

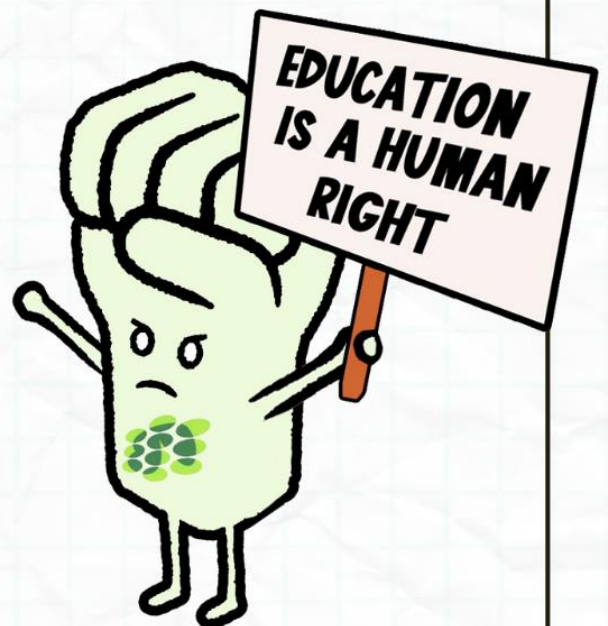


HYBRID WORKSHOP ON ALTERNATIVE LEARNING SYSTEM ACT

Implementing Rules and Regulations (IRR)

JANUARY 24, 2023

9:00 AM - 5:00 PM



*“Adult Learning and
Education is a key
component of lifelong
learning”*

I. Background

In June 2022 CONFINTEA VII Marrakech Framework for Action with a theme, “Harnessing the transformational power of Adult Learning and Education”, reaffirms that Adult Learning and Education (ALE) is a key component of lifelong learning, noting that ALE policies and practices apply to a wide range of ages, education levels, learning spaces and modalities. It also strongly affirms education, including ALE, as a fundamental human right – a commitment which is critical in understanding and framing education as a public endeavor and a common good. Likewise, it recognizes that lifelong learning is critical to all 17 goals and that, as a core dimension of lifelong learning, ALE is a key to its achievement.



In Southeast Asia, Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat initiated the Workshop: National Policies on Lifelong Learning toward Sustainability in Southeast Asia as part CONFINTEA VII for policy dialogue on ALE and related research and advocacy, which was participated by the Philippines. SEAMEO Member countries commit to strengthen the policies and international co-operation, in order to realize the 2030 Agenda for Sustainable Development and to shape adult learning and education in ensuring lifelong learning for all.

“E-Net Philippines is committed to expand and strengthen CSO participation in developing ALS”

In the Philippines, conventionally, ALE has been considered a lesser priority in the schools and learning institutions, government agencies and workplaces in terms of policy formulation, programs development and budget allocations. The most relevant development in this field is the enactment into law of the Republic Act (RA) 11510, An Act Institutionalizing the Alternative Learning System (ALS) in Basic Education for Out-of-School Children in Special Cases and Adults and Appropriating Funds Therefor, aiming to take appropriate steps in making quality education accessible to all and thereby reducing social, economic and political inequalities. Subsequently, its Implementing Rules and Regulations (IRR) was also approved.

The Civil Society Network for Education Reforms or E-Net Philippines, committed to expand and strengthen the civil society participation in developing alternative learning systems with particular concern for the marginalized, excluded and vulnerable sectors to advance inclusive and equitable education, was recognized and invited by both the House of Representatives and the Senate as a CSO representative in the formulation of the RA 11510 and its IRR. E-Net Philippines had been vigorous in submitting position papers and recommendations to make ALS more inclusive, equitable, relevant and resilient learning system. E-Net Philippines had actively participated and acted as one of the resource persons/speakers in the hearings and consultations on ALS bill and ALS IRR.

Building on the existing ALS Act and ALS IRR, E-Net Philippines is yearning to strengthen its ALE advocacy initiatives and campaigns in monitoring the implementation of the said Act in the national level and at the local level where member-organizations are present. In relation to this, an **“ALS Act and IRR Hybrid Workshop”** was conducted with E-Net members to improve their capacities to effectively engage and hold the government accountable in implementing ALS Act and IRR as an ALE policy and program.

Members from National Capital Region (NCR) and Luzon participated in-person while those in Visayas and Mindanao were online via Zoom. Picking-up from the initiatives and campaigns of its members, policy recommendations for ALE were generated in this workshop that could contribute to the discourse of the national, regional, and global ALE policy advocacy.

The salient points in the ALS Act and ALS IRR were discussed keeping in mind the role of ALE as stated in the Marrakech Framework for Action (MFA), or the CONFINTEA VII commitments. Moreover, recommendations and plans of E-Net members were gathered in monitoring the implementation of ALS Act in the national and local levels as a showcase of ALE policy and program.

II. OPENING REMARKS

Ms. Olivia Lucas, President of E-Net Philippines, graced the workshop and highlighted the importance of lifelong learning which provides value to someone’s life. It is important to an individual’s competitiveness and employability, social inclusion and personal development. Education must be continuous. Salaries will increase if workers provide increased production of high value products.

She elaborated, “If you are not a lifelong learner, you cannot add value to the workplace. If you do not study continuously, your skills will plateau, your chances of improving your life economically are less.” According to the Labor Force Survey in November 2022, 30% of the workers in the Philippines do elementary occupations which consist of simple and routine tasks that mainly require the use of handheld tools and every so often some physical effort. These are occupations at the first skill level in national classification of occupations. Included in the scope of ALS Act is the labor force wherein mostly are marginalized adults who are unable to complete basic education. ALS which provides an opportunity to out-of- school adults is a countenance of adult learning and education as a vital component of lifelong learning.

