



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
Schools Division Office – Muntinlupa City

Office of the Schools Division
Superintendent

MEMORANDUM
No. 547, s. 2025

**DIVISION VALIDATION TEAM COMPOSITION, ROLES, AND RESPONSIBILITIES
ON THE MANDATORY RECOGNITION OF IMPLEMENTING
ALTERNATIVE LEARNING SYSTEM PROVIDERS**

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
OIC-Chief Education Supervisor, School Governance and Operations Division
Public Elementary and Secondary School Heads / OICs
All Others Concerned

1. Pursuant to DepEd Order No. 007, s. 2025, titled “Guidelines on the Mandatory Recognition of Implementing Alternative Learning System Providers”, this Office hereby inform the field of the Division Validation Team, its roles, and responsibilities to validate the documents submitted by the ALS Providers Offices.
2. The following are the SDO Validation Team Composition:

SCHOOLS DIVISION OFFICE VALIDATION TEAM


Chairperson: **Dr. LILIA A. RICERO**
Assistant Schools Division Superintendent
Co-Chairperson: **Dr. MA. REGAELE A. OLARTE**
OIC-Chief, SGOD
Members: **1. Dr. FLORANTE A. MARMETO**
Chief, CID
2. Dr. MARISSA M. ANDANZA
Division ALS Focal Person
3. Dr. ZOREN PEPITO L. GUBALANE
Senior Education Program Specialist, SGOD

3. The following are the roles and responsibilities of Schools Division Office (SDO) ALS Validation Team:
 - a. inspect the proposed CLC/learning environment to check compliance with minimum standard of at least Type 3 CLC;
 - b. verify the track record and stated capacity to implement ALS programs;
 - c. review and discuss with the applicant the ALS program implementation plan;
 - d. assess the Weekly Learning Logs (WLLs) to be used for the first month of implementation;



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- e. evaluate the teaching demonstration by the proposed learning Facilitator;
 - f. Check the proposed learning resources; and
 - g. Inspect other aspects of operations related to the ALS program that DepEd might deem relevant.
4. Immediate and wide dissemination of this Memorandum is desired.


VIOLETA M. GONZALES CESO VI
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

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

ALTERNATIVE LEARNING SYSTEM RECOGNITION VALIDATION

MMA/ DIVISION VALIDATION TEAM ON THE MANDATORY RECOGNITION OF IMPLEMENTING ALS PROVIDERS
547 October 20, 2025



Republic of the Philippines
Department of Education

MAR 24 2025

DepEd ORDER
No. 007, s. 2025

**GUIDELINES ON THE MANDATORY RECOGNITION OF IMPLEMENTING
ALTERNATIVE LEARNING SYSTEM PROVIDERS**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) is mandated by Republic Act No. 11510¹ or the Alternative Learning System (ALS) Act to create a system of recognition and monitoring of ALS providers, standards of ALS service delivery, and a system of rewards and incentives.
2. This policy provides a set of standardized procedures for ALS providers (individuals or institutions) intending to collaborate with DepEd in implementing the ALS programs by receiving formal recognition. The enclosed **Guidelines on the Mandatory Recognition of Implementing ALS Providers** will ensure support in accelerating the delivery of basic education facilities and services and promote learner well-being, inclusive education, and a positive learning environment.
3. All DepEd 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 15 days from the date of publication in the Official Gazette, or in a newspaper of general circulation, and shall remain in force unless otherwise repealed, rescinded, or modified accordingly. 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**, 5th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bae.od@deped.gov.ph or at telephone number (02) 8636-3603.

¹ An Act Institutionalizing the Alternative Learning System in the Basic Education for Out-of-School Children in Special Cases and Adults, and Appropriate Funds Therefor

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


SONNY ANGARA
Secretary *JP Jm RW*

Encl.:
As stated



References:
DepEd Order Nos. 029, s. 2022; 047, s. 2021; and 013, s. 2019

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

ALTERNATIVE LEARNING SYSTEM
BASIC EDUCATION
BUREAUS AND OFFICES
FUNDS
OFFICIALS
POLICY
PROGRAMS
PROJECTS
RULES AND REGULATIONS

MSCM, MPC, DO Guidelines on the Mandatory Recognition of Implementing ALS Providers
0070 – March 11, 2025

Jm



GUIDELINES ON THE MANDATORY RECOGNITION OF IMPLEMENTING ALTERNATIVE LEARNING SYSTEM (ALS) PROVIDERS

I. Background and Rationale

1. The Department of Education (DepEd), through the Bureau of Alternative Education (BAE), is mandated by Republic Act No. 11510 or the Alternative Learning System (ALS) Act to create a system of recognition and monitoring of ALS Providers, standards of ALS service delivery, and a system of rewards and incentives with the private sector to ensure a sustainable implementation of ALS programs.
2. The Alternative Learning System (ALS) has long been supported by ALS Providers, such as government agencies, private institutions, and civic society organizations, financed by foreign-assisted projects, among others. The ALS programs implemented by these ALS Providers constitute a significant portion of the ALS enrollment on the national scale. Over the years, the implementation practices of these ALS Providers have varied when they collaborate with different governance levels of the Department.
3. The absence of a policy that sets standards to guide ALS Providers in the implementation of ALS programs led to some implementation issues and concerns across all DepEd governance levels. To identify these issues and concerns, BAE conducted a focus group discussion (FGD) with ALS implementors. The feedback and inputs during the FGD were considered in drafting this policy.
4. Hence, DepEd shall create a system of recognition and monitoring of ALS Providers, incorporating a set of standards and a system of rewards and incentives. Through the system of recognition, baseline data on implementing ALS Providers shall be established and updated annually.

II. Scope

5. This policy provides the rules, standards, and quality assurance procedures for the Mandatory Recognition of Implementing ALS Providers at all governance levels of the Department.
6. This policy provides the legal basis to clearly define the authority, rights, and obligations of the different governance levels in the recognition of Implementing ALS Providers.

III. Definition of Terms

7. For the purposes of this policy, the following key terms are operationally defined:
 - a. **Accreditation and Equivalency Program (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.

