



Republic of the Philippines  
**Department of Education**  
REGION VI – WESTERN VISAYAS  
SCHOOLS DIVISION OF AKLAN

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March 6, 2026

**DIVISION MEMORANDUM**  
No. 143, s. 2026

**DISSEMINATION: IMPLEMENTING GUIDELINES OF THE ENHANCED  
ALTERNATIVE LEARNING SYSTEM (ALS)**

To: Office of the Asst. Schools Division Superintendent  
Chief Education Supervisors  
Education Program Supervisors/Specialists  
Public Schools District Supervisors  
Principals/Head Teacher In-Charge of the District  
ALS Teachers  
All Others Concerned

1. Attached is Regional Memorandum No. 153, s. 2026, titled, **Implementing Guidelines of the Enhanced Alternative Learning System (ALS)**.
2. This Memorandum refers to **DepEd Order No. 001, s. 2026**, which provides the detailed guidelines for the implementation of the Enhanced Alternative Learning System. All concerned personnel are hereby enjoined to review and familiarize themselves with the provisions stipulated therein.
3. Immediate and widest dissemination of this Memorandum is earnestly desired.

  
**FELICIANO C. BUENAFE Jr., CESO VI**  
Schools Division Superintendent

Enclosure: As stated  
Reference: None  
To be indicated in the Perpetual Index  
under the following subjects:

**ALTERNATIVE LEARNING SYSTEM**

**CURRICULUM**

**PROGRAMS**

HST

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Republic of the Philippines  
**Department of Education**  
REGION VI-WESTERN VISAYAS

FEB 10 2026

REGIONAL MEMORANDUM

No. **153**, s. 2026

**IMPLEMENTING GUIDELINES OF THE ENHANCED  
ALTERNATIVE LEARNING SYSTEM**

To: Schools Division Superintendents  
All Others Concerned

1. Attached is DepEd Order No. 001, s. 2026 titled Implementing Guidelines of the Enhanced Alternative Learning System, which is self-explanatory.
2. Immediate dissemination of and compliance with this Memorandum are desired.

  
**CRISTITO A. ECO, CESO III**  
Regional Director

Encl.: None

Reference: As stated

To be indicated in the Perpetual Index  
under the following subjects:

ALTERNATIVE LEARNING SYSTEM  
CURRICULUM  
PROGRAMS

ACV/CLMD-RM-Implementing Guidelines of the Enhanced Alternative Learning System  
053/February 16, 2026



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Republic of the Philippines  
**Department of Education**

JAN 19 2026

DepEd ORDER  
No. **001**, s. 2026

**IMPLEMENTING GUIDELINES OF THE ENHANCED ALTERNATIVE LEARNING SYSTEM**

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 with the mandate of Republic Act No. 11510, s. 2020, otherwise known as The Alternative Learning System (ALS) Act, and its Implementing Rules and Regulations (IRR), and consistent with the Department of Education's (DepEd) 5-Point Reform Agenda to provide accessible, equitable, quality, and inclusive education, the Department issues the enclosed **Implementing Guidelines of the Enhanced ALS**.
2. These guidelines aim to standardize the implementation of ALS in accordance with the provisions of the ALS Act and its IRR, incorporating important updates to ALS program implementation and ensuring alignment with the DepEd's Revised Basic Education Curriculum of the formal school system.
3. This Order repeals DepEd Order No. 13, s. 2019, titled Policy Guidelines on the Implementation of the Enhanced ALS 2.0, in its entirety. Moreover, all Orders and other related issuances, rules, regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
4. This Order shall take effect immediately upon its approval, issuance, and 15 days after its publication in the Official Gazette or a newspaper of general circulation. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.
5. For more information, please contact the **Bureau of Alternative Education-Office of the Director**, 5th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at [bae.oda@deped.gov.ph](mailto:bae.oda@deped.gov.ph) or at telephone number (02) 8636-3603.

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001

6. Immediate dissemination of and strict compliance with this Order is directed.

**SONNY ANGARA**

Secretary *SA*

Encl.:

As stated

Reference:

DepEd Order No. (013, s. 2019)



To be indicated in the Perpetual Index  
under the following subjects:

ALTERNATIVE LEARNING SYSTEM  
BASIC EDUCATION  
BUREAUS AND OFFICES  
CURRICULUM  
MONITORING AND EVALUATION  
POLICY  
PROGRAMS  
PROJECTS  
RULES AND REGULATIONS

MSM, MPC, DO Implementing Guidelines of the Enhanced ALS  
0017 January 13, 2026

*SA*



## **IMPLEMENTING GUIDELINES OF THE ENHANCED ALTERNATIVE LEARNING SYSTEM**

### **I. Rationale**

1. To provide quality and accessible basic education for all, the Department of Education (DepEd or Department) offers the Alternative Learning System (ALS) as a parallel learning system that provides opportunities for out-of-school children in special cases, out-of-school youth and adults (OSCYAs) learners to develop basic and functional literacy skills, and to access equivalent pathways to complete basic education. The Department adopted Enhanced ALS 2.0, through DepEd Order No. 13, s. 2019, to substantially align ALS competencies with the formal K to 12 curriculum and reinforce the vocational and technical skills of ALS learners to ultimately enhance their work readiness/employability.
2. Republic Act (RA) No. 11510 otherwise known as Act Institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in Special Cases and Adults and Appropriating Funds Therefor, further institutionalized the ALS which introduced learning modalities, micro-certification, the Functional Education and Literacy Program (FELP) and Academic Focused Bridging Program (AFBP), among others.
3. Further, the Department has adopted a revised curriculum otherwise known as the Revised Basic Education Curriculum in 2024, and its new 5-Point strategic agenda to address protracted and emerging challenges.
4. In view of these developments in the educational landscape including the requirements of RA No. 11510 and ensuring that ALS remains parallel to the formal school system, the Department recognizes the necessity to revise Department Order No. 13, s. 2019, in its entirety, and issue new Implementing Guidelines of the Enhanced Alternative Learning System.

### **II. Scope**

5. This policy outlines the updated rules for the implementation of the enhanced ALS to provide relevant and accessible basic education for out-of-school children in special cases, youth and adults who have not completed basic education. It shall cover the curriculum, learning resources, assessment, and implementation mechanisms to be implemented by the Central Office, Regional Offices, Schools Division Offices, Community Learning Centers (CLCs), and other ALS stakeholders.
6. This policy covers all CLCs, whether school-based or community-based, including those operated by public and private schools, non-government organizations, and other recognized ALS implementing partners. It also applies to State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) that implement ALS programs.
7. Beginning SY 2026-2027, all SDOs shall implement the Revised ALS Curriculum for Basic Literacy Program (BLP), Accreditation and Equivalency (A&E) Elementary, and A&E Junior High School programs.