She recalled the initiative of *Unang Hakbang Foundation* (UHF) and E-Net Philippines to hold the First ALS Congress of the Out-of-School Youth in 2010 where about 500 children and youth living in the streets and slums areas, representatives of non-government organizations that provided programs for them, and ALS advocates have participated. It was during this event where E-Net and E-Net advocacy on ALS were introduced to then Representative Salvador Escudero III, Chair of the Committee on Basic Education of the House of the Representatives, who was invited as a Keynote Speaker. He committed

to sponsor a bill in the House that would institutionalize the ALS. He encouraged the children-participants to finish high school and also consider enrolling in vocational courses to earn a living.

Ms. Lucas commended the continued efforts of E-Net members in advancing the advocacy on ALS until there exists now the ALS Act and IRR. She further called for the active monitoring of how this Act and its corresponding IRR are implemented.

III. DISCUSSION of ALS ACT and IRR

Before the plenary discussion on the ALS Act and IRR, an activity dubbed as “My ALS initiatives,” was introduced to the participants. They were asked to write in the meta-cards and in the chat box (for those who were in Zoom) the ALS initiatives they did in their respective communities or institutions. This to identify and acknowledge the E-Net members’ significant contributions in promoting and strengthening the ALS in the country. These were the results:

1. Data Collection

- 1.1. Mapping of out-of-school children/youth
- 1.2. Community mapping
- 1.3. Register ALS students’ names in the DepEd Learner Information System (LIS) database
- 1.4. Checking/encoding the list of ALS learners

2. Provision of Trainings

- 2.1. Training of community-based Instructional Managers (IMs)
- 2.2. Conduct review sessions to learners who will take A & E exams
- 2.3. Basic literacy class in city jails
- 2.4. Parents education on ECCD, Health, and Finance management
- 2.5. Voter’s Education and Human Rights Education
- 2.6. General Leadership Course (GLC)
- 2.7. Distance Learning for local homeowners
- 2.8. Training of indigenous people
- 2.9. Awareness raising on importance and value of education and children's rights
- 2.10. Training of community volunteers for mapping of out of school children especially child laborer and other disadvantaged children
- 2.11. Implementation of community-based ECCD

3. ALS Implementation

- 3.1. ALS for children in conflict situations
- 3.2. ALS for women in community
- 3.3. ALS - Elementary and Secondary (2005 - 2019)
- 3.4. ALS provider of DepEd (2014 - 2017)
- 3.5. Conduct of sessions on ALS orientation
- 3.6. Checking of learners’ daily activities in connection with their lesson/activities
- 3.7. Conduct individual tutorial to learners with disabilities in our center
- 3.8. Develop innovations like community tutorial
- 3.9. Conduct week-long review in preparation for Accreditation and Equivalency test.
- 3.10. Facilitate bridging program for out-of-school children and formal school drop-outs to formal school and ALS
- 3.11. During pandemic, develop system on distribution and retrieval of modules
- 3.12. Set-up Community Learning Centers (CLCs)
- 3.13. Members are Resource Persons/Facilitators in the conduct of ALS in the community

4. Learning Materials Development

- 4.1. Module development attuned to the particular needs of the learners
- 4.2. Module writing based on the particular needs of the learners like Indigenous People Rights Act (IPRA), child rights (localized UNCRC), indigenous musical instruments and dances
- 4.3. Develop ALS reviewer
- 4.4. Reproduction of ALS modules
- 4.5. Develop a monitoring tool to track learner's performance and working status

5. Coordination and Networking

- 5.1. Meeting with the barangay officials
- 5.2. Coordinate with the school principal where the ALS class is located
- 5.3. Engagement with Asec. G.H. Ambat (DepEd-ALS)
- 5.4. Coordinate with ALS DepEd staff regarding ALS operation and update on ALS implementation
- 5.5. Establish good relationship with the school coordinator of ALS

- 5.6. Consult the ALS teachers
- 5.7. Coordinated with the barangays and LGUs
- 5.8. Negotiation with local officials to locate the interested ALS learners and to seek material and other support.
- 5.9. Initiate convergence meeting with DepEd
- 5.10. Negotiation with DALC to identify potential learners and for recruitment of ALS learners
- 5.11. Request funds for ALS sessions

6. Advocacy and Campaigns

- 6.1. Organizer of the First OSCY Congress
- 6.2. Organize the youth sector
- 6.3. Improvement of ALS all over the Philippines
- 6.4. Actively participated in all forms of education advocacy
- 6.5. Encourage out of school youth and IP community to value education
- 6.6. Contributed in writing the GRALE and Spotlight reports
- 6.7. Mainstreaming of the ALS agenda into LGU priorities
- 6.8. Advocate the IP rights through the Regional Development Council
- 6.9. Promote ALS in the education at advocacy activities of E-Net as a solution to reach the most number of marginalized OSYA who did not complete basic education
- 6.10. Came-up with policy recommendations, together with Persons with Disabilities sector for development of ALS Program for Persons with Disabilities
- 6.11. Held Policy Dialogue with DepEd and TESDA
- 6.12. CVSF and referrals in the barangays

Additional Sharing of Members

1. Manggagawang Mangyan Alangan (MMA) relates education in the economic life of the Mangyan Alangan tribe. While in the process of doing their economic work they also learn basic concepts of how to compute, communicate, among others.
2. Arnel Cipriano, as the Division ALS focal person, see to it that ALS programs are properly implemented and ensures the benefits of ALS teachers are given.
3. During the time of the late Senator Raul Roco, PFI requested ALS materials from DepEd in Ormoc City to implement ALS in one barangay. PFI used their training center to conduct study sessions and provide snacks to the learners, unfortunately it was shattered by 6.5 magnitude earthquake. They had one instructional manager. When they run-out of budget, implementation of ALS was transferred to Eastern Visayas State University-Ormoc (EVSU Ormoc). They provided the venue, teachers, equipment, etc. A teacher donated school supplies for ALS learners.
4. In ICON-SP Cotabato, ALS provides a viable alternative learning system to the existing formal education. They provided financial and school material assistances to the OSY and persons with disabilities.
5. ALS as a second chance education program aims to empower OSYA learners to continue learning in a manner, time, and place suitable to their preferences and circumstances. This also provides opportunity for them to achieve the goals of improving their quality of life and become productive contributors to society.