- b. **Academic-Focused Bridging Programs (AFBP)** refer to ALS programs that provide continuing learning opportunities to Accreditation and Equivalency secondary level learners and test passers who wish to better prepare for the academic demands and study skills requirements of senior high school, tertiary education, post-secondary vocational training, or both.
- c. **Alternative Learning System (ALS)** refers to a parallel learning system that provides a viable alternative to the existing formal education instruction. It encompasses both nonformal and informal sources of knowledge and skills.
- d. **Alternative Learning System Act** refers to Republic Act No. 11510 or An Act Institutionalizing the ALS in Basic Education for Out-of-School Children in Special Cases and Adults and Appropriating Funds Therefor.
- e. **ALS 2.0 Five-Year Strategic Roadmap** refers to the five-year (2019-2024) strategic plan of the ALS Program to ensure that the system's improvement anchored on the ALS K to 12 BEC are aligned with the strategic directions of DepEd to (i) Expand Access to Basic Education, (ii) Improve Quality and Relevance, and (iii) Modernize Education Management and Governance.
- f. **ALS Curriculum** refers to the comprehensive curriculum indicating the competency, content, key stages, and standards for the ALS program. The ALS Curriculum is benchmarked on the DepEd formal school curriculum and focuses on the 21st Century Skills: information, media, and technology skills, learning and innovation skills, communication skills, and life and career skills.
- g. **ALS Implementors** refer 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), Learning Facilitators (LFs), and Teacher Aides.
- h. **ALS Learners** refer to out-of-school children in special cases, out-of-school youth, and adults, which include, among others, indigenous peoples, learners with disabilities, teenage mothers, socioeconomically disadvantaged learners, children in conflict with the law, persons deprived of liberty, rebel returnees, learners in emergency situations, and other marginalized sectors who have not completed basic education and are enrolled in ALS Programs.
- i. **ALS Teachers** is the collective term for DepEd-employed teachers who implement the ALS programs.

- j. **Basic Literacy Program (BLP)** refers to the program of ALS that is aimed at eradicating illiteracy among out-of-school children in special cases and adults by developing basic literacy skills of reading, writing, numeracy, and simple comprehension.
- k. **Certificate of Recognition** refers to the certificate given to either external individuals or organizations that successfully comply with this policy. It shall serve as the Permit to Operate ALS programs. The Certificate of Recognition shall be valid for two (2) School Years (SY) for which it is issued, and its validity shall depend on the program/s to be implemented by the Recognized Implementing ALS Provider. On the continuous compliance with the requirements under this policy, the Certificate of Recognition upon renewal shall be valid for two (2) to five (5) School Years.
- l. **Collaborative Teaching** refers to all arrangements that include two or more ALS Implementors collaborating in a learning session or program of instruction.
- m. **Community ALS Implementors (CAIs)** refer to persons engaged-by any local government unit (LGU) and other government agencies to deliver ALS programs to out-of-school children in special cases, out-of-school youth, and adults. This includes ALS programs implemented by the other national government agencies, local government units, state universities and colleges, and local universities and colleges. CAIs are not regular DepEd teachers, with separate working conditions and remuneration levels based on agreed standards with their contracting party.
- n. **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. CLC may either be a School-based Learning Center (SBLC) or a Community-based Learning Center (CBLC).

SBLC or CBLC shall be classified into five (5) types:

Type 1: A simple, temporary meeting place with tables and chairs or any open multi-purpose 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.

Type 3: A typical barangay learning center or school classroom, permanent and secured, mostly made of cement and other heavy building materials, and equipped with basic furniture and learning equipment.

Type 4: A single or multi-storey building fully equipped with basic furniture and advanced Information and Communication Technologies (ICT) for learning (e.g., computers), which is dedicated to ALS learning sessions and related activities.

Type 5: A permanent building equipped with ALS and other learning materials, Information and Communication Technologies (ICT), laboratory, Water, Sanitation, and Hygiene (WASH) facilities (e.g., toilet, water, and hand washing facilities) 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. It is also accessible to learners with limited mobility. It is a centralized learning, resource, and training center and serves multiple sub-CLCs in the area.

o. **Functional Education and Literacy Program (FELP)** refers to the short-term nonformal education program designed to help socioeconomically disadvantaged learners upgrade a targeted set of skills, knowledge, and selected competencies in the 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.

p. **Implementing ALS Providers** refer to the non-DepEd recognized individuals or organizations/institutions that implement ALS programs, which include the following:

Government refers to National Government Agencies (NGAs), Local Government Units (LGUs), and State Universities and Colleges (SUCs) that engage CAIs in the implementation of ALS programs.

Private refers to private schools, individuals, companies, and Higher Education Institutions (HEIs) that engage individual learning facilitators in the implementation of ALS programs.

Civil Society Organization (CSO) refers to non-government organizations (NGOs), both international and local, faith-based organizations, as well as various associations and cooperatives that engage individual learning facilitators in the implementation of ALS programs.

Foreign-Assisted Project refers to special projects financed by development providers that incorporate the implementation of project-funded ALS programs with specific target groups and geographic areas. Foreign-assisted projects may sub-contract organizations to implement ALS programs (through hiring Learning Facilitators) or may directly engage individual Learning Facilitators.

- q. **Learning Facilitators** refer 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.
- r. **Literacy Mapping** refers to a process of gathering data on out-of-school children in special cases, youths, and adults in the community as potential enrollees in the ALS.
- s. **Partnership** refers to the linkage or relationship established by the DepEd Central Office or its Regional and Schools Division Offices with other organizations to implement the ALS programs. Such partnerships may be formalized through a Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU).
- t. **Recognition**, also called "Implementing ALS Provider Recognition," is the main subject of this policy and is a prerequisite for providing official services for ALS that are formally recognized by DepEd **through the issuance of a Certificate of Recognition**. This is essentially the authorization of providers to implement ALS programs. This can also be considered as the Permit to Operate issued by DepEd for prospective providers to be able to implement ALS programs.
- u. **Teacher Aide** refers to an individual with relevant credentials who, under the supervision of the ALS Teacher, CAI, or Learning Facilitator, provides support during the implementation of ALS programs.

IV. Policy Statement

- 8. This policy aims to standardize the procedures in recognizing ALS Providers (individual or institution) intending to collaborate with DepEd in implementing ALS programs. As the basis for a working relationship, it creates authority, rights, and obligations for all parties involved. This intends to address operational issues across all governance levels (Central Office, Regional Office, and Schools Division Office) of DepEd by providing quality assurance standards in establishing partnerships to implement ALS programs.

