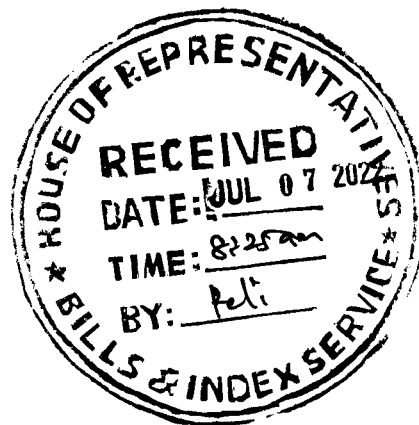




Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

NINETEENTH CONGRESS
First Regular Session

H.B. No. 1523



Introduced by Representative TEODORICO "NONONG" T. HARESCO, JR.

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

EXPLANATORY NOTE

Article XIV, Section 2, Paragraph (1) of the 1987 Philippine Constitution declares that the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society; and paragraph (4) concisely encourages 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.

Many Filipinos do not have a chance to attend and finish formal basic education (Grades 1-6 and Year 1-4) due to many reasons. Some drop out from schools while some do not have schools in their communities. Since every Filipino has a right to free basic education, the Government establishes ALS to provide all Filipinos the chance to have access to and complete basic education in a mode that fits their distinct situations and needs.¹

This bill envisions to promote non-formal education in the most convenient way. Its vision is to bring the ALS Program to every barangay . . . thereby "bringing education where the learners are."


TEODORICO T. HARESCO, JR.

¹ <https://www.deped.gov.ph/k-to-12/inclusive-education/about-alternative-learning-system/>

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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 "Alternative Learning
2 System Act".
3

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

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

18 **Sec. 3. Objectives.** -This Act aims to achieve the following objectives:
19

- 20 a) Provide adequate, timely and quality attention and support to the basic learning
21 needs of out-of-school youth, adults, and children in special extreme cases;
22 b) Guarantee equitable opportunity for all learners, including those who reside in the
23 unreached, underserved, conflict-affected communities, and communities in
24 emergencies to avail of systematic and appropriate alternative basic education
25 programs outside of the formal school system;
26 c) Promote lifelong learning anchored on the Alternative Learning System (ALS) K to
27 12 Basic Education Curriculum (BEC) that takes a holistic, integrated and inter-
28 sectoral approach, and provide pathways across modes of learning that will
29 ensure that learners will become caring, self-reliant, independent, productive, and
30 patriotic citizens, by allowing such learners to pursue further education or seek

- 31 employment after participating in the ALS program and passing the accreditation
32 and equivalency assessment;
- 33 d) Hire, capacitate, and deploy ALS teachers to implement a range of ALS programs
34 especially in far-flung, unserved, underserved, conflict-affected communities, and
35 communities in emergencies;
- 36 e) Design specialized programs for persons with disabilities, taking into
37 consideration their different levels of learning needs and other functional
38 difficulties in the development of instructional materials and learning modules in
39 accessible format;
- 40 f) Develop, integrate, and utilize informal education approaches and strategies in the
41 delivery of the ALS program and the assessment of learning outcomes and
42 competencies of ALS learners by providing flexibility in the duration of learning
43 programs, learning contents, and delivery strategies, among others;
- 44 g) Improve access to education and other learning opportunities and raise the level
45 of literacy to contribute to an individual's sustainable future; and
- 46 h) Strengthen non-formal basic education programs but ensure support to the policy
47 of the Department of Education (DepEd) that school age children and youth should
48 be enrolled in formal education, and that they should be able to return to the
49 formal education system in the event that they drop out.

50
51 **Sec. 4. The Alternative Learning System.** - The Alternative Learning System is a
52 parallel learning system that provides a viable alternative to the existing formal
53 education instruction. It encompasses both non-formal and informal sources of
54 knowledge and skills.

55
56 The ALS is hereby institutionalized to strengthen and expand the ALS program under
57 Republic Act No. 10533 or the "Enhanced Basic Education Act of 2013" and provide
58 increased opportunities for out-of-school youth, adults, and children in special extreme
59 cases to develop basic and functional literacy, life skills, and pursue an equivalent
60 pathway to complete basic education. It covers those who have been deprived of access
61 to formal basic education due to economic, geographic, political, cultural, and social
62 barriers, including persons with disabilities, indigenous peoples, children in conflict with
63 the law, learners in emergencies, persons deprived of liberty, migrant workers, and other
64 marginalized sectors of society.

65
66 **Sec. 5. ALS Programs.** - The DepEd shall strengthen the implementation of a range
67 of priority non-formal education (NFE) programs including but not limited to the
68 following:

- 69 a) Basic Literacy Program for nonliterates, neo-literates, and post-literates;
70 b) Accreditation and Equivalency programs for elementary and secondary
71 education dropouts;
72 c) Indigenous peoples education program for members of ICCs; and
73 d) Supplemental lifelong learning and academic bridging programs for ALS
74 completers.

75
76 To effectively deliver the NFE programs, the DepEd may utilize appropriate,
77 relevant and responsive learning modalities, such as:

- 78 a) modular instruction;
79 b) online, digital or mobile learning;

- c) face-to-face learning sessions and tutorials;
- d) radio or television-based instruction;
- e) blended learning or a combination of various modalities;
- f) workshops, simulations, and internship to inculcate life skills, work readiness and livelihood training, entrepreneurship, post-literacy, personal interest, and community development skills; and
- g) provision of inclusive and safe learning environments.

