



Republic of the Philippines
Department of Education

DepEd ORDER
No. **013** s. 2019

25 JUN 2019

**POLICY GUIDELINES ON THE IMPLEMENTATION OF ENHANCED
ALTERNATIVE LEARNING SYSTEM 2.0**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. In compliance to the mandate of Republic Act No. 10533 entitled **Enhanced Basic Education Act of 2013** and the 10-point agenda of this administration, the Department of Education (DepEd) issues the enclosed **Guidelines on the Implementation of Enhanced Alternative Learning System (ALS) 2.0** on the 2019 ALS K to 12 Curriculum.
2. These guidelines aim to ensure that the implementation of enhanced ALS 2.0 by the central office, regional, and schools division offices, and other ALS program implementers and stakeholders is strategic and efficiently and effectively managed.
3. All DepEd Orders and other related issuances, rules and regulations, and provisions, which are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
4. For more information, please contact the ALS Task Force, Department of Education Central Office, 5th Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City at telephone no. (02) 636-3603 or through email address als.taskforce@deped.gov.ph.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated
To be indicated in the Perpetual Index
under the following subjects:

ALTERNATIVE LEARNING SYSTEM
BASIC EDUCATION
CURRICULUM

MONITORING AND EVALUATION
POLICY
RULES AND REGULATIONS

Policy Guidelines on the Implementation of Alternative Learning System 2.0

I. Rationale

Alternative Learning System (ALS) provides opportunities for out-of-school youth and adult (OSYA) learners to develop basic and functional literacy skills and to access equivalent pathways to complete basic education.

With the introduction of the ALS K to12 Basic Education Curriculum (BEC), there is a need to harmonize the policies pertaining to ALS to ensure strategic, efficient and effective implementation.

II. Scope of the Policy

These guidelines outline the rules for the implementation of the enhanced ALS by the Central, Regional and Schools Division Offices, and other ALS stakeholders.

III. Definition of Terms

For purposes of these guidelines, the following terms are defined as follows:

Basic Literacy Level refers to the first ALS key stage for learners who cannot read or write.

Non-Literate Learners refer to learners with little or no exposure to literacy in their first or second language.

Neo-Literate Learners refer to learners with minimal exposure to literacy in their first language. They often lack of confidence in their literacy skills.

Post-Literate Learners refer to learners who are able to read with comprehension, to compute and solve simple numeracy problems and ability to express ideas in writing and speaking in one's language.

IV. Policy Statement

The DepEd hereby issues these policy guidelines to ensure standard implementation of the ALS program. This policy affirms the Department's commitment to expand and strengthen ALS and ensure that the ALS learners will develop the necessary knowledge and 21st century skills.



V. Procedures

A. 2019 ALS- K to 12 Basic Education Curriculum (2019 ALS-K to 12 BEC)

1. A new ALS K to 12 Curriculum was developed to provide the blueprint for the enhanced ALS. Known as the 2019 ALS K to 12 BEC, the curriculum is benchmarked on the DepEd K to 12 Formal School Curriculum, and focuses on the 21st Century Skills of Information, Media and Technology Skills, Learning and Innovation Skills, Communication Skills, and Life and Career Skills.
2. The following are the key features of the 2019 ALS-K to 12 BEC:
 - a. is substantially aligned with the competencies of the formal K to 12 Curriculum;
 - b. is NOT a mirror image of the formal school curriculum given the nature of the ALS program and the type of learners enrolling in this program;
 - c. covers Information, Communication and Technology (ICT) and Life and Career skills and competencies not found in the formal school curricula have been added;
 - d. includes examples of application of competencies in everyday life to help/guide the learning delivery and the development of appropriate, relevant and responsive learning materials and learning assessment tools; and
 - e. uses the standard terminologies and coding system of the DepEd K to 12 curriculum.
 - f. provides opportunities for learners to acquire vocational and technical skills to enhance their work readiness/employability.
3. The key stages of learning under the 2019 ALS-K to 12 BEC are indicated in Table No. 1

Table No. 1. Key Stages of Learning (ALS K to 12 BEC)