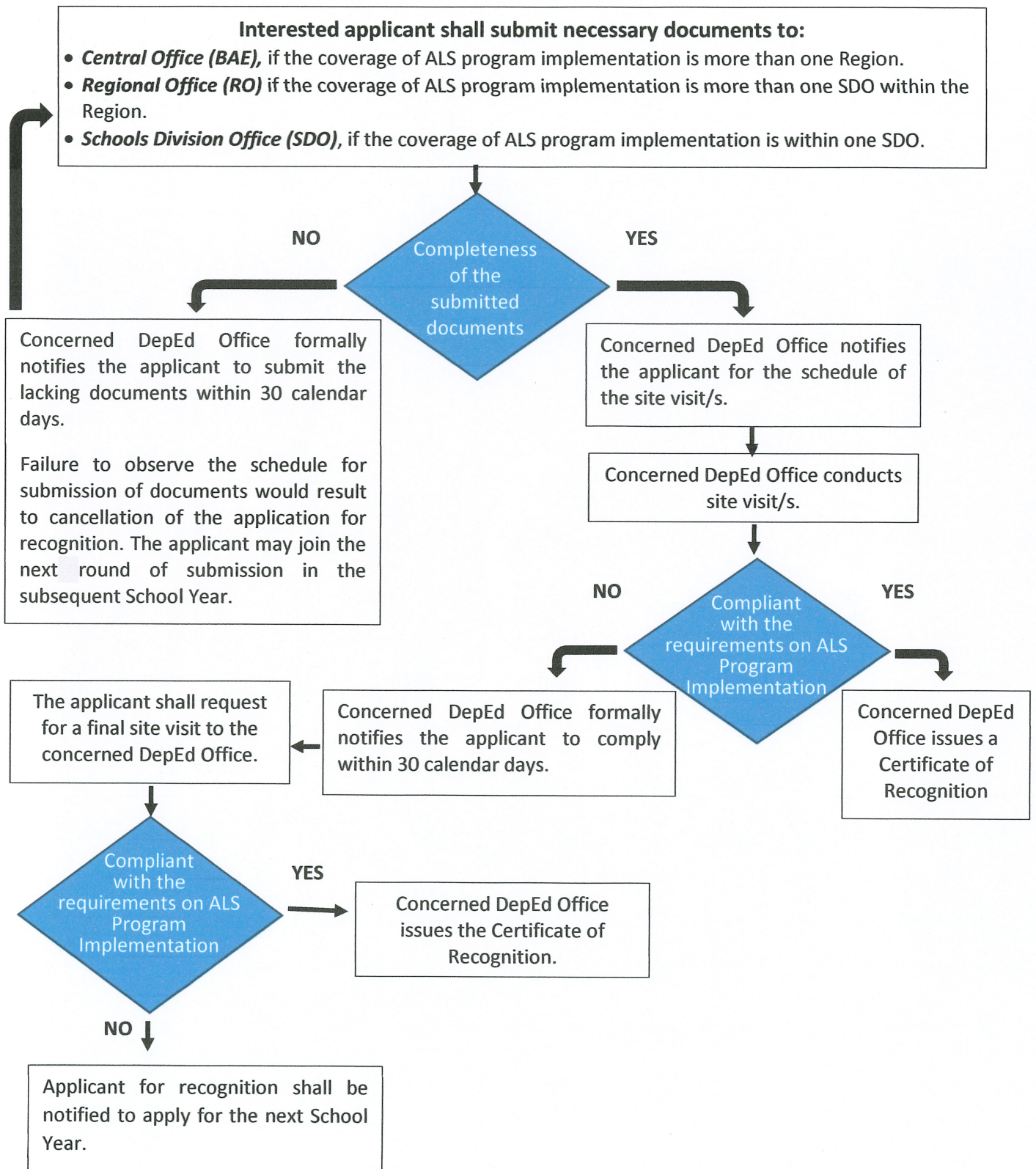
V. Standards and Procedures

A. Recognition Procedures

- 9. For SY 2025-2026, implementing ALS Providers with an existing Memorandum of Agreement/Memorandum of Understanding (MOA/MOU) with DepEd may continue to implement the ALS programs. However, they shall be required to comply with this DepEd Order starting SY 2026-2027.
- 10. Starting SY 2026-2027, all interested applicants for recognition shall be subjected to the procedure on the recognition of Implementing ALS Providers prior to offering ALS programs.

11. Figure 1 shows the flow chart of the Recognition Process.

Figure 1: Recognition Process Overview



12. The applicant seeking recognition shall submit a formal application for recognition, including the necessary documentary requirements, at least nine (9) months before the opening of ALS classes. The applicant shall submit these documents to CO if the coverage of ALS program implementation is across multiple regions. If the coverage is more than one SDO within the region, submit it to RO. If the coverage of ALS program implementation is within the SDO, submit it to the SDO. (*See Enclosure No. 2a for the list of requirements.*)
13. The CO, through BAE, RO, or SDO, shall ensure the completeness of the submitted documents and accomplish the Implementing ALS Provider Recognition Evaluation Form (*Enclosure No. 2a*).

If the submitted documents are found to be lacking or not in accordance with the requirements stipulated herein, the applicant for recognition shall be formally notified in writing via mail or email and be required to complete the documents and submit them to the concerned Office within 30 calendar days upon receipt of the notification.

Failure to observe the schedule for submission of documents would result in the cancellation of the application for recognition. The applicant may join the next round of submission in the subsequent School Year.

14. Upon validation of the submitted documents, the concerned DepEd Office shall notify the applicant of the site visit schedule. A Validation Team (*Enclosure 2b*) shall be formed, comprising members from different governance levels. During the site visit, the Validation Team shall:

- (i) inspect the proposed CLC/learning environment to check compliance with minimum standard of at least Type 3 CLC;
- (ii) verify the track record and stated capacity to implement ALS programs;
- (iii) review and discuss with the applicant the ALS program implementation plan;
- (iv) assess the Weekly Learning Logs (WLLs) to be used for the first month of implementation;
- (v) evaluate the teaching demonstration by the proposed Learning Facilitators;
- (vi) check the proposed learning resources; and
- (vii) inspect other aspects of operations related to the ALS program that DepEd might deem relevant.