8. All existing schools implementing ALS SHS shall continue to use the Contextualized Most Essential Learning Competencies (MELCs)-Based Curriculum for ALS SHS or the ALS SHS Hybrid Curriculum unless revised, rescinded, or repealed or until such time that the strengthened ALS Senior High School (SHS) curriculum is issued. Separate guidelines on the implementation of the strengthened ALS SHS curriculum shall be issued.

### III. Definition of Terms

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

- a. **Academic-Focused Bridging Programs (AFBP)** refer to ALS programs that provide continuing learning opportunities to Accreditation and Equivalency secondary level test passers who wish to better prepare for the academic demands and study skills requirements of senior high school, tertiary level education, or post-secondary vocational training.
- b. **Accreditation and Equivalency Assessments and Certifications** refer to a process in ALS that comprises exams and other assessments deemed appropriate and anchored on the competencies of the Revised ALS Curriculum.
- c. **Accreditation and Equivalency (A&E) Program** refers to a program in ALS aimed at providing an alternative pathway of learning for out-of-school children in special cases and adults who have not completed basic education. Through this program, school dropouts are able to complete elementary and secondary education outside the formal school system.<sup>1</sup>
- d. **ALS Implementer** refers to the collective group of organizations and individuals implementing ALS Programs, regardless of funding source and implementing organization and/or individual. Specifically, this includes ALS Teachers, Community ALS Implementors (CAIs), and Learning Facilitators (LF).<sup>2</sup>
- e. **ALS Senior High School (SHS) Learners** refer to learners enrolled in the ALS SHS who fall under any of the following situations:
  - JHS completers in the ALS A&E Program;
  - JHS completers in the formal school system in special cases unable to enroll in the formal SHS;
  - dropouts of the formal SHS who are unable to return to the formal SHS program;
  - over-aged Grade 10 PEPT Passers (eligible for SHS) in special cases unable to enroll in the formal SHS; or
  - high school graduates prior to the DepEd K to 12 program needing completion of senior high school as a prerequisite to higher education.

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<sup>1</sup> Republic Act (RA) No. 11510: Alternative Learning System Act, and its Implementing Rules and Regulations (IRR)

<sup>2</sup> DepEd Order No. 007, s. 2025, Guidelines on the Mandatory Recognition of Implementing Alternative Learning System Providers

- i. **ALS Teachers** refer to DepEd employed teachers who implement the ALS programs.<sup>3</sup>
- g. **Assessment of Basic Literacy (ABL)** refers to a test administered to BLP learners before, during and after the ALS classes to determine their level of basic literacy. It measures learners' competencies in reading and writing in Filipino and English, as well as numeracy skills.
- h. **Basic Literacy Program (BLP)** refers to the program component of ALS that is aimed at eradicating illiteracy among out-of-school children in special cases, youth, and adults by developing basic literacy skills of reading, writing, numeracy, and simple comprehension.<sup>4</sup>
- i. **Be Your Own Boss (BYOB) and Work-Based Learning (WBL)** refer to modules and learning activities designed to enhance ALS learners' employment and entrepreneurial readiness skills and competencies as active key players in their own economic and social communities.
- j. **Category of Learning Competencies** refers to the classification of competencies in the Revised ALS Curriculum. These are the following.
  - j.1. **Beginning Level** refers to foundational competencies under the Basic Literacy Program (BLP) that focus on the acquisition of basic literacy and numeracy skills. At this level, learners develop initial abilities in reading, writing, and counting, including letter and number recognition, basic comprehension, and simple mathematical operations. These competencies are aligned with Kindergarten to early Grade 1 expectations in the formal school system and are designed for learners who are starting or re-establishing their basic learning skills.
  - j.2. **Developing Level** refers to the competencies of the Basic Literacy Program (BLP) that are built on the foundational skills introduced at the Beginning level. This set of competencies further enhances their reading fluency, writing skills, and numeracy competencies, including simple problem-solving and comprehension of short texts. Aligned with Grades 2 to 3 of the formal school curriculum, this level of competencies aims to strengthen learners' confidence and functional use of literacy and numeracy in everyday contexts.
  - j.3. **Intermediate Level** refers to a set of competencies that corresponds to the A&E Program – Elementary Level and is aligned with Grades 4 to 6 of the formal school system. These competencies aim to develop learners who can demonstrate more developed literacy and numeracy skills, including critical reading, coherent writing, and application of mathematical concepts to real-life situations. Competencies at this level promote analytical thinking, subject integration, and increased independence in learning.

<sup>3</sup> Republic Act (RA) No. 11510, Alternative Learning System Act, and its Implementing Rules and Regulations (IRR)

<sup>4</sup> Republic Act (RA) No. 11510, Alternative Learning System Act, and its Implementing Rules and Regulations (IRR)

- j.4. **Upper Intermediate Level** refers to a set of competencies that represents the initial stage of the A&E Program – Junior High School Level, aligned with early Junior High School competencies (Grades 7 to 8). These competencies aim to develop learners who can apply foundational knowledge across learning areas, engage in higher-order thinking, and demonstrate improved problem-solving, communication, and study skills. This group of competencies becomes more complex and subject-specific, preparing learners for advanced academic tasks.
- j.5. **Proficient Level** refers to the set of competencies that culminates the stage of the A&E Program – Junior High School Level, aligned with Grades 9 and 10 of the formal school curriculum. These competencies aim to develop learners who can exhibit mastery and integration of knowledge and skills across disciplines. They are able to think critically, communicate effectively, solve complex problems, and apply learning independently in academic, personal, and real-life contexts. These competencies prepare ALS learners for further education, employment, or lifelong learning.
- k. **Community ALS Implementors (CAIs)** refer to persons engaged either by any local government unit (LGU) to deliver ALS programs to out-of-school children in special cases and adults.
- l. **Community Learning Center (CLC)** refers to a physical space to house learning resources and facilities of a learning program for out-of-school children in special cases and adults. It is a venue for face-to-face learning activities and other learning opportunities for community development and improvement of the people's quality of life.<sup>5</sup>
- m. **Contextualized Most Essential Learning Competencies (MELCs) - Based SHS Curriculum for ALS** refers to the Most-Essential Learning Competencies of the SHS Core and Applied Track subjects placed in the context relevant to ALS learners, for use at the point of instruction.
- n. **Continuing Learners** refer to ALS learners who did not complete learning objectives in the previous school year and enrolled or returned the following year.
- o. **Formal School System** refers to the systematic and deliberate process of hierarchically structured and sequential learning corresponding to the general concept of elementary and secondary level of schooling.
- p. **Functional Education and Literacy Programs (FELP)** refer to short-term nonformal education programs designed to help socio-economically disadvantaged learners to upgrade a targeted set of skills, knowledge and selected competencies in the Revised ALS Curriculum in order to improve their social, political, and economic well-being and function more effectively as citizens, parents, workers and members of the community.

