

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

Nineteenth Congress
First Regular Session

HOUSE BILL NO. **3403**



Introduced by Representative Lorenz R. Defensor

EXPLANATORY NOTE

This bill seeks to institutionalize the alternative learning delivery modes in the K-12 Basic Education system.

Section 1, Article XIV of the 1987 Constitution provides that 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.*”

The coronavirus 2019 (COVID-19) pandemic has caused tremendous disruption in the traditional method of conducting classes that requires face-to-face interaction between learners and their teachers. The education sector was challenged by the negative effects of the pandemic that have prevented learners, teachers, and other school personnel from going to schools or community learning centers. This situation calls for an urgent need to adopt and institutionalize alternative delivery modes of learning other than face-to-face, to ensure the continuity and quality of teaching and learning.

Republic Act No. 10533, otherwise known as the “*Enhanced Basic Education Act of 2013*,” mandates the development of the enhanced basic education curriculum. The law secures the interest of the basic education sector by making education learner-oriented, relevant, inclusive, responsive to the needs, and cognitive of the cultural capacity, circumstances, and diversity of learners, schools, and communities.

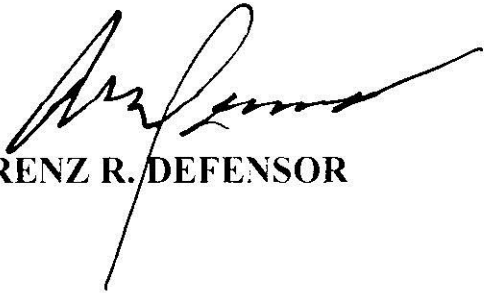
While the Department of Education has implemented the alternative delivery modes in the country's formal schools to address the learning needs of the marginalized pupils and students and those at risk of dropping out because of their personal, social, and economic constraints, however, the scale of implementation or application is very limited. The learning needs of the pupils and students have not yet been sufficiently met.

This measure will institutionalize alternative learning delivery modes using digital technology such as blended learning, distance learning, and homeschooling in the K-12 education system, in lieu or in addition to face-to-face modality, to make education responsive to the present needs and circumstances of learners, schools, and communities. This program, which will gather the government agencies and the private sector together, with the Department of Education as the lead agency, will provide alternative learning opportunities to the country's learners and enable teachers to assist and guide learners to master skills and acquire knowledge and experiences in a safe working and learning environment in line with the minimum health safety standards.

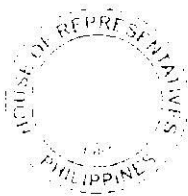
The bill also establishes the Alternative Learning Management Council to ensure a harmonized alternative learning delivery modes. The management council will strengthen the structural capability and control mechanism in the effective delivery of the learning modes at a larger scale.

Amidst this crisis, when the health and welfare of every individual are of primordial concern, the adoption of alternative learning delivery modes is necessary to balance the right to quality education and the health of the people.

In view of the foregoing, approval of this bill is earnestly sought.



LORENZ R. DEFENSOR



Republic of the Philippines
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Quezon City, Metro Manila

Nineteenth Congress
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HOUSE BILL NO. 3403

Introduced by Representative Lorenz R. Defensor

**AN ACT
INSTITUTIONALIZING THE ALTERNATIVE LEARNING DELIVERY
MODES IN THE K-12 BASIC EDUCATION SYSTEM AND
APPROPRIATING FUNDS THEREFOR**

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

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

SEC. 2. ***Declaration of Policy.*** –It is the policy of the State to 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. The State must also establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.

Towards this end, the State shall adopt and implement the alternative learning delivery modes using appropriate technology, such as blended learning,

distance learning, and homeschooling, to ensure continuous learning and make education accessible and responsive to the needs and circumstances of learners, schools, and communities.