If the applicant is non-compliant with the minimum standards upon inspection, the applicant seeking recognition shall be formally notified and be allowed to comply within 30 calendar days upon the receipt of the notification. Once the applicant for recognition is ready for re-validation, it shall submit a request for a final site visit to the concerned DepEd Office.

If, upon revalidation and the final site visit, the applicant still does not comply with the minimum standards, the applicant for recognition shall be notified to apply for recognition for the next School Year to give them ample time to complete the requirements.

15. Once the concerned DepEd Office completes the site visit/s and finds compliance with the requirements, a certificate of Recognition is issued. The Certificate of Recognition for Implementing ALS Providers (*Enclosure No. 3a, 3b, and 3c*), which shall be given to external individuals or organizations that successfully comply with this policy, shall serve as the Permit to Operate ALS programs. The validity of the Certificate of Recognition shall be for two (2) School Years (SY) for which it is issued and shall depend on the program/s to be implemented by the ALS Provider.

The DepEd, through the BAE, ROs, or SDOs, shall issue this Certificate of Recognition upon the recommendation of the evaluation team of the concerned governance level. The said Certificate shall be assigned with a **Unique Control Number (UCN)** following the format below:

For Central Office-issued Certificate of Recognition:
(BAE-Year-Sequential Unique Number)
Example **BAE-2025-0001**

For Regional Office-issued Certificate of Recognition:
(RO No. or Name-Year-Sequential Unique Number)
Example **RO1-2025-0001, RONCR-2025-0001**

For Schools Division Office-issued Certificate of Recognition:
(Division Code-Year-Sequential Unique Number)
Example **069-2025-0001**

This UCN shall be placed on the lower left corner of the Certificate of Recognition.

If the requirements under this policy are continuously met, the Certificate of Recognition, upon renewal, could be valid for up to five (5) years, subject to the evaluation stipulated under Item 27 hereunder.

16. Upon issuance of the Certificate of Recognition, the issuing office shall formally inform through a letter the other two governance levels regarding the approval of the application of the Implementing ALS Providers. (e.g., BAE, as an office issuing the Certificate of Recognition, shall formally inform the concerned Regional Office and the Schools Division Office, which have jurisdiction over the Implementing ALS Provider.) The concerned DepEd Office shall keep a roster of recognized Implementing ALS Providers, while all recognized Implementing ALS Providers shall display a copy of their Certificate of Recognition in a conspicuous area in their learning centers and on their official website/social media account, if available.
17. **Starting SY 2026-2027**, only Implementing ALS Providers awarded by DepEd with the Certificate of Recognition are authorized to implement the DepEd's ALS programs. Interim arrangements for the previous school year are subject to the provisions of Section VII, Effectivity and Transitory Provisions of this policy.
18. The following benefits shall be provided to all Recognized Implementing ALS Providers:
 - a. Participation in orientations and training to be conducted by DepEd through cost-sharing arrangements;

- b. Limited Access to the Learner Information System (LIS), e.g., encoding of enrollment and viewing of enrolled learners;
 - c. Provision of technical assistance;
 - d. Limited Access to the DepEd Learning Portal; and
 - e. Tax incentives may be availed subject to existing government laws, regulations, policies, and guidelines, as applicable.
19. Once the Certificate of Recognition is issued, a Memorandum of Agreement (MOA) /Memorandum of Understanding (MOU) (*Enclosure No. 4*) shall be forged between the Recognized Implementing ALS Provider and the appropriate DepEd Office. The MOA/MOU details each party's commitments, responsibilities, and accountabilities related to the implementation of ALS programs, including other standard legal provisions. A sample MOA is attached (*Enclosure 4*). The formulation of MOA/MOU shall be reviewed by the appropriate DepEd legal officer/s and approved by the relevant office. If the SDO has no legal officer, the legal review may be conducted by the legal officer of the RO.
20. The Certificate of Recognition serves as a permit to operate. Therefore, the recognized Implementing ALS Provider may proceed with implementing the approved ALS program. The appropriate DepEd office shall ensure the progress of the MOA/MOU and that it is finalized and signed as soon as possible.

B. Minimum and Continuing Requirements for Recognition

21. The Implementing ALS Providers shall comply with the following minimum requirements and conditions for recognition. No modification shall be made to these requirements since these are mandated in Section 16.4 of the IRR of the ALS Act:
 - a. **Curriculum:** Implementing ALS Providers offering either Basic Literacy Program (BLP), Accreditation and Equivalency (A&E) Elementary, A&E Junior High School, and ALS Senior High School shall use the current ALS Curriculum as a minimum standard for the scope and sequence of competencies to be covered. Implementing ALS Providers may contextualize the curriculum at the point of implementation to align with local realities, conditions, and situations. Beyond the minimum standard, Implementing ALS Providers are encouraged to add supplemental competencies to meet the unique learning needs and context of their learners or complementary programs (e.g., technical skills training). Implementing ALS Providers assigned in locations with special groups of learners that require the supplementation of the ALS curriculum with other programs, such as the Arabic Language and Islamic Values Education (ALIVE), Special Needs Education (SNED), Indigenous Peoples Education (IPEd), and others, shall use the relevant DepEd curricula but may also utilize local curricula contextualized to the unique needs of learners. Technical, vocational, and other life skills (e.g., community development) may be integrated to contextualize the academic competencies of the current ALS Curriculum, provide opportunities for application, and practice in real-world contexts, and enhance interest, motivation, and engagement of the learners. Implementing ALS Providers interested

in implementing other DepEd ALS programs, such as the Functional Education and Literacy Program (FELP) and Academic-Focused Bridging Programs (AFBP), shall use the recommended competencies/course design.

- b. **Community ALS Implementor/ALS Learning Facilitator:** RA 11510, Section 14 seeks to enhance the quality of ALS service delivery and directs the DepEd to develop minimum national standards to guide Implementing ALS Providers in hiring qualified personnel to teach their ALS programs. Consistent with RA 7836 (Philippine Teachers Professionalization Act of 1994) as amended by RA 9293, in relation to Presidential Decree No. 1006 (Providing for the Professionalization of Teachers, Regulating Their Practice in the Philippines and for Other Purposes), no individual may qualify as **Community ALS Implementors/Learning Facilitators** unless he/she has passed the Licensure Examination for Teachers (LET) or Professional Board Examination for Teachers (PBET). He/she must also satisfy all the requirements enumerated under said laws in order to be eligible to practice the teaching profession. However, an individual who is a non-LET passer may qualify as a learning facilitator if he/she satisfies the requirements provided under section 8 of RA 10533 (Enhanced Basic Education Act of 2013 and its IRR).