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<sup>5</sup> Republic Act (RA) No. 11510: Alternative Learning System Act, and its Implementing Rules and Regulations (IRR)

- q. **Functional Literacy Test (FLT)** refers to a test administered to A&E Elementary and Junior High School learners before, during and after the ALS classes to assess their functional literacy level. It assesses learners' reading and writing abilities in Filipino and English, and numeracy skills.
- r. **Individual Learning Agreement (ILA)** refers to the learning plan of an ALS learner, comprising the competencies/contents to be studied and the learning tasks/activities and deliverables to be completed within a set time duration to be signed by the ALS learner and ALS Implementer, and confirmed by a parent/guardian/authorized person.
- s. **Learning Facilitator** refers to teachers financed by the private sector who implement ALS programs. The private sector shall include non-government organizations or associations, civil society organizations, or individuals.
- t. **Learning Strands (LS)** refer to groups of competencies that are equivalent to a subject or various subjects in the formal school system.
- u. **Micro-certification** refers to a flexible means of certifying attainment of specific elements of Revised ALS Curriculum minimum competencies which can be used by the holder as a credential for purposes of job application, recruitment and/or selection.
- v. **Out-of-School Children in Special Cases** refer to children in the official school age who are not enrolled in elementary or secondary schools due to special cases such as economic, geographic, political, cultural, or social barriers, including learners with disabilities or conditions, indigenous peoples, children in conflict with the law, learners in emergency situations, and other marginalized sectors.<sup>6</sup>
- w. **Portfolio** refers to a collection of learner's outputs and records that show the daily learning progress overtime. It is used to monitor learning, give feedback, and help improve teaching and learning. It is also known as a work folder.
- x. **Presentation Portfolio** refers to a collection of a learner's achievements, assembled specifically for assessment. It contains formal records that document the learner's background and experience, the learning process he/she has followed, and work samples selected by the learner to show what he/she can do. It also contains records documenting learner's progress toward achieving stated learning goals.<sup>7</sup>
- y. **Recognition of Prior Learning (RPL)** refers to the systematic process of identifying, assessing, and validating the knowledge, skills, and competencies that a learner has acquired through formal, non-formal, and informal learning, including work experience, training, and community involvement. It allows the learner to present evidence of

<sup>6</sup> Republic Act (RA) No. 11510: Alternative Learning System Act, and its Implementing Rules and Regulations (IRR)

<sup>7</sup> Joint Memorandum No. DM-OUCI-2021-316, Presentation Portfolio Assessment for ALS Elementary and Junior High School Program Completers of SY 2020-2021 and Previous Years

prior achievements, which serves as one of the bases for appropriate learning intervention.

- z. **Record of Learner's Progress** refers to a record that documents the learner's performance and accomplishments over time based on the agreed learning goals and competencies. It is used to monitor progress, provide feedback, identify areas for improvement, and guide instructional support and adjustments in the learning plan through regular review and discussion between the learner and ALS Implementer.
- aa. **Revised Alternative Learning System (ALS) Curriculum** refers to the new comprehensive curriculum indicating the competency, content, key stages, and standards for the ALS Program benchmarked on the latest formal school system curriculum.
- bb. **Work samples** refer to written and performance outputs of the learners that demonstrate learning accomplishment across all six (6) Learning Strands. These shall contain comments, feedback, remarks and signature of ALS Implementers.<sup>8</sup>

#### IV. Policy Statement

- 10. The Department hereby adopts this guideline to ensure that out-of-school children in special cases, youth, and adults, gain equitable access to quality basic education and learning opportunities through ALS. This policy aims to improve the participation in school and CLC, and completion of basic education of out-of-school children in special cases, youth, and adults, ensuring that ALS learners develop functional literacy and life skills among Filipino learners.

#### V. Procedures

##### General Procedures

- 11. Prior to the actual conduct of ALS classes, all ALS implementers are required to conduct literacy mapping to identify prospective learners and conduct ALS advocacy and social mobilization to inform the community about ALS programs and target learners.
- 12. All ALS implementers shall refer school-aged prospective learners to formal system in compliance with Section 3 (h) Objectives of RA No.11510 which states that school age children should be enrolled in formal education, and that they should be able to return to the formal education system in the event that they drop out.
- 13. ALS implementers shall prepare a class program for approval. The class program shall be approved by the School Head for ALS implementers assigned to School-Based Learning Centers (SBLCs), and by the Division ALS Focal Person for ALS implementers assigned to Community-Based Learning Centers (CBLCs). In cases where ALS implementers handle classes in both SBLCs and CBLCs, the class program shall be subject to

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<sup>8</sup> Joint Memorandum No. DM-OUCI-2021-316, Presentation Portfolio Assessment for ALS Elementary and Junior High School Program Completers of SY 2020-2021 and Previous Years

approval by both the School Head and the Division ALS Focal Person. The school head/administrator of the recognized ALS provider shall approve the class program of Learning Facilitators copy furnished SDOs.

14. As part of the documentary requirements for the implementation of ALS programs, ALS learners are required to compile and submit a work folder/portfolio.
15. Life skills shall be systematically integrated, when applicable, into the delivery of the Revised ALS Curriculum across all learning strands to ensure the holistic development of ALS learners.
16. No fees shall be collected in the implementation of ALS program in compliance with Section 20 of RA 11510.

#### **Enrollment**

17. ALS learners shall be enrolled in the program using the prescribed ALS Enrollment Form (Annex A). The ALS Implementers shall ensure that ALS learners are enrolled in the Learner Information System (LIS) at the Beginning of School Year (BOSY) for tracking and monitoring purposes.
18. Learners who wish to enroll in ALS programs later than at the beginning of the school year or in the middle of the conduct of ALS classes shall still be accepted. However, the duration and completion of the ALS program intervention shall depend on the learner's entry level assessment results, and Recognition of Prior Learning (RPL). Learners who were not be able to complete the ALS program in the current school year shall be tagged as a "continuing learner" in the LIS.
19. Learners who wish to enroll in ALS programs shall meet the eligibility standards and submit the documentary requirements stipulated in DepEd Order No. 17, s. 2025, or the latest issuance related to enrolment in the LIS.
20. BLP Completers are eligible to enroll either in A&E Elementary or in Grade 4 of the formal system
21. A&E Elementary passers are eligible to enroll either in A&E JHS or in Grade 7 of the formal system.
22. A&E JHS passers are eligible to enroll either in ALS SHS or SHS of the formal system.
23. Learners who are above school age and who have dropped out of the elementary or secondary levels of the formal education system may enroll in the ALS programs.