Synthesis of the activity

ALS as identified by E-Net members in this activity include the provision of elementary and secondary basic education at par with the formal basic education, education and trainings needed by the learners in their everyday life to become productive members of the family and community like ECCD, parenting, health, finance management, voters education, human rights, child rights, IPRA, indigenous musical instruments and dances, leadership course, communication, numeracy, basic literacy, among others. Indeed, ALS is a lifelong learning.

The rich experiences of E-Net members in advocating and implementing ALS demonstrated the significant roles of the civil society organizations in achieving the ALS objectives in ensuring equitable access to education for all, promoting lifelong learning, and providing adequate, timely and quality education to out-of-school children in special cases, out-of-school youth and adult, and indigenous people. These valuable experiences embody the whole gamut of the ALS program: finding the learners and establishing the database; nodules reproduction; module development, writing and reproduction of topics specific to the learners' needs that are excluded in DepEd modules; facilitating

learning sessions and individual tutoring; providing reviewer and assisting in the review of the learners who will take A & E examinations; developing a monitoring tool to track learner's performance and working status; networking with DepEd, LGUs, and barangays; accessing resources; participating in lobbying and policy reviews; and providing wide range of nonformal and informal trainings and education attuned to learners' context.

Discussion on RA 11510 or the Alternative Learning System Act

The salient points of RA 11510 were discussed in plenary and also recalled the positions E-Net had made during the public hearing when this was still a bill in the House of Representatives and the Senate. Members also raised questions and clarifications, and experiences and issues in the implementation of ALS on the ground.

1. Title – An Act Institutionalizing the Alternative Learning System for Out-of-School Children in Special Cases and Adults and Appropriating Funds Therefor.

Out-of-School Children in Special Cases was given emphasis since all school age children should be in the formal school but there are realities where children were forced to work, reside in conflict-affected communities with armed conflicts, rido, etc., and in the communities in emergency situations and disasters.

2. Section 2 – Declaration of Policy – inclusivity, equal rights and opportunities on education, recognition of nonformal education and indigenous education.

It is important to note that RA 11510 highlighted the **recognition of nonformal education and indigenous education** which of the CSOs also do these in the pursuit of lifelong learning and adult learning and education.

3. Section 3 – Objectives – a. particular mention to indigenous people; c. inter-sectoral approach; d. hire, capacitate, deploy ALS Teachers, Community ALS Implementors and Learning Facilitators; e. specialized programs for learners with disabilities; and f. develop, integrate, utilize nonformal and informal education approaches.

It necessitates to review and harmonize, if applicable, the **specialized programs for learners with disabilities** with the provisions in the RA 11650, an Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in support of Inclusive Education, Establishing Inclusive Learning Resource Centers of Learners with Disabilities in all School Districts, Municipalities and Cities, Providing for Standards, Appropriating Funds Therefor, and for Other Purposes.

Also, determine how to integrate and utilize informal education approaches in ALS. The law encourages people to go back to school regardless of age.

4. Section 4 – Definition of Terms – (c) Academic-Focused Bridging Programs; d. ALS that comprise examinations and other assessments; f. adult – at least 18 years old and above; k. functional education and literacy program; (i) Community Alternative Learning System; and (j) Community Learning Center.

There were already modules on Academic-Focused Bridging Programs. It is important to identify the **other assessments** should include portfolio assessment. The other points to look into are the definitions of adult, and functional and literacy program. Adult is defined as 18 years old and above which is age from birth, how about the mental age? Cite examples of functional education and literacy program.

During pandemic, E-Net participated in the crafting of the Basic Education Development Plan (BEDP 2030) and one of its focused interventions is on ALS. Most LGUs implement ALS and they have assigned ALS Coordinators. It would be better for E-Net members to coordinate with their respective LGU in terms of the development of ALS implementation.

Another ALS component E-Net members might be interested to monitor is the establishment of Community Learning Center in their municipality or city. In the LGUs of Pakil in Laguna and Natividad in Pangasinan, they have built a separate center dedicated to ALS program.

In addition, in the definition of terms – ALS teachers, Community ALS Implementors and Learning Facilitators are in the jurisdiction of the following:

DepEd	DepEd and LGUs	Private Sectors (NGOs, CSOs, associations, individuals)
ALS Teachers	Community ALS Implementors	Learning Facilitators
	Note: DepEd – Dec. 23, 2020 to December 23, 2023 only and after this period, it will be under the responsibility	

DepEd includes the budget for ALS teachers and Community ALS Implementors for the first three (3) years upon the enactment of RA 11510. After December 2023, LGUs will be responsible in hiring Community ALS implementors. Budget for Learning Facilitators will be the sole responsibility of the private sector.

This concerns the human resource issue in the implementation of ALS program. Based on the study of World Bank, one of the reasons behind the gaps in the provision of ALS is the limited number of ALS teachers and staff, or the human resources in general.

5. Section 5 Institutionalizing the ALS – E-Net may utilize the advocacy on alternative budget initiative as part of ALS institutionalization. ALS should be provided with appropriate budget to provide increase the learning opportunities of the OSCYA.

6. Section 6. Bureau of Alternative Education (BAE) – the law states BAE shall be headed by a Director. At present, Assistant Secretary G.H. Ambat is the Head of BAE.