Further, the Implementing ALS Providers may hire Teacher Aides and other support personnel to help deliver ALS classes under the supervision of the ALS Teachers, Community ALS Implementors/Learning Facilitators.

- c. **Community Learning Center:** CLCs shall ensure that learning environments are conducive for learning the set competencies of the ALS Curriculum. The Implementing ALS Providers need not necessarily own these CLCs but are expected to ensure that these locations will be available for learning sessions as scheduled between the learners and the Learning Facilitator. It is for this reason that Implementing ALS Providers are expected to:
- i. provide at least a Type 3 CLC
 - ii. secure access to complementary learning environments equipped with facilities/equipment needed to teach science-related competencies, digital literacy, and relevant TVET skills (if applicable) and other special equipment/learning tools as may be needed for A&E Junior High School and Senior High School Programs
- d. **Learning Materials:** Unless otherwise specified, the main learning materials that shall be used for the implementation of the ALS Programs shall be the ones developed or approved by DepEd. Other supplementary materials may also be used, provided that they are aligned with the curriculum.
- e. **Learning Delivery:** Implementing ALS Providers are expected to follow the DepEd's minimum standards on teacher-learner ratio, program duration, and modalities. The selection of learning program

pedagogy and/or andragogy shall be based on the learning needs, context, and preferences of ALS learners and the requirements of the curriculum.

- f. **Learner Assessment:** The minimum assessment standards used by Community ALS Implementors/Learning Facilitators engaged by the Implementing ALS Providers shall be similar to the standards for ALS Teachers, consistent with the existing DepEd policies on assessment for ALS learners.

Types of Assessment for ALS Programs

ALS Major Programs			ALS Enhancement Programs	
BLP	A&E Elem & JHS	SHS	FELP	AFBP
Pre- and post-Assessment of Basic Literacy (ABL)	Pre- and Post-Functional Literacy Test (FLT)	Formal School Standards for grades or equivalent	Formative and Summative	Formative and Summative
Formative	Formative and Summative	Presentation Portfolio Assessment	Performance-based Assessment	Micro-certification
Micro-certification	Micro-certification	Final Summative Assessment	Micro-certification	
Presentation Portfolio Assessment	Presentation Portfolio Assessment	Applicable National Certificate (NC) requirements		
	Accreditation and Equivalency (A&E) Test	Exit Assessment		

Beyond the minimum assessment requirements, the Implementing ALS Providers may develop their own approaches and methodologies for formative and summative assessments.

- g. **Program Management:**
- i. In coordination with the functional units of DepEd, the Implementing ALS Providers shall be given limited access to the Learner Information System (LIS), and shall comply with data privacy laws, rules, and regulations.
 - ii. Implementing ALS Providers shall enroll their learners in the LIS in accordance with DepEd's set timelines for purposes of program monitoring, national ALS reporting, future planning and program prioritization, and targeting.
 - iii. Implementing ALS Providers should have the capacity and mechanisms for efficient management and monitoring of ALS programs that shall serve the best interest and welfare of their learners.

- iv. Implementing ALS Providers shall fully comply with all laws and local ordinances and ensure full respect for the human rights, health, and safety of their learners and ALS teaching personnel, as well as comply with ethical practices of fairness, transparency, honesty, freedom from corruption and prevention of sexual harassment, assault, and abuse.
- v. Implementing ALS Providers shall coordinate with local DepEd offices regarding the planning and targeting of their ALS program interventions to facilitate the harmonization and synergy of DepEd and non-DepEd ALS programs and avoid duplication and overlapping of program coverage.
- vi. Implementing ALS Providers shall invest in the mandated, regular, and ongoing capacity building of Community ALS Implementors/Learning Facilitators to ensure they have the necessary minimum competencies to successfully implement the ALS programs and support their ALS learners to achieve their individual learning goals and optimum learning outcomes. This includes conducting basic and enhancement training sessions, instructional supervision, coaching and mentoring, and provision of technical assistance, as may be required.
- vii. Implementing ALS Providers shall remunerate their Community ALS Implementors/Learning Facilitators in a fair and equitable manner and in accordance with existing government laws, regulations, policies, and guidelines.

Implementing ALS Providers shall be subject to appropriate sanctions mentioned under item 29 hereunder for violation of any of the provisions stipulated in this policy.

- h. **Other Expectations / Support: Implementing ALS Providers are expected to:**
 - i. **Conduct completion or graduation ceremonies for all completers of the current School Year.** Implementing ALS Providers are expected to conduct completion or graduation ceremonies in accordance with the DepEd guidelines on the conduct of such activities for the corresponding School Year.
 - ii. **Provide post-program support services.** Implementing ALS Providers are expected to provide post-program support services to their ALS completers, including guidance counseling and referral services, to help facilitate the completers' successful pursuit of their preferred program exits (employment, self-employment, technical skills training, continuing education).
 - iii. **Submit progress reports to DepEd, as required.** In addition to identifying and regular reports being requested by DepEd under this policy, DepEd may require other reports from the Recognized Implementing ALS Providers. Other reports should also be accomplished in writing and approved by the head of the relevant duty station.

- iv. Cooperate and comply with all the requirements that DepEd may request in connection with its monitoring and evaluation visits.