ALS-K to 12 Key Stages	Corresponding Grade in the Formal School System
Basic Literacy (BL) Level	Kinder to Grade 1
Lower Elementary (LE) Level	Grades 2 to 3
Advanced Elementary (AE) Level	Grades 4 to 6
Junior High School (JHS) Level	Grades 7 to 10
Senior High School (SHS) Level	Grades 11 to 12

- The Basic Literacy (BL) level develops the basic literacy skills of reading, writing, viewing, speaking, listening, and numeracy. The BL level is equivalent to Kinder to Grade 1 of the formal basic education.
- At the Lower Elementary (LE) level, learning competencies equivalent to Grades 2 to 3 are developed. At this level, learners are encouraged to begin to 'learn how to learn' so they can increasingly study and learn independently.
- The Advanced Elementary (AE) level requires the development of learning competencies parallel to the Grades 4 to 6 of the formal basic education.



- The Junior High School (JHS) level advances the ALS learners to a deeper understanding of the learning competencies that is equivalent to Grades 7 to 10. The learning competencies have a higher degree of complexity and help learners develop an increasing degree of independence in applying knowledge, skill and values learned.
 - The Senior High (SHS) level is equivalent to Grades 11 to 12. It ensures that all learners will be equipped with competencies required for employment, entrepreneurship, middle level skills and tertiary education.
4. The following Learning Strands (LS) (described in Table 2) are taken at different key stages of the program.

Table No. 2. ALS K to 12 BEC Learning Strands

Learning Strand 1	Communication Skills (English/Filipino)
Learning Strand 2	Scientific and Critical Thinking Skills
Learning Strand 3	Mathematical and Problem Solving Skills
Learning Strand 4	Life and Career Skills
Learning Strand 5	Understanding the Self and Society
Learning Strand 6	Digital Citizenship (formerly Digital Literacy)

- Learning Strand 1: Communication Skills (Filipino), and Learning Strand 3: Mathematical and Problem Solving Skills, are considered foundational competencies and are required at the BL Level.
 - Content areas related to Learning Strand 2: Scientific and Critical Thinking Skills, Learning Strand 5: Understanding Self and Society, and Learning Strand 6: Digital Citizenship, may be used to provide 'functional context' to the communication and numeracy competencies taught at the BL Level.
5. The SHS Curriculum for ALS is still under development.

B. Learning Delivery

1. Enhanced ALS Language Policies
 - a. In the teaching and learning process, the mother tongue may use as a medium of instruction in BL Level for Non-Literate Stage to Neo-Literate Stage in consultation with ALS learners. Filipino and English shall be used for Elementary Level (EL) level to JHS level, although ALS teachers may use mother tongue or Filipino as an auxiliary language of instruction to clarify concepts and understanding. However, selected learning strands of the Accreditation and Equivalency (A&E) test will be in English as described in Table No. 3.



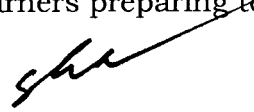
Table No. 3. Language in A&E test per Learning Strand

Learning Strands	Filipino	English
LS 1: Communication Skills (English)	X	√
LS 1: Communication Skills (Filipino)	√	X
LS 2: Scientific and Critical Thinking Skills	X	√
LS 3: Mathematical and Problem Solving Skills	X	√
LS 4: Life and Career Skills	√	√
LS 5: Understanding Self and Society	√	√
LS 6: Digital Citizenship (formerly Digital Literacy)	X	√

- b. For the learning resources, only BL level learning modules shall be translated in the major mother tongue languages subject to availability of funds. Lower and Advanced Elementary (LE and AE) level modules will be in English or Filipino as per Table 3. As learning materials are being developed, ALS teachers can still use the existing A&E Filipino language learning resources addressing competencies in LS 2 and 3.
 - c. The DepEd will continue to use the existing ALS Recognition of Prior Learning (RPL) and Assessments forms. The ALS Task Force is in the process of developing upgraded versions of these forms in bilingual (English/Filipino) formats.
2. Beginning June 3, 2019, all ALS programs are required to implement the 2019 ALS-K to 12 BEC.
 3. While the ALS 2.0 program started last June 3, 2019, learners who wish to enroll in ALS sessions later than June 3 can still be accommodated.
 4. Given the scope and the expanded content of the 2019 ALS K to 12 BEC, the enhanced ALS program duration will in most cases, will be longer than the old ALS curriculum, except for the Basic Literacy (BL) level.