7. Section 7 – Powers and Functions of BAE

Policy formulation; Curriculum development; Learning program delivery; Learning materials development.

These are the key powers and functions of the Bureau of Alternative Education (BAE) that will guide CSOs in dealing and engaging with the bureau.

8. Section 8 – ALS Programs – is micro-certification part of A & E Programs? It was not clearly stated in this Section.

9. Section 10 – A & E Assessment and Certification for ALS Learners (national and local levels). For the information of ALS earners and reference of ALS implementers, please be guided with the assessment and certification:

Passers of Elementary A & E	Qualified to enroll in Junior HS
Passers of Junior HS A & E	Qualified to enroll in Senior HS or Selected TESDA technical and vocational education and training programs
Passers of Senior HS A & E	Qualified for higher education – complied with other documentary requirements of HEIs; Qualified also to enroll in TESDA technical and vocational education and training programs

10. Section 11 – Hiring and Promotion of ALS Teachers; Expansion of the ALS Teachers Program – after 3 years from the effectivity of the ALS Act, DepEd shall hire only ALS Teachers.

If what is stated in the Act is to be interpreted and followed, after December 23, 2023, Community ALS Implementors would be under the jurisdiction and responsibility of the LGUs. In most cases the Community ALS Implementors are also school teachers, what would be their opportunity in hiring and promotion?

11. Section 13 – Provision of a Community Learning Center – one CLC per municipality or city; open and operational 7 days a week; provision of space for childcare for parents attending ALS classes.

E-Net tried to push for one CLC in every barangay but with consideration to the budget appropriations given there are 42,000 barangays all over the country, the legislators settled for one CLC per municipality or city.

Provision of a distinct CLC for ALS is part of institutionalization of ALS. Type I as stated in the law (simple and temporary meeting place, open multi-purpose area, temporary private area) challenges its institutionalization.

Point of discussion: Even there will be one CLC in every barangay it depends on where in the barangay it would be established. If the location is in the center of the barangay, it may not still be accessible to marginalized learners that live in remote areas of the barangay. Accessibility is nonetheless not addressed.

Additional point of clarification in this Section: Who are the personnel involved in the operations of CLC and what would be their working hours and compensation? Provision of space for childcare should be monitored if implemented.

12. Section 19 – Mandatory Annual Review and Impact Assessment of ALS Program – DepEd in partnership with LGUs and private sector will have consultation and then submit annual report to Congress how the ALS is progressing.

Private sector includes CSOs like E-Net and its member-organizations. This is an important opportunity and platform for E-Net to participate to be able to give inputs and recommendations to the ALS annual report that will be submitted to the Congress. To be able to be invited and participate, CSO should be accredited and ALS implementers.

13. Section 20 – Prohibition of Collection of Fees – All DepEd ALS Programs are free of charge.

During the online consultation on ALS IRR, there were contentions on this Section among the private schools and institutions that offered ALS with fees.

14. Section 23 – Appropriations – shall be included in the General Appropriations Act (GAA).

During the third and final reading in the House of Representatives, there was a provision that indicate “at least one percent of the Department of Education budget” shall be appropriated to the ALS program but this was not carry over in the Senate hearing.

While there were gains in E-Net budget advocacy, it is still a long way to push the equitable budget for ALS. In the 2023 national budget, DepEd’s Alternative Learning System (ALS) will receive support worth P562 million that falls under Flexible Learning Options. The allocation covers the implementation of ALS programs and the provision of ALS learning resources, provision of transportation and teaching aid allowances to ALS teachers and DepEd-engaged community ALS implementors.

In the said budget, E-Net may track the allocation of PhP54.001M for construction, operation, and maintenance of the Alternative Learning System (ALS) Community Learning Centers (CLCs), including the provision of desks, furniture, and fixtures.

Based on DepEd data as of March 14, there were 472,869 learners enrolled in ALS for School Year 2021-2022 – 38 percent lower as compared to pre-pandemic levels.

This is far-off the 2023 E-Net proposals to Alternative Budget Initiative (ABI) submitted to DepEd, House of Representatives thru the Committee on Basic Education, and to the Senate’s Committee on Basic Education and Culture, to wit:

1. Alternative Learning System service delivery to 1 million learners at ₱10,000/learner = P10B
2. Alternative Learning System Community Learning Centers (for 250 municipalities with the highest poverty incidence at ₱200,000/municipality) = P50B
3. Additional ₱10 billion for production of Self-Learning Modules (SLMs) to support the Basic Education- Learning Continuity Plan
4. Implement Art. 210 of the Labor Code (Book IV) requiring employers to help establish and operate adult education programs for their workers and employees. ₱20M for policy and program development.

Questions, Clarifications and More Sharing:

Q: Who will advocate the ALS Teachers Training?

A: NEAP is in-charge of teachers training. In coordination with National Educators Academy of the Philippines (NEAP), conduct in-service training, and regular capacity building activities for ALS Teachers.

Q: Is the school principal the one who recommend the ALS teachers for having training/capacity development?

A: It will be the DALC – District ALS Coordinator.

Sharing: Years ago, E-Net and some teachers in Philippine Normal University are thinking to propose a degree course in BS Education on ALS. Likewise, to date with the enactment of RA 11650 or Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act, a degree on BS Inclusive Education maybe thought of.

Q: Are we link to CBMS?

A: One of the roles of the DILG is to help enlist the support of LGUs in ALS implementation and requiring the LGUs participation in the generation and mapping of data related to education under the Community-Based Monitoring System (CBMS) Act. The Literacy Coordinating Council (LCC) is also mapping the initiatives of CSOs in ALS implementation where E-Net gave inputs and information of its members ALS and other Literacy programs.

Q: There is a child learning center in every barangay, right?

A: There's a Day Care Center in the barangay. In LGU, there is what they called National Child Development Center (NCDC), a community-based program of ECCD Council that provides health and nutrition, early education and care for the 0-4 years old children. ECCD has been institutionalized in LGU.