VI. Monitoring and Evaluation

22. In compliance with DepEd Order 29, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), the concerned operating units in each governance level of the Department shall oversee the Monitoring and Evaluation (M&E) at their level and shall provide the necessary technical assistance in the implementation of this policy.
23. **Schools Division Level:** The School Governance and Operation Division (SGOD), in coordination with the Curriculum Implementation Division (CID) through the Division ALS Focal Person, with the assistance of the Education Program Specialist II for ALS, shall coordinate with and monitor the compliance with this policy of all Implementing ALS Providers operating in the Division. The Division ALS Focal Persons shall continuously gather feedback on the implementation of this policy from the Implementing ALS Providers using the Monitoring and Evaluation Tools (*Enclosure 5*) and concerned offices in the division. M&E results shall serve as input to the continuing recognition of the Implementing ALS provider after two (2) school years.
24. **Regional Level:** The Quality Assurance Division (QAD), in coordination with the Curriculum and Learning Management Division (CLMD), through the Regional ALS Focal Person, shall coordinate with and monitor the compliance with this policy of all Recognized Implementing ALS Providers operating in multiple Divisions in the Region, using the Monitoring and Evaluation Tools (*Enclosure 5*). M&E results shall serve as input to the continuing recognition of the Implementing ALS provider after two (2) school years.
25. **National Level:** The Bureau of Alternative Education (**BAE**) shall conduct regular monitoring of this policy implementation. In coordination with other functional units of the Central Office, BAE shall conduct an outcome evaluation of the policy after its fifth year of implementation.
26. **Monitoring:** As mentioned in the Minimum Standards, Implementing ALS Providers are required to submit periodic reports. Also, Implementing ALS Providers must accommodate at least two (2) monitoring visits from DepEd within a School Year. The Implementing ALS Providers also have the authority to request these visits, especially toward the end of the School Year or whenever some issues need to be addressed.
27. **Evaluation:** Evaluations of partnerships shall be conducted at the end of the School Year. This process shall provide an opportunity for DepEd to deliver official feedback on the performance of the Implementing ALS Provider based on monitoring visits and other means of verification. Additionally, this shall allow the Implementing ALS Provider to share feedback on how DepEd manages and supports the ALS program, particularly concerning the operations of the Implementing ALS Provider. The results of the evaluation will determine whether the recognition of the Implementing ALS Provider will continue. Based on the evaluation, the possible outcomes are: (i) renewal of recognition, (ii) conditional renewal, contingent on the Implementing ALS Provider meeting specific

recommendations from DepEd by a certain deadline, and (iii) non-renewal of the recognition of the Implementing ALS Provider.

During the evaluation, the Evaluation Team shall utilize the Monitoring and Evaluation Tools (*Enclosure 5*). The results of this evaluation shall serve as the basis for determining the status of renewal of the Certificate of Recognition.

A. Indicators for Renewal

Indicators	Conditions
Indicator 1 Program Completion and A&E Test Passing Rate	At least 80% Program Completion Rate and 80% A&E Test Passing Rate
Indicator 2 Continuous compliance with the minimum requirements	All minimum requirements are continuously complied
Indicator 3 Submission of required reports and documentation	All required reports and documentation are submitted

B. Status of Renewal of the Certificate of Recognition

Status	Validity of Renewed Certificate of Recognition	Conditions
Renewal	5 School Years	All three (3) indicators are met
Conditional Renewal	2 School Years	Indicators 2 and 3 are met
Non-renewal	Revocation of the Certificate of Recognition	Indicator 2 is not met

Full Renewal is granted if all three indicators are met. The Certificate of Recognition is valid for five (5) School Years.

Conditional Renewal is granted if Indicators 2 and 3 are met, but Indicator 1 is not. The Certificate of Recognition is valid for two (2) School Years.

Non-renewal means revocation of the Certificate of Recognition for failing to meet Indicator 2. However, the Implementing ALS Provider may re-apply in the next School Year, provided it has complied with the deficiency.

28. The Regional Office, Quality Assurance Division (QAD), Curriculum Learning Management Division (CLMD) and Schools Division Office, School Governance and Operation Division (SGOD), and Curriculum Implementation Division (CID) and all Recognized Implementing ALS Providers are enjoined to communicate directly with the BAE, through email at bae.od@deped.gov.ph or at telephone number (02) 8636-3603, if they have significant feedback on the effectiveness and efficiency of this policy. In the same way that the development of this policy has been inclusive, so will its possible future refinements.

29. For erring DepEd employees, the Grievance Committee shall issue decisions and punishments in line with its mandate. However, for situations where the Implementing ALS Provider is at fault, DepEd reserves the right to pursue all legal remedies at its disposal. Possible sanctions for erring Implementing ALS Providers are revocation of recognition by granting authority, fines, imprisonment, and other sanctions as may be ordered by the appropriate judicial bodies.

VII. Effectivity and Transitory Provision

30. All existing Orders, Memoranda, MOUs, MOAs, and other related issuances inconsistent with this Order are repealed, rescinded, or modified accordingly. These guidelines shall remain in force and in effect unless sooner repealed, amended, or rescinded.
31. Implementing ALS Providers with existing MOA/MOU can still continue to implement ALS programs in SY 2025-2026. However, they shall be required to comply with this DepEd Order starting SY 2026-2027.
32. DepEd Order shall take effect fifteen (15) days from the date of publication in the Official Gazette or in a newspaper of general circulation. Certified true copy of this Order shall be filed with the University of the Philippines Law Center-Office of the National Administrative Register (UPLC-ONAR), UP Diliman, Quezon City, and shall remain in force, unless otherwise repealed, rescinded, or modified accordingly.

VIII. References

- Philippines. Republic Act No. 11510: An Act Institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in Special Cases and Adults and Appropriating Funds Therefor, Republic of the Philippines, 2020.
- The Official Gazette*. Volume 118, No. 9. Implementing Rules and Regulations of the Alternative Learning System Act (Republic Act No. 11510). (February 28, 2022) (Phil.)
- DepEd Order No. 29, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF).
- DepEd Order No. 47, s. 2021, Creation of the Bureau of Alternative Education in the Department of Education.
- Office Order No. OO-OSEC-2021 – 042, Transition of the Alternative Learning System Task Force to the Bureau of Alternative Education in the Department of Education Central Office.
- DepEd Order No. 13, s. 2019, Policy Guidelines on the Implementation of the Enhanced Alternative Learning System 2.0



