Republic of the Philippines  
HOUSE OF REPRESENTATIVES  
Quezon City  
EIGHTEENTH CONGRESS  
First Regular Session  

HOUSE BILL NO. 6910  
(In substitution of House Bills Numbered 917, 1586, 3992, 4392, 5145 and 5309)  

Introduced by Representatives Gonzales (A.), Romualdez (Y.M.), Romualdez (F.M.),  
Agabas, Robes, Fortun, Lara, Romulo, Yap (E.), Tambunting, Ebcas, Suansing  
(E.), Nieto, Lopez (M.L.), Ouano-Dizon, Amatong, Barba, Bordado, Calderon,  
Cua, Dalog, Escudero, Fortuno, Mangoaang, Silverio, Tutor, Reyes, Umali  
(M.V.), Abueg-Zaldivar, Cabredo, Go (M.), De Venecia, Bascug, Tiangco,  
Violago, Tejada, Matugas, Gonzaga, Bulut, Kho (E.) and Natividad-Nagaño  

AN ACT  
INSTITUTIONALIZING THE ALTERNATIVE LEARNING SYSTEM IN THE  
BASIC EDUCATION FOR OUT-OF-SCHOOL CHILDREN, YOUTH, 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.  

Towards this end, the State shall provide the out-of-school children, youth and adults  
with opportunities to improve their knowledge, values, work, higher education and self-  
employment readiness, and other life skills through a system of non-formal, informal, and  
indigenous education which are tailored to respond to their learning needs and life  
circumstances.  

Sec. 3. Objectives. – This Act aims to achieve the following objectives:  
a. Provide adequate support to the learning needs of the out-of-school children,  
youth and adults, including Madrasah and Indigenous Peoples;  

b. Guarantee equal opportunity for learners in every barangay, including residents of  
unreached, underserved, and conflict-affected communities, to avail of systematic  
and flexible alternative basic education program outside of the formal school  
system;
c. Promote lifelong learning skills anchored in the Alternative Learning System (ALS) K to 12 Basic Education Curriculum (BEC) that takes a holistic, integrated and inter-sectoral approach, and provide pathways across modes of learning to ensure that learners will become caring, self-reliant, productive, and patriotic citizens; and

d. Hire, capacitate, and deploy mobile teachers to implement a range of ALS programs especially in far-flung, unserved, underserved, and conflict-affected communities.

Sec. 4. Alternative Learning System (ALS). – The ALS is hereby institutionalized to provide opportunities for out-of-school children, youth and adult learners, including Madrasah students and Indigenous Peoples, to develop basic and functional literacy, life skills and pursue an equivalent pathway to complete basic education. It shall be a parallel learning system encompassing non-formal sources of knowledge and skills.

Sec. 5. Bureau of Alternative and Lifelong Education (BALE). – The Bureau of Alternative and Lifelong Education (BALE) is hereby created. It shall be headed by a Director IV and shall be under the supervision of an Assistant Secretary for ALS to be designated by the Secretary of the Department of Education (DepEd), subject to the evaluation and approval of the Department of Budget and Management (DBM).

Sec. 6. Functions of the BALE. – The BALE shall serve as the focal office for the policy formulation, curriculum development, learning program delivery and learning materials development for the ALS program. To ensure the effective implementation of the ALS, the BALE shall establish quality assurance and support systems and undertake regular learner assessment activities. It shall:

a. Establish minimum quality standards for ALS curriculum, program implementation and management including certification of learning outcomes, accreditation of service providers, competency standards for ALS personnel, and requirements for ALS learning environments;

b. In partnership with other government agencies, local government units (LGUs) and other non-government agencies, ensure the access to educational opportunities for learners of different interests, learning needs, capabilities, demographic characteristics, and socioeconomic status who have been unable to complete formal basic education;

c. Coordinate with various agencies and industries for skills development to promote the learners’ employability, efficiency, productivity, and competitiveness in the labor market;

d. Promote certification and accreditation through alternative learning programs, both nonformal and informal in nature, anchored on the competencies of the ALS K to 12 Basic Education Curriculum; and