**Specific Procedures**

**A. Program Standards**

**A.1. Revised ALS Curriculum**

24. The DepEd developed the Revised ALS Curriculum as a blueprint for enhancing its ALS programs. The Revised ALS Curriculum is benchmarked on the DepEd Revised Basic Education Curriculum and focuses on the 21<sup>st</sup> Century Skills, as follows: (a) Information; (b) Media and Technology Skills; (c) Learning and Innovation Skills; (d) Communication Skills; and (e) Life and Career Skills
25. The following are the key features of the Revised ALS Curriculum:
- a. Alignment with the latest formal school system curriculum:
    - a.1. alignment with the curriculum structure and levels
    - a.2. substantial alignment of learning competencies
    - a.3. integration of 21<sup>st</sup> century skills
    - a.4. decongestion of Learning Strand's curriculum
  - b. Categorization of learning competencies into levels for easier recognition of prior learning (as shown in Table 1):

**Table 1.  
Category of Learning Competencies per ALS Program**

<b>ALS Program</b>	<b>Category of Learning Competencies</b>	<b>Equivalent Level in the Formal System Curriculum</b>
<b>BLP</b>	Beginning	Kinder to Gr. 1
	Developing	Gr. 2 to Gr. 3
<b>A&amp;E Elementary</b>	Intermediate	Gr. 4 to Gr.6
<b>A&amp;E JHS</b>	Upper Intermediate	Gr. 7 to Gr. 8
	Proficient	Gr. 9 to Gr.10

- c. Introduction of unpacking of learning competencies; and
  - d. Recommendations on contextualization at the point of instruction.
26. The ALS programs and their equivalent key stage under the Revised ALS Curriculum are indicated in Table 2.

**Table 2.  
ALS Basic Education Programs and Equivalent Key Stages to Formal School System (Revised ALS Curriculum)**

<b>ALS Basic Education Program</b>	<b>Corresponding Grade in the Formal School System</b>	<b>Learning Strands (LS) required to be Taken</b>
Basic Literacy (BL) Level	Key Stage 1: Kinder to Grade 3	LS 1 and 3
A&E Elementary	Key Stage 2: Grades 4 to 6	LS 1 to 6

A&E Junior High School	Key Stage 3: Grades 7 to 10	LS 1 to 6
ALS Senior High School (SHS)	Key Stage 4: Grades 11 to 12	LS 1 to 6 ( <i>clustered based on the SHS formal system curriculum</i> )

#### **A.1.1. Basic Literacy Program (BLP)**

27. The Basic Literacy (BL) level develops the basic literacy skills of reading, writing, and numeracy and other foundational learning competencies. The BL level is equivalent to Key Stage 1 of the formal school system, as stated in DO 10, s. 2024 titled Policy Guidelines on the Implementation of the MATATAG Curriculum. It primarily focuses on the development of basic literacy and foundational skills found in Learning Strand (LS) 1 (Communication Skills- English & Filipino) for reading, writing, and simple comprehension and LS 3 (Mathematical and Problem-Solving Skills) for numeracy with integrated foundational competencies of LS 2 (Scientific and Critical Thinking Skills), LS 4 (Life and Career Skills) LS 5 (*Pag-unawa sa Sarili at Lipunan* formerly Understanding Self and Society), and LS 6 (Digital Citizenship).
28. Competencies for BLP are divided into two (2) levels, the Beginning and Developing levels. The competencies at the Beginning Level primarily focus on the development of basic literacy and foundational skills found in Learning Strand (LS) 1 (Communication Skills- English & Filipino) for reading, writing, and simple comprehension and LS 3 (Mathematical and Problem-Solving Skills) for numeracy. On the other hand, the competencies under the Developing Level correspond to Grades 2 to 3 of the formal system. In this level, the competencies of LS 1 for reading, writing, simple comprehension and LS 3 for numeracy are integrated, applicable with foundational competencies of LS 2 (Scientific and Critical Thinking Skills), LS 4 (Life and Career Skills), LS 5 (Understanding Self and Society), and LS 6 (Digital Citizenship) are covered.

#### **A.1.2. Accreditation and Equivalency (A&E) Elementary**

29. The A&E Elementary level is equivalent to Key Stage 2 of formal basic education. It corresponds to Grades 4 to 6 of the formal system in terms of content and performance standards and learning competencies. A&E Elementary learners are expected to demonstrate mastery of competencies from all six Learning Strands of the curriculum.

#### **A.1.3. Accreditation and Equivalency (A&E) Junior High School**

30. The A&E Junior High School (JHS) level advances the ALS learners to a deeper understanding of the learning competencies from all six Learning Strands that are equivalent to Grades 7 to 10. Competencies for A&E JHS are divided into two levels, Upper Intermediate and Proficient levels. The competencies under Upper Intermediate level correspond to the competencies of Grades 7 to 8 of the formal system, while those under Proficient level correspond to the competencies of Grades 9 to 10 of the formal system. Learning competencies have a higher degree of complexity and help learners develop an increasing degree of independence in applying knowledge, skills, and values learned.

#### **A.1.4. ALS Senior High School (SHS)**

31. The ALS Senior High School (SHS) level is equivalent to Grades 11 to 12. It ensures that all learners will be equipped with the competencies required for employment, entrepreneurship, middle-level skills, and tertiary education. All schools implementing the ALS SHS program and schools with the plan to offer ALS SHS shall adopt the Contextualized MELCs-based ALS SHS Curriculum or the ALS SHS Hybrid curriculum unless revised, rescinded, or repealed. The Contextualized MELCs-based ALS SHS Curriculum follows the six (6) Learning Strands of the ALS program:

Learning Strand 1: Communication Skills (English and 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

32. This Curriculum is contained in twenty-seven (27) Summary Tables for the sixteen (16) Core and eight (8) Applied Track Subjects which are taken by all SHS learners, whatever track they choose, plus three (3) Technical-Vocational-Livelihood (TVL) non-MELCs subjects based on the Technical Education and Skills Development Authority (TESDA) training regulation.
33. Each Summary Table incorporates the Content/Content Standards, Performance Standards, and the MELCs of each of the SHS subjects. Each table also contains samples of how the MELCs are unpacked to point out prerequisite content and cognitive skills useful for lesson planning.
34. The inputs on contextualization are intended to help ALS Implementers comprehend, relate, and present lessons in the context of the prevailing local environment, culture, and resources and in practicing interdisciplinary teaching. They are encouraged to find other suitable applications relevant to their own communities and the needs of ALS learners.

#### **A.1.5. Other ALS Programs**

35. Separate guidelines on the implementation of other ALS programs including FELP, AFBP, and Indigenous Peoples Education (IPEd) shall be issued.

