in order to augment the manpower resources needed
189 in the implementation of the ALS programs throughout the
190 country.
191

192 The ALS Learning Facilitators shall undergo the necessary
193 training regularly throughout the calendar year to upgrade their
194 teaching skills to the standards expected for the ALS
195 curriculum.
196

197 **SEC. 13. *Establishment of ALS Community Learning Center***. –
198 There shall be established at least one (1) ALS Community
199 Learning Center (CLC) in every municipality and city throughout
200 the country. As much as possible, the ALS CLC shall be situated at
201 the place within the municipality or city that is conducive for
202 learning and accessible to the public.
203

204 Each ALS CLC shall be constructed in accordance with the
205 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.

209

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.

216

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.

221

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:

226

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;

233

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;

244

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;

253
254 (d) Coordinate with the DepEd in regard to the
255 establishment, operation and maintenance of ALS CLC; and

256
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.

260
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.

267
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.

273
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.

279
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.

286
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.

296

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

300

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

304

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

308

309 Approved,