e. Coordinate with LGUs, non-government organizations (NGOs), and civil society organizations (CSOs) on matters pertaining to implementation of the ALS programs, post-program support activities and community mapping, and manage nationwide database for out-of-school children, youth and adults.
Sec. 7. ALS Program. – The DepEd shall strengthen the implementation of a range of priority Non-Formal Education (NFE) Programs. NFE is defined as any organized, systematic educational activity carried outside the framework of the formal system to provide selected types of learning to a segment of the population. The DepEd NFE programs include:

a. Basic Literacy Program, for non-literates or those who can read and write with some difficulty; neo-literates or those who can read, write and compute; and post-literates or those who can read, write, compute and comprehend; and

b. Continuing Education Program comprising: (i) Accreditation and Equivalency (A&E) Programs for elementary and secondary education dropouts; (ii) Functional Education and Literacy programs for out-of-school youth and adult learners, and for Madrasah students and Indigenous Peoples; and (iii) Supplemental academic bridging programs for ALS completers.

To effectively deliver the NFE programs, the DepEd may utilize appropriate, relevant and responsive learning modalities:

a. Modular instruction

b. Online / digital blended learning;

c. Face-to-face learning sessions and tutorials;

da. Life skills and personal interests, work readiness and livelihood training, entrepreneurship, post-literacy, and community development sessions; and

e. Inclusive learning environments.

Sec. 8. Duration of ALS Programs. – The DepEd shall prescribe an appropriate minimum number of months required for the completion of each of the different ALS programs to ensure that the learners enrolled therein are provided with adequate and quality basic education and skills training at par with the formal basic educational system.

Sec. 9. Accreditation and Equivalency Assessments for ALS Learners. – The DepEd shall regularly conduct ALS Accreditation and Equivalency (ALS A&E) assessments as a means to measure and certify competencies of those who completed the ALS program and others wishing to secure elementary and secondary level certifications. It will also conduct micro-certification of sub-sets of competencies drawn from the ALS K to 12 BEC.

Those who pass elementary level A&E are qualified to enroll in junior high school, while those who pass the secondary level are qualified for higher education, as appropriate, provided that they comply with the other basic documentary requirements set by the schools or higher education institutions (HEIs) as requirements for enrollment. They may also enroll in technical vocational education and training programs, as appropriate, through the Technical Education and Skills Development Authority (TESDA).

The DepEd shall develop supplemental learning programs for passers of the ALS A&E assessments to enhance their college readiness and facilitate their gainful employment or self-employment.
Sec. 10. **Hiring of ALS Teachers.** – The DepEd shall hire ALS Mobile Teachers, Literacy Volunteers, and Instructional Managers, who shall serve as ALS Teachers, in order to augment the human resources needed in the implementation of the ALS program throughout the country.

The ALS Teachers shall undergo workshops and trainings to enhance their skills on their roles as academic, administrative, and community leaders.

Sec. 11. **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 provide a learning environment that will facilitate the full implementation of ALS K to 12 BEC and other ALS programs. Priority should be given to areas where there is no access to formal basic education.

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

Sec. 12. **Accreditation of ALS Service Providers.** – The DepEd shall create a system of accreditation and monitoring of service providers which include the CSOs and private educational institutions that offer ALS programs to out-of-school children, youth and adults.

Sec. 13. **Partnership with Government Agencies.** – To effectively deliver quality ALS program, the DepEd shall partner with the following government agencies:

a. **TESDA.** The TESDA shall assist the DepEd in equipping the ALS learners with technical-vocational skills and provide access to national certification, as appropriate, to improve their work readiness. In addition, the TESDA shall support the DepEd in implementing post-program support activities including providing access to scholarships;

b. **Commission on Higher Education (CHED).** The CHED shall assist the DepEd to promote among HEIs the admission of ALS A&E passers. In addition, the CHED shall support the DepEd in the development of college readiness supplemental programs and provide access to scholarships;

c. **Department of Labor and Employment (DOLE).** The DOLE shall promote gainful employment opportunities for ALS learners;