The actual program duration will depend on the learner's educational background or existing knowledge level prior to enrolling in the ALS program. Hence, it is important to have an accurate and systematic assessment of the learner's level of prior learning at the point of enrolment. The results of such assessment will guide the formulation of each learner's Individual Learning Agreement (ILA).

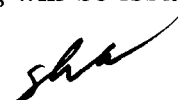
Not all ALS learners will be interested in acquiring an A&E certification, but instead, may have more limited, shorter-term learning goals. Such ALS learners will likely exit the program after completing these learning goals and hence the duration of their ALS program will be shorter than that of ALS learners preparing to take the A&E test.



From an ALS program planning and management perspective, the following guidelines apply to program duration:

ALS Program	Program Duration
Basic Level (BL)	approximately 9-10 months <i>(Non-Literate – approximately 2- 3months; Neo-Literate - 2-3 months; Post-Literate – 2 months)</i>
Lower Elementary Level (EL)	approximately 4-5 months
Advanced EL	approximately 8-10 months
Junior High School (JHS)	approximately 2 years
Senior High School (SHS)	ALS SHS curriculum for issuance – in the interim, learners will complete the 2 year formal SHS program

5. All ALS teachers should register their learners in the Learners Information System (LIS).
6. All ALS teachers shall guide the learners in articulating and documenting their ILA which should be guided by the results of the pre-assessment and screening process and should consider learners' prior learning. The ALS teacher and ALS learner shall monitor and review the ILA at least monthly and revise/update as necessary as old learning needs/goals are addressed and new ones identified. ALS teachers are expected to continue to practice differentiated instruction and tailor their learning interventions in response to the variant learning needs of learners, as documented in each learner's ILA.
7. Like all DepEd teaching personnel, ALS teachers are subject to the RPMS-PPST for their professional development and performance management. A contextualized RPMS-PPST for ALS teachers shall be released through a separate issuance.
8. Starting SY 2019-2020, the A&E test will be based on the new and expanded range of competencies of the 2019 ALS K to 12 BEC that include higher competencies in English, Science, Math and Learning Strand 6 – Digital Citizenship. This means that completers of the previous ALS curriculum who wish to seek an equivalency certification are required to undertake additional learning in order to prepare for the new A&E test. Hence, additional learning intervention should not be an option but a requirement.
9. For BL and EL, the existing learning modalities anchored on learning support being provided primarily by ALS teachers will continue. However, given the more complex academic competencies in the JHS under the new curriculum, ALS teachers will likely need to seek additional support from English, Science and Math (ESM) specialists for team teaching. Guidelines on team teaching will be issued through a separate issuance.



10. The enhanced ALS will give premium to life skills. Accordingly, the first two (2) months (June- July 2019) of all ALS programs (except ALS-EST) will focus on life skills development of ALS learners.
11. The ALS Task Force is currently working on the finalization of comprehensive ALS Manual of Operations covering implementation of ALS 2.0. In the interim, existing policies still apply unless otherwise rescinded by other DepEd Order/DepEd Memorandum.

C. Learning Resources

1. While the new materials are being developed, ALS teachers will continue to use the existing materials which include the old BL, EL, Secondary Level (SL) and Academic Bridging Program modules supplemented with textbooks, reference materials, internet-based materials and other learning materials that ALS teachers may be able to identify and access.
2. All ALS learning resources will be made available in the DepEd Learning Resources portal.