Sharing: Since Section 13 of the ALS Act stated only one CLC per municipality or city, the LGU might establish it in the municipal or city center as a compliance, hence, we need to advocate to establish the ALS Community Learning Center based on the geographic location of the majority of marginalized children/out of school children in far flung areas to ensure there will be equal access to education.

Quidan-Kaisahan (QK) had partnered with Local Council for the Protection of Children (LCPC), Barangay Council for the Protection of Children (BCPC) and DepEd to strategize how to address the accessibility of education to poor children missing basic education in the far-flung areas of the barangays. First and foremost, is the holding of community stakeholders' consultation in the barangays to solicit their ideas and participation. Together, we do community mapping to locate the learners and resources for ALS implementation. We found out there were college students in the barangays that are willing to volunteer as tutors and so we tapped and gave them trainings.

QK introduced child monitoring system and local government code (LGC) to the barangays to help in the strengthening of BCPC. Scope of BCPC concerns can be expanded to education issues vis-à-vis child protection. Part of the innovations QK did was every purok in the barangay has a child representative to BCPC. The children representatives encourage other school drop-out children to continue to study through ALS. QK also trained community volunteers that do the home visits to the learners. Coordination and partnership with the community, Local School Board, and LGU enable a sound implementation of ALS to help the marginalized children finish education and realize their dream of having a good life.

Sharing: QK also partnered with Sangguniang Kabataan (SK). Consultation and planning processes were done. Aside from the usual sports activities they are funding they saw the importance of supporting the education for out-of-school youth.

Sharing: A LGU awardee in the recent National Literacy Award of the Literacy Coordinating Council made an innovation on how to utilize the SK budget. They allocated budget for ALS and volunteers from SK offered tutorial services to the learners.

Sharing: Another innovation in ALS implementation were done in Daraga, Albay and even in the experience of E-Net in its PIECE project with Oxfam GB in Central Mindanao. While learners are into ALS A & E, they also learners of life skills, technical-vocational education and training of TESDA. They got two (2) certificates of completion – ALS

and TESDA – and prepare themselves for A & E examination and TESDA pencil and paper test and skills demonstration to be able to pass and get high school certification from DepEd and NC I certificate from TESDA.

Sharing: In Ormoc City, college students are the learning facilitators and PFI have ALS passers in the A & E examination. Graduating engineering students handled the Math subjects and other subjects were handled by students of the Education Department. There were volunteer teachers from public and private school that helped in teaching the ALS learners.

Discussion on ALS Implementing Rules and Regulation (IRR)

Before the discussion of ALS IRR, an ice-breaker activity was introduced to the participants called “Matching Type,” A section in the IRR will be read and the participants will find where it matches in the ALS Act.

Q: Section 16 in the IRR refers to what Section in the ALS Act?

A: Section 8

Q: Section 6 in the IRR refers to what Section in the ALS Act?

A: Section 4

Q: Section 10 in the IRR refers to what Section in the ALS Act?

A: Section 9

Q: When was the enactment of ALS took place?

A: December 23, 2020

Q: When was the online publication of ALS IRR took place?

A: November 5, 2021

Discussion:

1. Section 2. Scope and Application – sector of teenage mothers is not specified ALS Act but included in the IRR, and sector of fisherfolk is not only mentioned in the scope though they could be in the group of among others.

2. Section 5 – Objectives – 5.4.1. DepEd shall invest in hiring competent ALS Teachers and Learning Facilitators; 5.4.2. Support and capacitate the non-DepEd ALS providers and their Learning Facilitators upon request and in accordance with agreed cost-sharing arrangements.

E-Net, during the online consultation on ALS IRR, proposed the DepEd provision of capacity development to non-DepEd ALS providers should be free of cost since like E-Net members are implementing ALS for free and utilize its own resources.

3. Section 5.5.2 – SPED (Special Education) was used here while Inclusive Education for Learners with Disabilities uses Special Needs Education.

Learners with special education needs (RA 11650 or Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act – Special Needs Education; refers to the customized instructional program or service designed to meet the diverse needs of an individual with disability); The term "Special Needs Education" shall replace the term "Special Education (SPED)"; and Special Needs education Teacher instead of SPED teacher.

4. Section 5.5.3 – ALS Infrastructure for SPED – E-Net members should monitor if ALS infrastructures for learners with disabilities are followed and disability-specific.

5. Section 6 – Definition of Terms – 6.12 – Community Learning Centers – provision of space for childcare for parents attending ALS classes is not stated in this Section; 6.20 – Micro-certification or Micro-credentialing – comprehensive policy shall be undertaken by:

- BAE – Bureau of Alternative Education
- BEA – Bureau of Education Assessment
- BCD – Bureau of Curriculum Development
- NEAP – National Educators Academy of the Philippines

Should inclusion of the Bureau of Learning Delivery (BLD) necessary in coming-up and implementing comprehensive policy in micro-certification or micro-credentialing?

6. Section 6.12 – Five (5) Types of Community Learning Center – Type 1 which is a temporary meeting place or open multi-purpose area or any temporary area – E-Net should monitor if this type of CLC is phenomenal in their municipality and should not comply with this but rather advocate to have at least Type 2 and better yet Type 4 and 5. Establishment of permanent CLC that is dedicated to ALS is an important component of the institutionalization of ALS.