SEC. 3. **Objectives.** – The objectives of this Act are as follows:

a) Ensure continued provision for quality learning and teaching in the country's education sector, taking into consideration the needs, capacity, circumstances, and diversity of all stakeholders while protecting their health, safety, security, and well-being;

b) Ensure the seamless transition of teaching and learning activities into systematic, flexible, and appropriate delivery formats of the K-12 curriculum responsive to the “new normal,” keeping in mind the constitutional mandate to uphold the right of all learners to quality, relevant, accessible, and liberating education at all times;

c) Develop, integrate, and utilize non-formal, informal, indigenous learning systems, as well as self-learning, independent, and out-of-school study programs in the delivery of alternative learning modes and the assessment of learning gaps, outcomes, and competencies of the learners by providing flexibility in the duration of the learning programs, learning contents, and learning delivery modes;

d) Strengthen the increasing role of technology in education as it facilitates various interactive and remote activities, digitization, delivery of knowledge, and enhancement of skills, necessary to obtain quality, accessible, relevant, and

liberating education, making the learners future-ready and carries a broad range of content to a connected community; and

e) Provide support for open educational resources and open digital access for all learners to ensure learning continuity and prevent digital divide, illiteracy, and other related equity gaps.

SEC. 4. ***Alternative Learning Delivery Modes*** –The Department of Education (DepEd) shall adopt and institutionalize the Alternative Learning Delivery Modes (ALDMs), in the delivery of K-12 Basic Education to facilitate teaching and continue learning, and for teachers to assist and guide learners master the skills, knowledge, and experiences in a safe working and technology-learning environment in line with the minimum health safety standards. ALDMs are instructional learning modes that do not strictly follow the typical set for regular classroom instruction, which include:

- a) *Asynchronous* or a setup where learners are provided with content and tasks that they need to accomplish within a time frame using an online platform such as a learning management system. Interactions between teachers and learners do not take place in real-time. No face-to-face class meeting happens, even online;
- b) *Blended learning or hybrid learning* which allows a combination of face-to-face and online distance learning, face-to-face and modular distance learning, face-to-face and radio-based instructions, and face-to-face and a combination of two or more types of distance learning;

- c) *Distance learning* or a delivery mode where learning takes place between teachers and learners who are geographically remote from each other during instruction. This mode has three types: modular, online, and television and radio-based instructions;
- d) *Homeschooling* wherein the delivery of education is facilitated by qualified parents, guardians, or tutors who have undergone relevant training in a home-based environment;
- e) *Modified hybrid* wherein there is a combination of synchronous and asynchronous models, minus the in-person class meetings or organized face-to-face class meetings with the help of digital tools. The time in between class meetings will be devoted to accomplishing tasks as scheduled on the learning management platform;
- f) *Modular distance learning* or an individualized instruction that allows learners to use self-learning modules in print or digital format, whichever is applicable in the context of the learner, and other learning resources like learner's materials, textbooks, activity sheets, study guides, and other study materials;
- g) *Online distance learning* where the teachers facilitate learning and engage the active participation of the learners by using various technologies accessed through the internet while they are geographically remote from each other during instruction; and

h) *Television and radio-based instructions* wherein self-learning modules are converted to video lessons for television or radio-based teachings.

For purposes of this section, a *self-learning module* refers to a primary learning resource for distance learning, which is either printed or digital, focusing on the development of one or several related most essential learning competencies in a learning area or subject area. It also refers to an interactive, self-contained, self-instructional, and compact module with a learning time frame suggested by the teacher in accordance with the DepEd policy.

SEC. 5. *Training and Support of Teachers.* - The DepEd shall formulate, plan, and conduct a series of capacity building workshops for teachers in the context of the technology-teaching environment. It shall implement and manage the adoption of the applicable ALDMs based on technology resources map, digital infrastructures, professional and digital literacy, skills, readiness assessment results, and implementation plans.

SEC. 6. *Learners with Disabilities, Indigenous Learners, and Marginalized Learners.* -The DepEd shall provide affordable and simple alternative learning delivery modes for persons with disabilities, indigenous learners, and marginalized learners, taking into consideration issues such as social distancing, limited access to the internet, and other circumstances.