### **B. Learning Delivery**

36. The learning competencies in the Revised ALS Curriculum shall be delivered following a competency-based approach, consistent with the principles of flexibility and inclusivity in ALS.
37. The delivery of the learning competencies in the Revised ALS Curriculum shall be based on the results of the learner's initial assessment and continuous formative assessments, which shall determine the learner's priority learning needs, sequencing, pacing, and depth of instruction. These shall be implemented through differentiated instructions responsive to learners' varying abilities, learning levels, and contexts.

38. For BLP and A&E JHS programs, where learning competencies are classified into levels—Beginning and Developing for BLP, and Upper Intermediate and Proficient for A&E JHS, learners shall undertake learning competencies based on their assessed level of prior learning. The entry level of each learner shall be determined through the initial assessment and shall focus on the competency level that addresses their identified learning gaps. Progression from one level to the next shall be based on demonstrated mastery of competencies, as evidenced by formative assessments.
39. The learning competencies shall be implemented through the learner's Individual Learning Agreement (ILA) and may be facilitated through individual learning sessions, group learning sessions involving learners with similar competency needs, or combination of both, as determined by the ALS implementor.
40. Learning competencies across learning strands may be integrated, unpacked and contextualized to promote relevant learning experiences. The example unpacked and contextualized learning competencies in the Revised ALS Curriculum may be used to guide the ALS Implementers in delivering the curriculum.
41. To effectively deliver the ALS programs, ALS Implementers shall use appropriate, relevant, and responsive learning delivery modalities such as (a) modular instruction, (b) online, digital, or mobile learning, (c) face-to-face learning sessions and tutorials, (d) radio- or television -based instruction, and (e) blended learning or a combination of various modalities<sup>9</sup>.
42. Given the more advanced academic competencies required in the ALS A&E JHS and ALS SHS, ALS Implementers shall collaborate with teachers specializing in English, Science, and Math for team teaching and other instructional support. Specific guidelines on team teaching shall be released separately.
43. Learner's progress shall be monitored through continuous formative assessment, the results of which shall be documented through ILA-RPL. Completion of learning competencies shall be based on demonstrated mastery, not on the duration of participation in learning sessions.

**C. Individual Learning Agreement (ILA) and Record of Learner's Progress (RLP)**

44. In recognition of the different prior learning experiences and learning needs of ALS learners, ALS Implementers shall guide their ALS learners in articulating, documenting, and agreeing an ILA and RLP (Annex B) The ILA and RLP are planning and monitoring tools jointly developed by the ALS Implementor and the learner through a process of dialogue and instructional counseling. It is guided by the results of the pre-assessment and screening process and takes into account the learners' prior learning experiences and priority learning needs.

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<sup>9</sup>Republic Act (RA) No. 11510: Alternative Learning System Act, and its Implementing Rules and Regulations (IRR)

45. The ALS Implementer and the learner shall review and monitor the ILA-RLP at least once a month, or as deemed necessary. During the review, the learner's progress shall be discussed, learning achievements shall be evaluated, and updates or revisions shall be made to ensure that previously identified learning goals are met and new learning needs or goals are identified. ALS Implementers shall also provide guidance and recommend appropriate strategies, interventions, and learning materials based on the learner's progress.
46. Updated versions of the ILA and RLP shall be properly documented and compiled in the learner's portfolio. The portfolio shall be safely kept in a well-secured space in the CLCs and may form part of the required documents for presentation portfolio assessment under A&E Assessment and Certification, should the learner opt to undergo such assessment.
47. ALS Implementers shall practice differentiated instruction and tailor their learning interventions in response to the variant learning needs of learners, as documented in each learner's ILA.
48. At the ALS SHS level, ALS Implementers and learners shall mutually agree on the class schedule and learning modalities to be undertaken by the learner.

#### **D. Medium of Teaching and Learning (MOTL)**

49. In the teaching and learning process, Filipino and English shall be used as a medium of teaching and learning (MOTL) for Basic Literacy Program<sup>10</sup> to ALS SHS level. The mother tongue or the learners' first language, however, may be used as an auxiliary language of instruction to clarify concepts and understanding.

#### **E. Duration of ALS Program**

50. The actual program duration shall depend on the learner's educational background or existing knowledge level prior to enrolling in the ALS program. The accurate and systematic assessment of the learner's level of prior learning at the point of enrolment shall guide the identification of priority learning needs and formulation of each learner's Individual Learning Agreement (ILA). A separate guideline on ALS assessment shall be issued.
51. Some ALS learners may not be interested in acquiring A&E certification and prefer to focus more on shorter-term learning goals by studying subsets of competencies of the ALS curriculum. Such learners shall be allowed to exit the program after mastering the needed competencies to achieve their identified learning goals. ALS implementers may provide them a certificate containing description of their mastered competencies (Annex C). For such learners, the duration of their ALS program shall be shorter than that of ALS learners preparing to take the A&E assessment and certification process.

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<sup>10</sup> DepEd Order 20, s. 2025, Policy on the Medium of Instruction for Kindergarten to Grade 3 Effective School Year 2025-2026

52. Learners who have completed the BLP shall be officially recognized through the issuance of a Certificate of Program Completion (Annex D).

#### **F. Learning Resources**

53. For the learning resources, BLP, A&E Elementary, A&E Junior High School, and ALS SHS modules shall be in English and/or Filipino.
54. While new learning resources aligned with the Revised ALS Curriculum are being developed, ALS Implementers shall continue to use the existing resources of ALS programs aligned with the revised curriculum. This includes the BLP modules, the A&E Elementary and Junior High School modules, the Functional Education and Literacy Program (FELP) learning kits, the Be Your Own Boss (BYOB) and Work-Based Learning (WBL) learning modules, ALS Life Skills modules, learning materials from ICT4ALS, and other DepEd quality-assured Supplementary Learning Materials (SLMs).
55. The Life Skills modules and BYOB and WBL modules shall be primarily used to enhance the teaching of Learning Strand 4 but may also be used as resource materials for other learning strands where applicable.
56. For ALS SHS, the existing learning resources of the formal SHS shall be used. Additionally, other locally developed learning resources validated and quality-assured by the ROs or SDOs may also be utilized.
57. All ALS learning resources shall be made available in the DepEd Learning Resources portal and BAE-recognized links and drives for other developed ALS resources and materials.

#### **G. Learning Environment**

58. ALS Learning sessions may be conducted at any place or space referred to as CLC which is convenient and conducive to the learners. CLC may either be a SBLC or a CBLC. The CLCs are categorized into five types:

**Type 1:** A simple, temporary meeting place with tables and chairs or any open multipurpose area or any private property temporarily lent for learning purposes.

**Type 2:** A semi permanent structure made mostly out of light materials (e.g., nipa, softwood) and equipped with basic furniture and learning equipment, which is dedicated to ALS learning sessions and related activities.