7. Section 6.13. Functional Education and Literacy Programs – how will these be credited to ALS A & E?

8. Section 6.22. Out-of-School Children in Special Cases – this is pursuant to Section 3 of SK Reform Act.

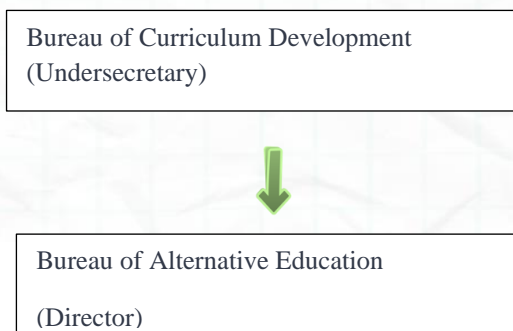
9. Section 6.24. Unserved - with no access to formal school

10. Section 6.25. Underserved - with no ability to access social services

11. Section 7 – Institutionalizing the ALS (accessibility of Management Information System – MIS). How can CSOs access this MIS?

12. Section 8 – Bureau of Alternative Education (BAE)

Note: These are the bureau to engage with in policy advocacy.



13. Section 9.5.1. LGU’s role in ALS – if we take a look at the ground, LGUs assign Literacy and ALS Coordinator and they the ones pushing for allocation of special education funds to ALS.

14. Section 12 – A & E Assessment and Certifications for ALS Learners

How regular is regular conduct of assessment and certification? What are the guidelines in paper and pencil tests, learning portfolio assessment, and micro-certification?

15. Section 14 – ALS Teachers Education and Training

How regular is regular in conducting ALS Teachers Education and Training?

Since teacher quality in providing ALS is one of the major components in the successful implementation of ALS this should be prioritized.

16. Section 15 – Provision of an ALS CLC – 15.1. at least one (1) ALS CLC in every municipality or city; safe, healthy and secure learning environments

This is an opportunity for E-Net to promote Positive Discipline in Everyday Teaching (PDET) and Positive Discipline in Everyday Parenting (PDEP) as valuable mechanisms to make the learning environment safe and secure.

17. Section 16 – Recognition of ALS Providers. Standards of ALS Service Delivery, and System of Rewards and Incentives – 16.4.2. Learning Facilitator – LET passers; non-LET passers and satisfy the requirements provided under Section 8 of RA 10533 – Enhanced Basic Education Act of 2013 and its IRR.

E-Net members may review and make their own assessment on their ALS Community Facilitators that could contribute to the enhancement of this provision.

Sharing:

1. Quidan-Kaisahan has a partnership agreement with DepEd and a convergence arrangement with the DepEd ALS (BAE).

2. In Naujan, Mindoro there were more A & E passers coming from PBAA-Mindoro initiated ALS as compared to DepEd ALS. Service provider delivers quality ALS.

3. For adults who have not completed basic education, perhaps not all of them wanted to go back to elementary schooling, in this case pushing the implementation of micro-certification for their acquired skills and competencies could help them to move-up particularly for employment.

4. The ALS shall also serve the development of agriculture and fishing industries. Farming and fishing competencies of farmers and fisherfolks, respectively, need to have equivalency to be accredited and improve their lifelong learning. There must be harmonization in the learning and livelihood of the marginalized and disadvantaged sectors.

IV. ACTION POINTS

The concluding activity was the action points to be taken by the members in the national and local levels which they wrote in the meta-cards and in the chat box (for those who are in Zoom). These are the guide questions in making their action points:

Q1: What are the things that I (or my organization) can do in monitoring the ALS implementation?

Q2: What are the things I (or my organization) can do to advance ALS as ALE advocacy?

1. Save the Children

1. Research on how to improve OSCY mapping at the community level. (Led by LGU)
2. Engage local and national policy makers and DepEd officials to strengthen ALS implementation
3. Monitor ALS implementation in Caloocan, Malabon, and Navotas City

2. VFI

1. Networking with LGUs and E-Net especially in Mindanao particularly in IP community
2. Active participation in ongoing formation thru the help of E-Net to update programs of the center
3. Promote ALS program especially in our mission areas which are remote areas

3. FH

1. Strengthen awareness campaigns within communities and school partners (hand-in-hand monitoring)
2. Push to partner with TESDA for ongoing/future initiatives on ALS and E2E opportunities
3. Capacitate mother-leaders and volunteers for CBM (find/reach/empower those who can and need to enroll)

4. KASECA

1. Coordinate and build partnership with barangays that have ALS program
2. Bring together ALS learners and passers to share their experiences on how ALS improve their self and life.

5. ERDA

1. Promote ALE advocacy to other network/coalition where ERDA is a member
2. Conduct regular meetings/visits to District DepEd to inquire update on ALS implementation to ensure its efficacy to learners

6. LAKAS- PBAZ

1. Re-establish coordination with DepEd, LGU, and barangay to implement ALS
2. Share the discussion on ALS Act and IRR to our organization and community, and to barangay officials and other ALS implementors to come-up with local policy on ALS

7. PINASAMA

1. Coordinate with barangay regarding ALS program
2. Continue to conduct community awareness
3. Continue to attend to learning sessions on ALS

8. PRRM

1. Regular sharing of experience on ALS

9. KPACIO

1. Within ECCD project areas; scan how ALS/ALE is being implemented
2. Promote in the barangays the ALS/ALE level

10. ICON-SP Cotabato, Jessmar Campo

1. Formulate comprehensive assessment system from the entry of ALS up to graduation, to employment, and document all lessons learned, best practices and success stories.
2. Regarding ALE, there should be Professional Licensure Exam for ALS teacher that is centered on intellectual and practical school discipline

11. POST-CAR, Ferdinand Gonzales

1. As a member of Regional Development Council in Cordillera, I am planning to put this as one of the agenda to seek support for ALS from government agencies, LGUs, state colleges and universities and other government institutions
2. Propose a Resolution to the Regional Development Council CAR encouraging all NGAs, LGUs, SUCs and HEIs to support RA 11510
3. Link with DepEd CAR to monitor the ALS implementation and participate to their ALS program

12. Quidan-Kaisahan, Mel

1. Help establish ALS tracker at the barangay and municipal LGUs
2. Strengthen partnerships with DepEd and LGUs for ALS implementation