**IMPLEMENTING ALTERNATIVE LEARNING SYSTEM PROVIDER
RECOGNITION EVALUATION FORM**



Republic of the Philippines
Department of Education



Profile of the Individual/Organization

Name of Organization: _____ Name of Head of Organization: _____

Address: _____ Contact Number/s: _____

Email Address: _____ Years Offering: _____ Formal / _____ ALS

Name of Authorized Signatory: _____

Recognition for Academic Year: _____ DepEd Evaluator/s: _____

Governance Office: Central Office Regional Office Schools Division Office

Purpose of Evaluation: New Recognition Renewal of Recognition

Requirements	Date of Submission	Verification	
		Status of Submission <i>(if complied or deadline for submission)</i>	Remarks <i>(if complied)</i>
<input type="checkbox"/> Government			
a. Letter of Intent (LOI)			
b. Organization Brief & Capacity Statement (including a description of past track record in implementing ALS programs if applicable)			
c. Extension Program Plan (if SUC / LUC)			
d. Existing or proposed ALS program implementation plan (curriculum, learning delivery/modalities, learning resources, learning assessment, training, supervision, monitoring and evaluation) and Financial Plan			
e. Sample Weekly Learning Log (WLL) for evaluation			
<input type="checkbox"/> Private Individual			
a. Letter of Intent (LOI)			
b. Certificate of Good Standing from LGU			
c. Individual capacity statement (including a description of past track record in implementing ALS programs, if applicable)			
d. Existing or proposed ALS program implementation plan (curriculum, learning delivery/modalities, learning resources, learning assessment, training, supervision, monitoring and evaluation)			

	Requirements	Date of Submission	Verification	
			Status of Submission <i>(if complied or deadline for submission)</i>	Remarks <i>(if complied)</i>
e.	Bank Certification showing capacity to finance the ALS program operation for one school year			
f.	Transcript of Records and Proof of Eligibility (PRC License or Certificate of Rating) for Community ALS Implementors/Learning Facilitators			
g.	Sample Weekly Learning Log (WLL) for evaluation			
<input type="checkbox"/> Private Organization				
a.	Letter of Intent (LOI)			
b.	Certificate of Good Standing from LGU Individual capacity statement (including a description of past track record in implementing ALS programs, if applicable)			
c.	Existing or proposed ALS program implementation plan (curriculum, learning delivery/modalities, learning resources, learning assessment, training, supervision, monitoring and evaluation) and Financial Plan			
d.	Bank Certification showing capacity to finance the ALS program operation for one school year			
e.	Transcript of Records and Proof of Eligibility (PRC License or Certificate of Rating) for Community ALS Implementors/Learning Facilitators			
f.	Sample Weekly Learning Log (WLL) for evaluation			
<input type="checkbox"/> Civil Society Organization				
a.	Letter of Intent (LOI)			
b.	Department of Social Welfare and Development (DSWD), SEC, or other relevant government registration			
c.	Sample Weekly Learning Log (WLL) for evaluation			
d.	Certificate of Good Standing from LGU or mother organization/alliance at the national level			
e.	Organization Brief and Capacity Statement (including a description of past track record in implementing ALS programs, if applicable)			

	Requirements	Date of Submission	Verification	
			Status of Submission <i>(if complied or deadline for submission)</i>	Remarks <i>(if complied)</i>
f.	Existing or proposed ALS program implementation plan (curriculum, learning delivery/modalities, learning resources, learning assessment, training, supervision, monitoring and evaluation)			
g.	Bank Certification showing capacity to finance the ALS program operation for one school year			
h.	Transcript of Records and Proof of Eligibility (PRC License or Certificate of Rating) for proposed Community ALS Implementors/Learning Facilitators			
<input type="checkbox"/> Foreign-Assisted Project				
a.	Letter of Intent (LOI)			
b.	SEC or other relevant government registration of organization implementing ALS programs			
c.	Certificate of Good Standing from LGU or mother organization at the national level			
d.	Organization Brief and Capacity Statement (including a description of past track record in implementing ALS programs, if applicable)			
e.	Existing or proposed ALS program implementation plan (curriculum, learning delivery/modalities, learning resources, learning assessment, training, supervision, monitoring and evaluation)			
f.	Bank Certification showing capacity to finance the ALS program operation for one school year			
g.	Transcript of Records and Proof of Eligibility (PRC License or Certificate of Rating) for proposed Community ALS Implementors/Learning Facilitators			
h.	Sample Weekly Learning Log (WLL) for evaluation			

Scope of the Proposed ALS Program Implementation

Proposed ALS Program/s	Proposed CLC/s	Address	Type of CLC	Target Number of Learners
BLP / A&E Elementary / A&E Junior High School / ALS SHS				

Findings:

Evaluated by:

Date: _____

Approved by:

Date: _____

Recommended by:

Date: _____

Received by:

Date: _____





(Enclosure No. 2b to DepEd Order No. 007, s. 2025)

VALIDATION TEAM PER GOVERNANCE LEVEL

A. Central Office

Chair: Director of the Bureau of Alternative Education (BAE)
or his/her authorized representative

Co-Chair: Chief Education Program Specialist of BAE

Members:

1. Supervising Education Program Specialist or Senior Education Program Specialist of BAE
2. Representative from Regional Office either from CLMD or QAD
3. Representative from the Schools Division Office, either from CID or SGOD

B. Regional Office

Chair: Regional Director or his/her authorized representative

Co-Chair: Chief of the Quality Assurance Division (QAD)

Members:

1. Education Program Supervisor of the Curriculum and Learning Management Division (CLMD)
2. Regional ALS Focal Person
3. Representative from QAD

C. Schools Division Office

Chair: Schools Division Superintendent or his/her authorized representative

Co-Chair: Chief of the School Governance and Operations Division (SGOD)

Members:

1. Education Program Supervisor of the Curriculum Implementation Division (CID)
2. Division ALS Focal Person
3. Representative from SGOD



(Enclosure No. 3a to DepEd Order No. 007, s. 2025)

SAMPLE TEMPLATE OF THE CERTIFICATE OF RECOGNITION FOR IMPLEMENTING ALTERNATIVE LEARNING SYSTEM PROVIDER



Republic of the Philippines
Department of Education

DepEd Complex, Meralco Avenue, Pasig City



Certificate of Recognition

is hereby conferred to

<<NAME OF ORGANIZATION>>

<<ADDRESS>>

This shall serve as the authority to operate as an Implementing ALS Provider of the Department of Education Alternative Learning System as a <type of Non-DepEd ALS Provider> operating as <scope of work> for the School Year ____, in line with the DepEd Order No. __ s. __ and the provisions contained in the signed Memorandum of Agreement.