D. Learning Environment

1. For BL and EL, existing ALS learning environments, (i.e. Community Learning Centers (CLCs), will continue to be suitable for most ALS 2.0 classes. However, SL learners, who will now study higher English, Science and Math and digital citizenship competencies, may require access to special learning equipment and learning environments which may not be found in the existing CLCs. For these competencies, ALS teachers may need to coordinate with local high schools or other partner institutions to access these facilities e.g. science and computer laboratories.
2. Given the expanded learning environment and specialist teacher requirements of ALS 2.0, the DepEd ALS Task Force is currently exploring an option for School-Based ALS implementation as a delivery strategy.

E. Learning Assessment

1. The ALS Task Force has completed development of a new Functional Literacy Test (FLT) based on the six (6) learning strands of the new ALS K to 12 BEC.
2. At the start of each implementation of the ALS 2.0, all learners shall be assessed using the revised Functional Literacy Test (FLT) and existing Assessment for Basic Literacy (ABL) (for Basic literacy level learners only) in conjunction with an assessment and documentation of their prior learning. ALS teachers will make use of the latest version of approved FLT, ABL, and RPL Assessment Forms in accordance with set policies and procedures.



3. The existing ALS assessment policies and practices for formative learner assessment will continue. Results of all individual learner assessments should be documented by the ALS teacher (with copies stored in the learner's portfolio) and used to monitor learning progress and as basis for remediation and future lesson planning.
4. Under enhanced ALS there will, however, be significant changes to ALS summative assessment and specifically the requirements for A&E equivalency certification. These changes include:
 - The A&E certification process will be expanded to include Portfolio assessment and Project-based learning and assessment. Starting June 2019 learners interested in seeking an A&E elementary or secondary equivalency certification will be required to submit a presentation portfolio containing selected learning outputs as evidence of mastery of competencies from the six (6) learning strands of the new ALS K to 12 BEC and a learning project, in addition to taking the A&E test. It is proposed that the percentage weights between the A&E test and portfolio will be as follows:
 - 80% A&E test
 - 20% Portfolio

Further guidelines on the expanded A&E certification requirements and process will be issued.

- The A&E exam will be based on the competencies of the new ALS K to 12 curriculum. It will continue to be administered by the Bureau of Education Assessment (BEA).
- Opportunities for micro-certification of basic education and technical- vocational skills competencies will be made available; and
- In addition to the Certificate of Rating (COR) to be issued by BEA, EL certificate/JHS certificate of completion will be issued duly signed by the Schools Division Superintendents (SDSs). Templates to follow.

F. Capacity Building Program

The ALS Task Force, in coordination with the National Educators Academy of the Philippines (NEAP), will conduct a comprehensive program of training activities in support of the roll-out of the ALS 2.0.



G. Roles and Responsibilities of ALS Task Force, Regional and Schools Division Offices (RO, SDO)

Level/Personnel	Terms of Reference
ALS Task Force	<ul style="list-style-type: none"> • Formulate, review and revise ALS enabling policies and guidelines for the enhanced ALS program implementation; • Provide technical leadership in the finalization of ALS SHS Curriculum, development of ALS-SPED Curriculum, and ALIVE in ALS Curriculum, and enhancement/revision of the ALS IPED Curriculum; • Provide technical leadership in the rollout of the 2019 ALS-K to 12 BEC; • Provide technical leadership in monitoring and evaluation of the implementation of the 2019 ALS-K to 12 BEC; • Lead the development of learning delivery framework and pilot testing of programmatic innovations and delivery models including portfolio assessment and project-based learning needed to operationalize the enhanced ALS program; • Provide leadership in mapping and tagging of competencies in the existing ALS learning resources vis-à-vis 2019 ALS K to 12 BEC; • Lead in the development of new ALS learning resources and facilitate the allocation of funds for the procurement of ALS learning resources; • Develop pre- assessment and formative learning assessments for ALS programs; • Manage the rollout of portfolio assessment as a component of an expanded A&E assessment and certification process; • Coordinate with BEA on the conduct of A&E test and consolidation of test results under the expanded A&E assessment and certification process; • Coordinate with Schools Division Offices on the issuance of A&E certification/diploma; • Lead the capacity building of ALS field personnel to implement and scale-up the new quality and inclusive enhanced ALS program; • Provide technical leadership in the operational planning for the rollout of the ALS system upgrading activities envisioned in the ALS 5-year roadmap; • Oversee national ALS data management system to inform evidence-based planning and decision-making; • Develop mechanisms to strengthen the ALS governance and literacy mapping strategies; • Lead the development of strategies in engaging and maintaining partnerships with local and

