

WHAT YOU NEED TO KNOW ABOUT

RA 11510



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E-Net Philippines

The Alternative Learning System (ALS) Act (Inclusive, Equitable, Quality Equivalent Pathway to Basic Education)

Institutionalized, expanded and strengthened ALS that guarantees equitable access for all learners to a systematic, flexible, and appropriate basic education program. (Sec. 3, b; Sec. 5)

WHO ARE THE TARGET LEARNERS OF ALS?

Filipinos who were not able to begin or continue basic elementary or secondary education in formal school.



Conflict-affected areas



Muslims



Learners with Disabilities



Indigenous Peoples



Communities in emergency situations



Out-of-School Children & Youth Adults without Basic Education

THE FLEXIBLE LEARNING STRATEGIES

Promote lifelong learning opportunities anchored on the ALS K to 12 Basic Education Curriculum (BEC) that takes a holistic, integrated and inter-sectoral approach (Sec. 3, c)

Kto12



Allows learners to pursue further education or seek employment, after passing the accreditation and equivalency or certifications. (Sec. 3, c)



Provide flexibility in the duration of learning programs, learning contents, and delivery strategies, among others (Sec. 3, f)

WHAT LEARNING MATERIALS ARE USED IN ALS?

- Modules with learning activities, and pre- and post-assessments.
- Modules for basic levels include a facilitator's guide, while modules for advanced levels designed for self- or independent learning.
- Supplementary materials like text and non-text modules, digital modules, or blended technology learning materials from the home or other sources may also be used.



Where is it conducted?



COMMUNITY LEARNING CENTERS (CLCS)

Establishment of at least one (1) ALS CLC in every municipality or city throughout the country (Sec. 13)



Priority should be given to areas where there are limited access to formal basic education or higher concentration of out-of-school children in special cases or adults lacking basic literacy skills or have dropped out of formal school, or both. (Sec. 13)



The facilities of all DepEd schools must likewise be used as learning centers during no class days and after regular class hours during class days. (Sec. 13)

Every CLC must be open and operational 7 days a week, with adequate learning resources and facilities, including a space for childcare for parents attending ALS classes. (Sec. 13)



Who are the teachers in ALS?

THE ALS TEACHERS PROGRAM



Create teaching positions and allocate the corresponding salary grades. The same benefits and professional development packages in terms of fellowships, scholarships, and training opportunities must also be given to ALS teachers. (Sec. 11 & 12)

The DepEd shall engage the services of Community ALS implementers to augment the needed human resource requirements for the delivery of ALS programs. (Sec. 11)



Develop and conduct regular training programs and workshops for ALS Teachers, Community ALS Implementors and Learning Facilitators (Sec. 12)

Transportation and Teaching Aid Allowance for ALS Teachers and Community ALS Implementors. (Sec. 22)



WHAT ARE THE ROLES OF LOCAL GOVERNMENT UNITS AND LOCAL SCHOOL BOARDS?

Ensure the implementation of Community Literacy Mapping activities and coordinate with barangays, the private sector and other agencies in the identification of out-of-school children, youth and adults who missed out on basic education. (Sec. 17, c)



Contribute available resources to ALS programs such as Community ALS implementers and ALS CLC sites. Set aside a portion of the proceeds of the Special Education Fund (SEF) for the delivery of ALS programs. (Sec. 16)



Coordinate with DepEd, provision of technical assistance to ALS Teachers, monitoring and evaluation, and with other government and private sector partners, post-program support activities (Sec. 17, a)



Coordinate with DepEd, the determination of the annual supplementary budgetary needs for the operation and maintenance of the ALS programs within the city or municipality (Sec. 17, b)

WHAT IS THE FOCAL OFFICE FOR THE IMPLEMENTATION OF THE ALS PROGRAM?

The Bureau of Alternative Education (BAE) shall be created to serve as the focal office for the implementation of the ALS programs of the DepEd. (Sec. 6)

Action Points identified during E-Net ALS Implementing Rules and Regulations forum

1. Promotion and Awareness Raising and Capacity Development
 - Sharing success stories of ALS learners
2. Mapping of Out-of-School Children Youth and Adult (OSCYA) as ALS Learners
 - Engage in research on how to improve the mapping led by LGU
3. Expanding and Strengthening Partnership to Access ALS Program and Engage in Policy Advocacy
 - Promote and develop Agriculture as Technical Vocational track and a course in tertiary and livelihood skills in ALS.
 - Work for ALS that advances Indigenous Knowledge System and Practices (IKSPs)
 - Include ALS in the agenda of the Regional Development Councils
4. Monitoring and Review of ALS implementation
 - Assess how ALS is implemented in the context of Early Childhood Care and Development (ECCD)
 - Formulate a comprehensive assessment system from the entry of ALS, graduation, up to employment

Mezzanine Casal Bldg., 15 Anonas St., Brgy. Quirino
3-A, Project 3, Quezon City 1102, Philippines
+632 7007-3521 / enet_philippines@yahoo.com
Website: <http://www.enetphil.org.ph/>
Academy: <https://enet-academy.org/>

Know more about

 www.enetphil.org.ph
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