**Type 3:** A typical barangay learning center, permanent and secured, mostly made of cement and other heavy building materials, and equipped with basic furniture and learning equipment which is dedicated to ALS learning sessions and related activities.

**Type 4:** A two- or three-storey building fully equipped with basic furniture and advanced information and communication technologies for learning (e.g., computers) which are dedicated to ALS learning sessions and related activities.

**Type 5:** A permanent building equipped with ALS and other learning materials that address the full-range of competencies of the Revised ALS Curriculum, utilized by learners and other members of the community, and functions as resource centers where materials are either transported from house to house or borrowed by individual interested community members.

59. For BLP and A&E Elementary, existing ALS learning environments, (i.e., CLCs), shall continue to be suitable for BLP and A&E Elementary classes. However, A&E JHS and ALS SHS learners, who are required to 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. The Division ALS Focal Person shall take the coordination and endorsement of requests for access to such facilities. DepEd, through the Schools Division Office (SDO), shall coordinate with concerned institutions to facilitate their support/assistance in the use of these resources, subject to availability, applicable terms and conditions.

## **H. Learning Assessment**

### **a. Entry Level Assessment**

60. Before the start of learning intervention, all ALS BLP, ALS A&E Elementary and JHS learners shall be assessed using the revised Assessment for Basic Literacy (ABL) (for Basic literacy level learners only), and the revised FLT and in conjunction with other assessments and documentation of their prior learning. ALS Implementers shall make use of the latest version of ABL, FLT, and RPL forms in accordance with set policies and procedures. These entry level assessments are not applicable to ALS SHS.
61. A separate issuance detailing the guidelines for conducting these entry-level assessments shall be issued.

### **b. Formative Assessment**

62. The existing ALS assessment practices for formative learner assessment shall continue. These may include but are not limited to quizzes, recitations, self-assessments, performance tasks, learning journals, and reflections.
63. ALS Implementers are encouraged to develop other formative assessments in addition to those already covered in the ALS modules. The results of formative assessments shall be used to inform future planning of the teaching learning sessions, learner support activities and differentiated instruction.
64. The ALS Implementers shall document the results of individual learning assessments to track learners' progress and give written feedback to learners. This documentation shall serve as the basis for remediation/enrichment and instructional planning.
65. Results of formative assessments shall be compiled in the learner's work folder/portfolio. ALS implementers shall evaluate the learner's portfolio at least four times within the duration of ALS classes.

66. For ALS SHS classroom assessment, DepEd Order No. 8, s. 2015 (Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program) shall be followed.

**c. Summative Assessment**

67. To evaluate the learning of the ALS learners, ALS Implementers shall give summative assessments at the end of every set of competencies. The results of the summative assessment shall be included in the learner's portfolio with accompanying written feedback from the ALS Implementer. These results shall not be graded and shall only be used to track learners' progress.

**d. Assessment and Certification**

68. The following are the significant changes to ALS assessment and specifically the requirements for Accreditation and Equivalency (A&E) certification:
- a. Post-ABL shall be given to BLP completer by the ALS implementer. BLP completer who passed the post-ABL shall be given a certificate of program completion signed by the ALS Implementer and approved by Division ALS Focal Person.
  - b. The A&E certification process for Elementary and Junior High School levels shall include both Presentation Portfolio Assessment (PPA) and A&E Test. The guidelines on the A&E Test Registration and Test Administration shall be issued by the Bureau of Education Assessment (BEA) in coordination with Bureau of Alternative Education (BAE).
  - c. The A&E Test shall be based on the competencies of the Revised ALS Curriculum. It shall continue to be administered by BEA in coordination with BAE.
  - d. For ALS SHS, DepEd Order 55 s. 2016 (Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program) shall be followed. The BAE shall formulate the policy on the conduct of any purpose-specific designed national exit assessment for ALS SHS in coordination with BEA.
  - e. Opportunities for micro-certification of basic education, life skills and technical-vocational skills, and FELP competencies shall be made available. Separate guidelines on the implementation of micro-certification shall be issued.
  - f. ALS SHS learners shall follow equivalent exit assessment requirements to that of formal SHS students. This may include taking a national exit assessment, such as but not limited to the National Assessment Test for Grade 12, a special ALS SHS exit assessment, or other assessment requirements to be specified by BAE.
  - g. ALS SHS learners, whose tracks/strands include competencies equivalent to TESDA National Certificate (NC) are encouraged to take TESDA assessment and seek other forms of micro-certification.

## **I. Capacity Building Program**

69. BAE in coordination with the training arm of the Department, shall conduct a comprehensive program of training and activities for ALS Implementers, ALS Focal Persons, Education Program Specialists II for ALS (EPSs II for ALS), and other DepEd personnel involved in supporting ALS program implementation. This shall include Teacher Induction Program (TIP) for newly hired ALS Teachers to ensure that they are adequately oriented, capacitated, and supported in delivering ALS programs. A separate issuance on the conduct of these capacity building activities shall be released.

## **J. Roles and Responsibilities**

### **70. The Central Office through the Bureau of Alternative Education shall:**

- a. Formulate, review and revise ALS enabling policies and guidelines for the enhanced ALS program implementation including the recognition of ALS partners;
- b. Provide technical leadership in the finalization of ALS SHS Curriculum, development of inclusive education curricula, development of curricula of ALS enhancement programs, and enhancement/revision of the ALS IPED Curriculum;
- c. Lead the rollout of the Revised ALS Curriculum;
- d. Provide technical leadership in monitoring and evaluation of the implementation of the Revised ALS Curriculum;
- e. Lead the development of learning delivery framework and pilot test programmatic innovations and delivery models including portfolio assessment and project-based learning needed to operationalize the enhanced ALS program;
- f. Sets clear direction and standards for the systematic mapping and tagging of competencies in existing ALS learning resources, ensuring full alignment with the Revised ALS Curriculum;
- g. Lead in the development of new ALS learning resources and facilitate the allocation of funds for the procurement of ALS learning resources;
- h. Develop/revise tools for pre-assessment and formative learning assessments for ALS programs;
- i. Lead the capacity building of ALS implementers and field personnel on ALS learning assessments and the effective implementation and scale-up of the enhanced, quality, and inclusive ALS program;
- j. Manage the implementation of presentation portfolio assessment as a component of expanded A&E assessment and certification process;
- k. Coordinate with BEA on the national implementation of the A&E Test which includes test scheduling, registration, field personnel orientation, administration, and consolidation of A&E Test results under the expanded A&E assessment and certification process;
- l. Coordinate with NEAP on the provision of needs-based and demand-driven professional development programs for the continuing education of the ALS implementers;
- m. Coordinate with Schools Division Offices through the Regional Offices on the issuance of A&E certification/diploma and other important documents to be signed by the SDS;

- n. Provide technical leadership in updating the existing ALS roadmap and in the operational planning for the implementation of the ALS system upgrading activities envisioned in the ALS 5-year strategic roadmap;
- o. Oversee national ALS data management system to inform evidence-based planning and decision-making;
- p. Develop mechanisms to strengthen the ALS governance and literacy mapping strategies;
- q. Lead the development of strategies in engaging and maintaining partnerships with local and international stakeholders including development partners.
- r. Lead the advocacy and social marketing of the implementation of the enhanced ALS program;
- s. Lead the coordination with non-DepEd ALS program implementers to promote completion and quality improvement of their ALS program;
- t. Lead on the conduct of evidence-based research to inform ALS program development and continuous improvement;
- u. Lead in the formulation of ALS research agenda anchored on DepEd's Basic Education Agenda and coordinate with ROs, SDOs, and partners for the conduct of ALS-related research; and
- v. Manage the ALS funds in coordination with the Finance Strand of the Department.