shh

Level/Personnel	Terms of Reference
	<p>international stakeholders;</p> <ul style="list-style-type: none"> • Lead the advocacy and social marketing of the rollout of the enhanced ALS program; • Lead the coordination with non-DepEd ALS program implementers to promote completion and quality improvement of their ALS program; • Develop guidelines and manage the accreditation of ALS partners; • Coordinate with development partners regarding their support to enhanced ALS; • Lead on the conduct of evidence-based research to inform ALS program development and continuous improvement; • Coordinate with partners for the conduct of research; • Lead in the formulation of ALS research agenda anchored on DepEd's Basic Education Agenda; • Revisit and revise the existing ALS roadmap; • Propose activities with budget estimates based on the ALS roadmap; and • Manage the ALS funds.
<p>RO – CLMD <i>(where the Regional ALS Focal Person is assigned)</i></p>	<ul style="list-style-type: none"> • Organize and conduct region-wide In – Service Training (In-Set) in coordination with other functional units of the region in support to enhanced ALS; • Act as regular member of the National Consultative Conference for Regional ALS Focal Persons; • Provide technical assistance in coordination with other functional units of the region to the Division ALS Focal Personnel; • Conduct action research in coordination with other functional units of the region to improve teaching-learning processes; and • Monitor and evaluate the implementation of enhanced ALS.
<p>SDO – CID <i>(where the Division ALS Focal Person is assigned to be assisted by the Education Program Specialist II for ALS)</i></p>	<ul style="list-style-type: none"> • Organize and conduct division-wide IN-SET in coordination with the functional units of the division in support to ALS; • Provide technical assistance in coordination with the functional units of the division to the ALS implementers; • Conduct action research in coordination with the functional units of the division to improve teaching-learning; • Monitor and evaluate the implementation of enhanced ALS in the division; • Monitor the use of ALS learning resources; • Conduct instructional supervision; and



Level/Personnel	Terms of Reference
	<ul style="list-style-type: none"> Adapt/reproduce curriculum guides and instructional materials for CLCs.

These are the broad TOR for the implementation of ALS 2.0

H. Senior High School

The Senior High School (SHS) Curriculum competencies and program delivery strategy for ALS are still being finalized. In the absence of a dedicated ALS SHS Curriculum and ALS SHS program implementing mechanism, JHS A&E passers interested in completing SHS will enroll in formal SHS.

This is without prejudice to the pilot implementation of ALS SHS as may be authorized by the department.

VI. Monitoring and Evaluation

The Department of Education through the ALS Task Force, supported by the Regional and Division Offices, shall conduct national monitoring and evaluation on the implementation of enhanced ALS.

The CLMD and CID Chiefs, Regional and Division ALS Supervisors/Focal Persons, and Regional and Division learning area supervisors, in coordination with other functional units in the region and division offices shall also conduct regional and division monitoring and evaluation.

VII. Effectivity/Transitory Provision

Learners under the old curriculum are required to undertake additional learning in order to learn the additional competencies in the ALS K to 12 BEC.

All existing Orders and Memoranda inconsistent with this Order are rescinded. These guidelines shall remain in effect, unless sooner repealed, amended or rescinded. This Order shall take effect upon issuance.

VIII. References

DO 16, s. 2012 – *Guidelines on the implementation of the Mother Tongue-Based-Multilingual Education (MTB-MLE).*

Republic Act No. 10533 – *Enhanced Basic Education Act of 2013.*

World Bank. May 2018. *A Second Chance to Develop the Human Capital of Outof-School Youth and Adults: The Philippines Alternative Learning System.*

World Bank. May 2016. *Alternative Learning System Study: Alternative and Inclusive Learning in the Philippines.*