Sec. 6. Expansion of the ALS Teacher Program. - To reach more out- of-school youth, adults, and children in special extreme cases, and to accommodate learners with disabilities, the ALS teacher program shall be strengthened. The ALS teachers shall deliver quality community-based ALS programs for out-of-school youth, adults, and children in special extreme cases who are willing to develop basic and functional literacy and life skills, and pursue an equivalent pathway to complete basic education.

To promote the professional growth of ALS teachers, the Department of Budget and Management, in consultation with the DepEd and the Civil Service Commission, shall create teaching positions and allocate the corresponding salary grades.

The DepEd shall also hire ALS literacy volunteers and Instructional managers to be ALS teachers through a contracting scheme to augment the needed human resource requirements for the implementation of ALS programs.

Sec. 7. ALS Teacher Education and Training. - In coordination with the Commission on Higher Education (CHED) and other relevant partners in the government, the academe, and the private sector, the DepEd shall develop and conduct training programs and workshops for ALS teachers to ensure that they have the necessary knowledge and capacity to carry out the programs under the ALS curriculum, as well as enhance their skills on their roles as academic, administrative, and community leaders.

The CHED shall likewise develop a standardized and formalized ALS curriculum for a specialized degree in ALS teaching.

Sec. 8. Establishment of the ALS Community Learning Centers. - There shall be established at least one (1) ALS Community Learning Center (CLC) in every municipality and city throughout the country to serve as a learning environment to facilitate the full implementation of the ALS K to 12 BEC and other ALS programs. Priority should be given to areas where there is limited or no access to formal basic education or high concentration of out-of-school youth, adults, and children in special extreme cases.

Each ALS CLC shall be constructed in accordance with the specifications, criteria, and other details as provided and approved by the DepEd, in consultation with the municipal or city mayor or a duly authorized representative, to ensure the orderly implementation of ALS programs.

To augment the number of ALS CLCs, the facilities of all DepEd schools throughout the country shall likewise be used as learning centers during no class days and after regular class hours during class days.

Further, to ensure that every learner has equitable access to ALS programs, every CLC shall be open and operational seven (7) days a week and be provided with adequate facilities including a space for childcare for parents attending ALS classes.

Sec. 9. Recognition of ALS Providers/ Standards of ALS Service Delivery, and System of Rewards and Incentives. - In recognition of the distinct competence and commitment of the private sector in the delivery of ALS services, the DepEd, in consultation with such sector, shall formulate and adopt a set of standards of service delivery, including teacher qualification, teacher deployment, teacher training, remuneration, and system of rewards and incentives which are responsive to the needs and distinct situations of the particular areas where the providers serve. The DepEd shall include in the Implementing Rules and Regulations of this Act the minimum requirements and conditions for such set of standards to ensure quality delivery of ALS programs.

Sec. 10. Mandatory Annual Review and Impact Assessment of the ALS Program. - The DepEd, in partnership with the private sector, shall conduct a mandatory annual review of the ALS program, and submit such annual report to Congress to measure its effectiveness and ensure its proper implementation.

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

Sec. 11. Prohibition from Collection of Fees. - All DepEd ALS programs are free of charge and collection of all kinds of fees, costs or charges is prohibited.

Sec. 12. Tax Incentives. - Any donation, contribution, bequest or grant, in cash or services, whether local or foreign, which may be made by individuals and organizations, including private entities which shall provide the appropriate services materials, and delivery support services for the promotion of the ALS program, shall be exempt from the donor's tax and the cost of which shall be considered as an allowable deduction from the gross income in the computation of the income tax of the donor in accordance with the provisions of the National Internal Revenue Code of 1997, as amended.

Sec. 13. Appropriations. - The amount necessary for the implementation of this Act shall be charged against those authorized in the current and subsequent General Appropriations Act.

Sec. 14. Implementing Rules and Regulations. - Within ninety (90) days from the approval of this Act, the Secretary of Education, in consultation with concerned government agencies and other education stakeholders, shall formulate the rules and regulations implementing the provisions of this Act. The Implementing Rules and Regulations (IRR) issued pursuant to this section shall take effect thirty (30) days after its publication in a newspaper of general circulation.

Sec. 15. Transitory Provision. - All existing ALS programs, including ALS centers or facilities, established pursuant to the provisions of Republic Act No. 10533 shall continue to operate pursuant to, and be regulated by, the provisions of this Act and its IRR.

177 **Sec. 16.** Separability Clause. - If any part, section or provision of this Act is declared
178 invalid or unconstitutional, the other parts thereof not affected thereby shall remain in
179 full force and effect.

180
181 **Sec. 17.** Repeating Clause. - All laws, acts, presidential decrees, executive orders,
182 administrative orders, rules and regulations, or parts thereof, inconsistent with or
183 contrary to the provisions of this Act are hereby amended, modified or repealed
184 accordingly.

185
186 **Sec. 18.** Effectivity. - This Act shall take effect fifteen (15) days after its publication in
187 the Official Gazette or in a newspaper of general circulation.

188
189 *Approved,*