SEC. 7. *Role of the Department of Education.* – The DepEd shall oversee the implementation of this Act, and in addition to its existing functions, the DepEd shall exercise the following functions:

a) Formulate a comprehensive and harmonized basic education continuity plan which will introduce the ALDMs;

b) Coordinate and collaborate with the National Government agencies (NGAs), local government units, the private sector, academe, international institutions, and other stakeholders to ensure the effective formulation and implementation of the ALDMs;

c) Prescribe policies and regulations, and enter into contracts to undertake the effective implementation of this Act, subject to existing laws, rules, and regulations;

d) Undertake the creation, establishment, construction, maintenance of infrastructures, and operations of equipment, systems, and other requirements necessary for the ALDMs;

e) Include resource requirements for a nationwide implementation of the education sector's modes of delivering continued education in its annual budget priority, and such other appropriate funding sources as the DepEd may identify; and

f) Perform such other acts that are necessary for the effective implementation of this Act.

SEC. 8. ***Basic Education Learning Continuity Plan.*** – The DepEd, in consultation with government research institutions and other national government agencies, shall formulate, plan, implement, and coordinate a harmonized and comprehensive basic education continuity plan that will

integrate the ALDMs. It shall introduce different alternative learning delivery modes provided under Section 4 of this Act. The DepEd shall ensure that the ALDMs are aligned with the priorities stated under the K-12 Basic Education curriculum.

SEC. 9. *Alternative Learning Delivery Management Council.* – The Alternative Learning Management Council, hereinafter referred to as the *Council*, is hereby created under the supervision of the DepEd to oversee the implementation of this Act. The Council is composed of the following:

- a) Secretary of Education, as chairperson;
- b) Chairperson of the Commission on Higher Education, as vice chairperson;
- c) Secretary of Finance;
- d) Secretary of Information and Communication Technology;
- e) Secretary of Science and Technology;
- f) One (1) representative from the academe; and
- g) Two (2) representatives from the private sector; as members.

The representatives from the private sector shall be appointed by the President upon the recommendation of the chairperson.

The representatives from the academe and private sector shall hold office for three (3) years from the date of appointment and are eligible for reappointment upon completion of the term.

The members of the Council shall serve without compensation but they shall be reimbursed for necessary expenses incurred in their attendance in meetings of the Council or in connection with their official duties.

SEC. 10. *Functions of the Council.* – The Council shall exercise the following functions:

a) Define and approve the programs, plans, policies, procedures, and guidelines for the development and implementation of the ALDMs;

b) Oversee the implementation, monitoring, maintenance, and sustainability of the projects and activities under the ALDMs;

c) Recommend, and whenever necessary, call upon the appropriate agencies of the National Government, and any of its instrumentalities, to lend the necessary technical support for, assistance, and prioritization in the implementation of the ALDMs;

d) Engage external stakeholders for inputs in the design of the ALDMs and operational direction that ensures the health, safety, security, and well-being of the learners and personnel of the education sector; and

e) Exercise other functions and powers necessary or incidental to attain the purposes and objectives of this Act.

SEC. 11. *Appropriations.* – The amount necessary for the effective implementation of this Act shall be charged to the current year's appropriation of the Department of Education. Thereafter, such sum as maybe necessary for

its continued implementation shall be included in the annual General Appropriations Act.

SEC. 12. ***Implementing Rules and Regulations.*** – Within six (6) months from the effectivity of this Act, the Secretary of Education shall, in coordination with the Chairperson of the Commission on Higher Education, Secretary of Finance, Secretary of Information and Communications Technology, and Secretary of Science and Technology, promulgate the necessary rules and regulations for the effective implementation of the provisions of this Act.

SEC. 13. ***Separability Clause.*** – If any part or provision of this Act is declared invalid or unconstitutional, the remaining parts or provisions not affected shall remain in full force and effect.

SEC. 14. ***Repealing Clause.*** – All laws, presidential decrees, executive orders, and rules and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

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

Approved,