d. **Department of Trade and Industry (DTI).** The DTI, in partnership with the DepEd, shall promote opportunities for entrepreneurship, including access to micro-financing and seed capital;

e. **Department of Social Welfare and Development (DSWD).** The DSWD shall support the DepEd ALS programs by sharing their community mapping data, referrals of prospective learners, and provide access to other social services to ALS learners; and
f. **Department of the Interior and Local Government (DILG).** The DILG shall help enlist the support of the LGUs as DepEd partners in the operation of the ALS. The DepEd shall coordinate with the DILG on matters requiring LGU participation.

**Sec. 14. Partnership with LGUs.** – The Chief Executives of LGUs are encouraged to partner with the DepEd in the delivery of ALS programs to their constituents within the LGUs' respective areas of jurisdiction. The LGUs shall, in partnership with other government agencies and stakeholders help to identify and mobilize prospective ALS learners, provide access to conducive learning environment, contribute available resources to the ALS programs, promote post-program activities, and introduce local innovations as may be necessary.

**Sec. 15. Local School Board.** – The Local School Board shall perform the following additional functions in relation to ALS:

a. Coordinate ALS implementation with the DepEd at the city or municipal level, including the identification of priority ALS program, establishment of ALS CLC, provision of technical assistance to ALS Teachers, program monitoring and evaluation, and coordination with government and non-government partners for post-program support activities;

b. Coordinate with the DepEd the determination of the annual supplementary budgetary needs for the operation and maintenance of ALS program within the city or municipality, and the supplementary local cost of meeting such needs, which shall be reflected in the form of an annual ALS budget corresponding to its share of the proceeds of the special levy on real property constituting the Special Education Fund and such other sources of revenue as this Act and other laws or ordinances may provide;

c. Ensure the implementation of community literacy mapping activities within the city or municipality and coordinate with the barangays, non-government organizations, and other agencies in the identification of out-of-school children, youth and adult, who have not yet completed their basic education; and

d. Coordinate with the DepEd regarding the establishment, operation and maintenance of ALS CLCs.

Notwithstanding the provisions of Section 98 of Republic Act No. 7160, otherwise known as the “Local Government Code of 1991,” the composition of the Local School Boards shall also include as members the Division ALS Program Supervisors, in provinces and cities, and the District ALS Coordinators in municipalities.

**Sec. 16. Special Education Fund Allocation.** – Notwithstanding the provisions of Section 272 of the Local Government Code of 1991, the Local School Boards shall set aside a portion of the proceeds of the Special Education Fund for the utilization of ALS program within the LGUs’ respective areas of jurisdiction.

**Sec. 17. Private Sector Participation.** – In recognition of the role of the private sector in education, the Secretary of Education shall encourage partnerships to ensure the sustainable implementation of ALS programs.
Sec. 18. Prohibition on Collection of Fees. — All DepEd ALS programs are free, therefore, DepEd-administered ALS CLC, its officers, or ALS teachers shall neither solicit nor require the payment for enrollment and other kinds of fees from any interested learner as requisite for admission. Any DepEd-administered ALS CLC, its officers, or learning facilitator who shall be found to have violated this provision shall be held administratively liable.

Sec. 19. Appropriations. — The amount necessary for the implementation of this Act shall be charged against the current year’s appropriations for the Flexible Learning Options of the DepEd. Thereafter, such amount as may be necessary for the continuous implementation of this Act shall be included in the annual General Appropriations Act.

Sec. 20. Implementing Rules and Regulations. — Within ninety (90) days from the approval of this Act, the Secretary of Education, in consultation with the DILG, TESDA, DOLE, CHED, Coordinating Council for Private Educational Associations, NGOs, CSOs and other concerned government agencies, shall formulate the rules and regulations implementing the provisions of this Act.

Sec. 21. 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. 22. Repealing Clause. — All laws, orders, and rules and regulations contrary to, or inconsistent with, the provisions of this Act are hereby repealed or amended accordingly.

Sec. 23. Effectivity. — This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,