**71. The Regional Office through the Curriculum and Learning Management Division shall:**

- a. Organize and conduct region-wide In-Service Training (INSET) in coordination with other functional units of the region in support to enhanced ALS;
- b. Act as regular member of the National Consultative Conference for Regional ALS Focal Persons;
- c. Provide technical assistance in coordination with other functional units of the region to the Division ALS Focal Personnel;
- d. Conduct action research in coordination with other functional units of the region to improve teaching-learning processes;
- e. Facilitate the utilization of field-researches for wider dissemination and application; and,
- f. Monitor and evaluate the implementation of enhanced ALS.

**72. The Schools Division Office through the Curriculum and Instruction Division shall:**

- a. Support the conduct of the ALS Teacher Induction Program (TIP) for newly hired ALS teachers;
- b. Conduct Division-wide In-Service Trainings (IN-SETs) in collaboration with the functional units of the division to strengthen and enhance support for the ALS.
- c. Conduct instructional supervision and provide technical assistance to ALS implementers in coordination with the functional units of the division to the ALS implementers;
- d. Conduct evidence-based research aligned with the National ALS Research Agenda;
- e. Monitor and evaluate the implementation of enhanced ALS in the division;
- f. Monitor the use of ALS learning resources;
- g. Conduct instructional supervision; and

h. Adapt/reproduce curriculum guides and instructional materials for CLCs.

73. **The School/Community Learning Center through the School Principal/EPS II for ALS to be assisted by the Public Schools District Supervisor (PSDS) shall:**

- a. Support the professional development of ALS teachers;
- b. Conduct School-Based/CLC-based In-Service Trainings for ALS Teachers;
- c. Facilitate peer support and coaching within the school/CLCs for continuous improvement of teaching practices;
- d. Track learner attendance, progress, and completion and passing rates in the ALS programs being implemented in the CLC/school;
- e. Ensure proper use, safekeeping, and maintenance of ALS learning materials provided by the Division;
- f. Contextualize and adapt learning materials and activities to the specific needs of the learners;
- g. Mobilize local stakeholders and partners to support ALS initiatives; and
- h. Provide a safe, inclusive, and accessible learning environment for ALS learners in the CLC/ school premises.

**VI. Monitoring and Evaluation**

74. In compliance with DepEd Order No. 29, s. 2022, titled *Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF)*, the monitoring and evaluation (M&E) of the implementation of the enhanced ALS shall be carried out across governance levels.
75. The **Central Office**, through the Learning Systems Strand (LSS) and the BAE, shall provide overall direction, policy guidance, and oversight in the conduct of M&E, and shall consolidate national-level reports for decision-making and policy development.
76. The **Regional Offices**, through the Curriculum and Learning Management Division (CLMD), shall supervise the implementation of M&E in the regions, provide technical assistance to School Division Offices, and consolidate regional M&E reports.
77. The **Schools Division Offices**, through the Curriculum Implementation Division (CID), shall monitor the schools/CLCs' compliance with the provisions of this policy through quarterly reports from schools/CLCs, gather feedback from all concerned stakeholders, and reports to the Regional Office.
78. **The schools/Community Learning Centers (CLCs)**, shall gather and submit learner- and program-level data, and participate in M&E activities as guided by the Division Offices.
79. To support these functions, the BAE shall issue an ALS M&E Handbook that will detail the roles, responsibilities, and processes to ensure the appropriate conduct of M&E across all governance levels.

## VII. Effectivity and Transitory Provision

80. DepEd Order (DO) No. 13, s. 2019 titled "Policy Guidelines on the Implementation of the Enhanced Alternative Learning System (ALS) 2.0" is hereby repealed in its entirety. All other related issuances, rules and regulations, guidelines, and provisions, which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
81. This Order shall take effect upon its approval, issuance, and fifteen (15) days after its publication on the Official Gazette or a newspaper of general circulation and filing with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC) UP Diliman, Quezon City.

## VIII. References

- Republic Act No. 12027. *An Act Discontinuing the Use of Mother Tongue as Medium of Instruction from Kindergarten to Grade 3, Providing for its Optional Implementation in Monolingual Classes*
- Department of Education. DepEd Order 20, s. 2025, *Policy on the Medium of Instruction for Kindergarten to Grade 3 Effective School Year 2025-2026*
- Department of Education. DepEd Order No. 007, s. 2025, *Guidelines on the Mandatory Recognition of Implementing Alternative Learning System Providers*
- Department of Education. DepEd Order No. 09, s. 2024, *Implementing Guidelines on the School Calendar and Activities for the School Year 2024-2025*
- Department of Education. General Shaping Paper 2023 of the DepEd MATATAG Curriculum
- Department of Education. DepEd Memorandum No. 054, s. 2023, *Pilot Implementation of the MATATAG Curriculum*
- Bureau of Alternative Education – Program Management and Systems Development Division. (2023). *Results of the Online Consultation on the Review of the ALS K to 10 Curriculum – BLP/Proposed BLP Framework*
- Department of Education. DepEd Order No. 29, s. 2022, *Adoption of the Basic Education Monitoring and Evaluation Framework*
- Department of Education. Joint Memorandum No. DM-OUCI-2021-316, *Presentation Portfolio Assessment for ALS Elementary and Junior High School Program Completers of SY 2020-2021 and Previous Years*
- Department of Education. DepEd Order 47, s. 2021, *Creation of the Bureau of Alternative Education in the Department of Education*
- Republic Act 11510 and its Implementing Rules and Regulations. *An Act Institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in Special Cases and Adults and Appropriating Funds Therefor*

ALS Task Force. 2019. *Alternative Learning System 2.0 Strategic Roadmap (2019-2024)*

Department of Education. DepEd Order No. 13, s. 2019, *Policy Guidelines on the Implementation of Enhanced Alternative Learning System (ALS) 2.0*