13. Bai Sheina

1. Conduct regular survey to analyze the participation rate and progress of learners in ALS program. Monitor the attendance and performance of learners as part of assessment and evaluation. Conduct regular visit to learning centers to analyze the condition of the facilities and resources. Coordinate with local government units and other stakeholders to ensure sufficient support to the ALS program.
2. Analyze the data collected to study the effects of ALS program and give recommendations on its improvement
3. Conduct regular consultation to the learners and instructors to seek their feedback on the program
4. Methodologies that can be utilized to promote ALS and ALE are the following:
 - a. Provide information on ALS to different sectors of the society to enhance their knowledge and understanding about the program
 - b. Promote ALS in the communities that access to education is a challenge thru information campaign and public awareness activities
 - c. Build ng partnerships with various stakeholders to create programs and activities that will strengthen ALS

- d. Participate in different fora and meetings to inform the public on the needs and challenges in implementing ALS and seek their support
- e. Coordinate with LGUs and stakeholders to ensure sufficient resources for the program
- f. Participate in other advocacy campaigns to address access to education and to give input and represent ALS

14. Eman, Manggagawa ng Mangyan

1. Help in identifying the underserved areas or learners in our area as support in the implementation of ALS program

15. Jobelle Flojo

1. Participate in the advocacy of ALS program. Inform the public about ALS. Coordinate with LGU if ALS is implemented.

16. Proserfina Guarina

1. Inform my co-officers in the organization on some basic features of the law. Conduct webinars . I can help in the teaching of Math.

17. Mitzi Chan

1. For ALE, engaging only in ALS will be limiting. Aside from ALS for adults, engage with other agencies. We can pilot to have focus, I suggest like what Kai said, promotion and development of Agriculture as Technical Vocational (TechVoc) track and a course in tertiary and livelihood skills in ALS. Engage with TESDA, DA/DAR, CHED, among others.

Other members (who did not indicate their names):

1. Set meeting with our organization to be involved actively again in ALS now that the ALS Act exists
2. Monitor the updates on ALS
3. Attend ALS conferences
4. Advocate to include Indigenous Knowledge System and Practices (IKSP) in ALS. We are teaching IKSP but was not recognized by DepEd.
5. Attend learning sessions to gain more knowledge on ALS/ALE
6. Coordinate with barangay on their ALS program and vice versa
7. Share the E-Net and PRRM's ALE activities and results/outcomes

Synthesis of the Action Points

1. ALS Promotion and Awareness Raising

Members pledged to promote and conduct awareness raising about ALS to their communities and partners in other network and coalition. Information campaign to respective organizations, other network and coalition, sharing success stories of ALS learners, launch of consultation to various stakeholders, participate in ALS conferences, coordinate with the barangays, LGUs, schools and other government institutions were among the identified activities in ensuring ALS promotion and awareness raising.

2. Mapping of OSCYA as ALS Learners

Members committed themselves to locate OSCYA in their localities and encourage them to continue their education thru ALS program. They will also coordinate with ALS completers and passers and current enrollees to find other OSCYA to inspire them to enroll, too. Likewise, engage in research on how to improve OSCYA mapping at the community level to be led by LGU.

3. Expanding and Strengthening Partnership to Access ALS Program and Engage in Policy Advocacy

Another commitment expressed by members was to strengthen the partnership with various stakeholders in ALS from barangay to national to access ALS program and engage in policy advocacy. Push for the partnership with TESDA for ongoing/future initiatives on ALS and E2E opportunities. Create other support programs related to ALS. Expand engagement, not limited to ALS, promote and develop Agriculture as Technical Vocational (TechVoc) track and a course in tertiary and livelihood skills in ALS. Engage with TESDA, DA/DAR, CHED, among others. Work for ALS

that advances IP rights. Advocate to include Indigenous Knowledge System and Practices (IKSP) in ALS. Advocate for Professional Licensure Exam for ALS teacher that is centered on intellectual and practical school discipline.

Engage with the local and national policy makers to boost ALS implementation and ensure there is enough/sufficient resources dedicated to the program. Include ALS in the agenda of Regional Development Council in Cordillera to seek support for this program.

4. Monitoring and Review of ALS implementation

Most members are interested in monitoring the ALS implementation at the same time review the effectiveness of the program. They mentioned different ways on how to get involved in the monitoring of the program like attending meeting with DepEd ALS to ensure efficacy of the program, conduct survey to analyze the participation and performance rate of the learners, visit the CLC to assess its facilities and resources sufficiency. Consult the learners and instructors and seek their feedback on the administration of ALS, conduct research to improve the mapping of the learners, establish tracker at the barangay and municipal levels, scan how ALS and ALE are implemented in the context of ECCD, formulate comprehensive assessment system from the entry of ALS up to graduation, to employment, and document all lessons learned, best practices and success stories.

5. Continuing Capacity Development

Members continue to do capacity development like capacitating mother-leaders and volunteers for CBM – to find/reach/empower those who can and need to enroll to continue their education, attend learning sessions to gain more knowledge on ALS/ALE, attend ALS conferences, share the discussion on ALS Act and IRR to our organization and community, and to barangay officials and other ALS implementors to come-up with local policy on ALS, inform co-officers in the organization on some basic features of the law, conduct webinars, and help in the teaching of Math.

Points to Ponder:

1. Study the advantages and disadvantages to ALS and ALE the trifocalization of education in the Philippines – DepEd for basic education (where ALS is located), TESDA for technical and vocational education training, and CHED for higher education.
2. Review the distinction and harmonization (in terms of ensuring inclusive quality education) of RA 11510, Alternative Learning System Act and RA 11650, an Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in support of Inclusive Education, Establishing Inclusive Learning Resource Centers of Learners with Disabilities in all School Districts, Municipalities and Cities, Providing for Standards, Appropriating Funds Therefor, and for Other Purposes.
3. Conduct of ALS Journey 2 – Consultation and Documentation to members providing ALS to update the practices and innovations on ALS implementation and advocacy. The document can be utilized in advancing the advocacy on ALS and ALE.