Department of Education. DepEd Order No. 03, s. 2018, *Basic Education Enrollment Policy*

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

Department of Education. DepEd Order No. 55, s. 2016, *Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program*

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Department of Education. DepEd Order No. 08, s. 2015, *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*

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

Department of Education. DepEd Order No. 16, s. 2012, *Guidelines on the implementation of the Mother Tongue-Based-Multilingual Education (MTB-MLE)*

ANNEX A. ALS ENROLMENT FORM

AF2



Republic of the Philippines  
Department of Education  
**ALTERNATIVE LEARNING SYSTEM**  
**ALS ENROLMENT FORM (AF2)**  
**Learner's Basic Profile**



Date \_\_\_\_\_

L/By of enrollee \_\_\_\_\_

Personal Information (Part I)			
Last Name _____	First Name _____	Middle Name _____	Name Extension _____
House No./Street/Subo _____		Barangay _____	Municipality/City _____
Province _____		Place of Birth (Municipality/City) _____	
Birthdate (mm/dd/yyyy) ____/____/____			
Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female                      Civil Status: <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Widowed <input type="checkbox"/> Separated <input type="checkbox"/> Solo Parent			
Religion _____ - IP (Specify ethnic group) _____ - Mother Tongue _____ PWD: <input type="checkbox"/> Yes <input type="checkbox"/> No			
ARS Recipient: <input type="checkbox"/> Yes <input type="checkbox"/> No                      Persons Deprived of Liberty/In Conflict with the Law: <input type="checkbox"/> Yes <input type="checkbox"/> No                      Ross Returnees: <input type="checkbox"/> Yes <input type="checkbox"/> No			
Name of Father/Legal Guardian _____			
Last Name _____		Occupation _____	
First Name _____		Middle Name _____	
Mother's Maiden Name _____			
Last Name _____		Occupation _____	
First Name _____		Middle Name _____	
Educational Information (Part II-A)			
Last grade level completed			
Elementary: <input type="checkbox"/> K <input type="checkbox"/> G-1 <input type="checkbox"/> G-2 <input type="checkbox"/> G-3 <input type="checkbox"/> G-4 <input type="checkbox"/> G-5 <input type="checkbox"/> G-6			
Secondary: <input type="checkbox"/> G-7 <input type="checkbox"/> G-8 <input type="checkbox"/> G-9 <input type="checkbox"/> G-10 <input type="checkbox"/> G-11 <input type="checkbox"/> G-12			
Track: <input type="checkbox"/> ACADEMIC <input type="checkbox"/> TVL <input type="checkbox"/> SPORTS <input type="checkbox"/> ARTS AND DESIGN			
Strand: Please specify _____			
Why did you drop out of school? (For OSY only)			
<input type="checkbox"/> Not School <input type="checkbox"/> Absentee <input type="checkbox"/> School Absence from home <input type="checkbox"/> Needed for the program <input type="checkbox"/> Unable to pay for school fees and <input type="checkbox"/> Other: Please Specify _____			
Have you attended ALS learning sessions before? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If Yes, Name of the Program: _____ Level of Literacy: <input type="checkbox"/> Basic <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Very High <input type="checkbox"/> Other: _____			
Year Attended: _____ Have you completed the Program? (Yes/No) _____ If No, state the reason: _____			
Educational Information (Part II-B)			
ALS Program to Enroll _____			
*For ALS SHS Only			
Grade level to enroll: <input type="checkbox"/> 11 <input type="checkbox"/> 12			
Track: <input type="checkbox"/> ACADEMIC <input type="checkbox"/> TVL <input type="checkbox"/> SPORTS <input type="checkbox"/> ARTS AND DESIGN			
Strand: Please specify _____			
Accessibility and Availability (Part III)			
How far is it from your home to your Learning Center? _____ in kms _____ in hours and mins			
How do you get from your home to your Learning Center? <input type="checkbox"/> Walking <input type="checkbox"/> Motorcycle <input type="checkbox"/> Bus <input type="checkbox"/> Other: Please Specify _____			
When can you attend your Learning Sessions?			
Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	
What specific time can you be at your Learning Center?			
I hereby certify that the above given information are true and correct to the best of my knowledge and allow the Department of Education to use my child's details to create and/or update learner profile in the Learner Information System. The information herein shall be treated as confidential.			
ALS Teacher / Community ALS Implementer / Learning Facilitator Signature and Date _____		Learner Signature and Date _____	



*ANNEX C. CERTIFICATE OF COMPLETED SHORTER-TERM LEARNING GOALS*

Republic of the Philippines  
Department of Education  
[Name of Schools Division Office]  
[Name of Community Learning Center]

**CERTIFICATE OF COMPLETED SHORTER-TERM LEARNING GOALS**

This is to certify that [NAME OF ALS LEARNER] has successfully demonstrated mastery of the following learning competencies based on his/her Individual Learning Agreement (ILA) and results of continuous formative assessments, in accordance with the Revised Alternative Learning System (ALS) Curriculum:

**List of Mastered Competencies:**

\_\_\_\_\_  
\_\_\_\_\_

This certification is issued as official documentation of completed learning competencies and does not constitute completion of an ALS program level, but may be used to support progression, updating of the ILA, or recognition of learning outcomes, subject to existing DepEd policies.

Issued this \_\_\_\_ day of \_\_\_\_\_, 20\_\_ at \_\_\_\_\_.

\_\_\_\_\_  
**ALS Implementer**

**School Head/Education Program Specialist II for ALS**

\_\_\_\_\_  
**Division ALS Focal Person**

\_\_\_\_\_  
**Schools Division Superintendent**

*ANNEX D. CERTIFICATE OF PROGRAM COMPLETION FOR BLP COMPLETERS*

Republic of the Philippines  
Department of Education  
[Name of Schools Division Office]  
[Name of Community Learning Center]

**CERTIFICATE OF BASIC LITERACY PROGRAM (BLP) COMPLETION**

This is to certify that [NAME OF BLP COMPLETER] has successfully completed the Alternative Learning System - Basic Literacy Program (ALS-BLP), having met the required learning competencies based on the results of his/her initial assessment and continuous formative assessments, in accordance with the standards of the Revised ALS Curriculum.

This certificate is issued upon validation of demonstrated mastery of the Basic Literacy Program competencies, as documented in his/her ILA and related assessment records, and qualifies him/her to enroll to the next level of the ALS program or in Grade four of the formal education system, subject to existing DepEd policies.

Issued this \_\_\_\_ day of \_\_\_\_\_, 20\_\_ at \_\_\_\_\_.

\_\_\_\_\_  
**ALS Implementer**

\_\_\_\_\_  
**School Head/Education Program Specialist II for ALS**

\_\_\_\_\_  
**Division ALS Focal Person**

\_\_\_\_\_  
**Schools Division Superintendent**