V. SYNTHESIS OF THE WORKSHOP

Adult Learning and Education (ALE) is essential in achieving Sustainable Development Goals (SDG) particularly SDG 4. Alternative Learning System (ALS) as an ALE policy advocacy and program of E-Net Philippines have gone a long way. Since 2010, E-Net has established and maintained education champions in the legislative bodies and has been lobbying for the institutionalization of ALS.

E-Net has framed ALS as ALE since aside from out-of-school children and youth, this program provides basic and functional literacy to non-literate and school drop-out adults to pursue an equivalent pathway to complete basic education outside the formal education. Additionally, member-ALS providers made innovations like providing significant modules and teachings on IP rights, leadership, communication, life skills, among others.

To synthesize this workshop, five (5) areas of action for ALE were used as guide. CONFINTEA VI that formulated the 2009 Belem Framework for Action (BFA) was recognized and adopted in the recent CONFINTEA VII, Marrakech Framework for Action Harnessing the Transformational Power of Adult Learning and Education.

1. Policy

At the national level, E-Net as a coalition is continuously monitoring the implementation of AS IRR, cautious about and paying attention to other bills that may affect its implementation.

At the local level, members are engaged with DepEd, LGUs, and barangays on the localization of the law, and as an action point, are committing to engage actively in the Regional Development Council, District DepEd, LGUs and barangays to push for proper implementation of the ALS Act and advocate for innovations in terms of support programs that would boost the ALS purpose of providing expanded and strengthened opportunities to those learners who cannot attend to formal school.

2. Financing

At the national level, E-Net as a coalition is engaged in the alternative budget initiative to push for sufficient budget and resources for ALS in DepEd, House, and Senate, and continues to advocate for allocating at least 4% up to 6% of the Gross Domestic Product (GDP) for the overall budget of education as recommended by United Nations under the Sustainable Development Goal 4.

At the local level, though very minimal and not regular, members sought resources support for the ALS implementation. As a suggestion, inform and encourage the LGUs to participate in the national search for Most Outstanding LGUs in the Local Literacy Council's National Literacy Awards. LGUs that participated in this search were enlightened to the significance of education in the development of governance and became conscious in allocating more or appropriate funds including that of ALS. Education is also one of the measures in giving Seal of Good Local Governance (SGLG) to LGUs. Other platforms of rewards like *Galing Pook* Award can also be explored.

Also, find out and observe if Mandanas ruling is implemented in improving the capacity of LGUs to finance the education programs including ALS.

3. Quality

At the national level, as a matter of suggestion, tap and harmonize the scope and roles of the government agencies in ALS implementation. Watch out for the details of integrating and accrediting the other nonformal education, and informal education in the overall implementation of ALS. Also, how the micro-credentialing or micro-certification will be administered.

At the local level, many initiatives have been mentioned by members most especially on monitoring the efficacy of ALS implementation from the point of view of the learners by seeking their feedback, formulate comprehensive assessment system from the entry of ALS up to graduation, to employment, and document all lessons learned, best practices and success stories, among others.

4. Governance

At the national level, E-Net as a coalition was recognized and accredited CSO. E-Net as a CSO representative is invited in DepEd activities, in the House and Senate Technical Working Group (TWG) meetings and public hearings. These government bodies seek positions and recommendations from E-Net on bills and issues related to education.

At the local level, the services that the members offer such as policy recommendation, modules development and reproduction, mapping of learners and communities, providing trainings to volunteers and community-based tutors, etc. could serve as social capital in engaging to ALS implementation. Also, see to it if Municipal Literacy Coordinating Council (MLCC) and Barangay Literacy Coordinating Council (BLCC) were established. Amendments to RA 7165, an Act creating the Literacy Council, was passed already to strengthen its powers and functions. Find-out is the LGUs have appointed Literacy Coordinator to make ALS and Literacy programs more workable.

5. Participation and Inclusion

At the national level, E-Net (as private sector) has to be vigilant to participate in the ALS annual review of its implementation that will be submitted to the Congress, as provided in the ALS Act and its IRR. Continue to monitor how the provisions in the ALS Act and its IRR are implemented.

At the local level, member-ALS providers should be part of mandated bodies like the Development Councils in the regions, provincials, municipalities/cities, and barangays to ensure that ALS is included in the policy, agenda, programs, and budgets. Strive to engage with the academe to promote ALS.

Remember, Education is everyone's responsibility!

Participating E-Net Member-Organizations (22):

Adat Betad. Education for Life Foundation (ELF). Educational Research and Development Assistant (ERDA). Food for the Hungry (FH). ICON-SP Cotabato. Kalipunan ng mga Sektor sa Caloocan (KASECA). Konkokyo Peace Activity Center Information Office, Inc. (KPACIO). Lubos na Alyansa ng mga Katutubong Ayta sa Sambales (LAKAS). Manggagawang Mangyan Alangan (MMA). Paaralang Bayan ng mga Ayta sa Zambales (PBAZ). Paaralang Bayan Alumni Association Mindoro (PBAA). Pagtinabangay Foundation, Inc. (PFI). PINASAMA. Philippine Rural Reconstruction Movement (PRRM). People's Organization for Social Transformation Development Network Inc. (POST BAGUIO). Quidan-Kaisahan (QK). Save the Children Philippines (SCP). Singkamas Youth Organization (SYO). Teachers, Inc. Unang Hakbang Foundation (UHF). Vedruna Foundation, Inc. (VFI). Home Along the River (HADR)