Given this [day/month/year written in words], at DepEd Central Office, Meralco Ave., Pasig City.

Director IV
Bureau of Alternative Education

Recognition No. [BAE-Year-Sequence No]
[BAE-2023-0001]



(Enclosure No. 3b to DepEd Order No. 007, s. 2025)

SAMPLE REGIONAL OFFICE TEMPLATE OF THE CERTIFICATE OF RECOGNITION FOR IMPLEMENTING ALTERNATIVE LEARNING SYSTEM PROVIDER



Republic of the Philippines
Department of Education



[NAME OF REGION]
[Address]

Certificate of Recognition

is hereby conferred to

<<NAME OF ORGANIZATION>>

<<ADDRESS>>

This shall serve as the authority to operate as an Implementing ALS Provider of the Department of Education Alternative Learning System as a <type of Non-DepEd ALS Provider> operating as <scope of work> for the School Year ____, in line with the DepEd Order No. __ s. __ and the provisions contained in the signed Memorandum of Agreement.

Given this [day/month/year written in words], at [Regional Office / RO address].

Recognition No. [RO (Number or Name)-Year-Sequence No.]
[RO1-2023-0002] or [RONCR-2023-0003]

Regional Director



(Enclosure No. 3c to DepEd Order No. 007, s. 2025)

SAMPLE DIVISION OFFICE TEMPLATE OF THE CERTIFICATE OF RECOGNITION FOR IMPLEMENTING ALTERNATIVE LEARNING SYSTEM PROVIDER



Republic of the Philippines
Department of Education



[SCHOOLS DIVISION OFFICE]
[Address]

Certificate of Recognition

is hereby conferred to

<<NAME OF ORGANIZATION>>

<<ADDRESS>>

This shall serve as the authority to operate as an Implementing ALS Provider of the Department of Education Alternative Learning System as a <type of Non-DepEd ALS Provider> operating as <scope of work> for the School Year ____, in line with the DepEd Order No. __ s. __ and the provisions contained in the signed Memorandum of Agreement.

Given this [day/month/year written in words], at [Schools Division Office / SDO address].

Recognition No. [Division Code-Year-Sequence No.]
[069-2023-0002]

Schools Division Superintendent



**SAMPLE MEMORANDUM OF AGREEMENT WITH THE IMPLEMENTING
ALTERNATIVE LEARNING SYSTEM PROVIDER**

MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement (herein referred to as the "Agreement") is entered into this ___ day of <Month>, <Year> at <City/Province>, Philippines, by and between:

The **DEPARTMENT OF EDUCATION**, a government entity mandated by law, particularly B.P. 232, otherwise known as the "Education Act of 1982", as amended by the Republic Act No. 9155, otherwise known as "Governance of Basic Education Act of 2001," with office address at (address of Central/Regional or Schools Division Office), represented herein by its <POSITION>, <NAME> of legal age, and hereinafter referred to as "**DepEd CENTRAL/DepEd REGION/ DepEd DIVISION**";

-and-

<NAME OF IMPLEMENTING ALS PROVIDER>, a duly registered <NATIONAL GOVERNMENT AGENCY, LOCAL GOVERNMENT UNIT, STATE UNIVERSITY / COLLEGE, PRIVATE INDIVIDUAL, COMPANY, PRIVATE HIGHER EDUCATION INSTITUTION, NON-GOVERNMENT ORGANIZATION, ASSOCIATION, COOPERATIVE, FOREIGN-ASSISTED PROJECT> operating under the laws of the Philippines, with principal address at _____, represented herein by its <POSITION>, <NAME>, <NATIONALITY>, of legal age, hereinafter referred to as the "**IMPLEMENTING ALS PROVIDER**".

(DepEd Central/Region/Division and <Name of Implementing ALS Provider> are referred to herein as the "Parties" and, individually, a "Party".)

WITNESSETH THAT:

WHEREAS, the Department of Education of the Philippines, hereinafter referred to as "DepEd CENTRAL/REGION/DIVISION", is the primary government instrumentality mandated to formulate, implement, and coordinate policies, plans, programs, and projects in the areas of formal and nonformal basic education; supervise all elementary and secondary education institutions, including alternative learning systems, both public and private; and provide for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development;

WHEREAS, Republic Act No. 11510, also known as the Alternative Learning System Act was signed into law on December 23, 2020, and it mandated DepEd to formulate a "recognition of ALS Providers, standards of ALS service delivery, and systems of rewards and incentives" (Section 14 of the Act);

WHEREAS, ALS is a second-chance education program implemented by the Department of Education (DepEd) since the early 1990s. It aims to serve out-of-school children in special cases and adults by providing them with basic literacy, accreditation and equivalency, and even informal education programs. Republic Act No. 11510 defines ALS as “a parallel learning system that provides a viable alternative to the existing formal education instruction. It encompasses both nonformal and informal sources of knowledge and skills”.

WHEREAS, the Department of Education issued the Implementing Rules and Regulations (IRR) of the Alternative Learning System Act, which was published in the Official Gazette on February 28, 2022;

WHEREAS, the DepEd has issued the Alternative Learning System 2.0 5-year Strategic Roadmap in 2019, hereinafter referred to as “ROADMAP”, with the objective of significantly improving ALS implementation;

WHEREAS the ROADMAP aims to improve partnership-building and linkages in ALS. Specifically, ALS 2.0 will (i) develop a comprehensive strategy for ALS Providers and (ii) intensify capacity building for ALS stakeholders;

WHEREAS, DepEd believes that ALS Providers are key in increasing the efficiency and effectiveness of ALS, as evidenced by decades of partnerships in program implementation;

WHEREAS, DepEd issued DepEd Order ____ s. 2025, otherwise known as the Guidelines on the Recognition of Implementing ALS Providers;

WHEREAS, IMPLEMENTING ALS PROVIDERS are among those that will offer ALS or certain parts of it to learners in the community to carry out DepEd's objectives for the program;

WHEREAS, to achieve this objective, the IMPLEMENTING ALS PROVIDER needs to enter a Memorandum of Agreement with the DepEd CENTRAL/REGION/DIVISION;

WHEREAS, the IMPLEMENTING ALS PROVIDER operates in areas that the DepEd REGION(s)/ DIVISION(s) manages and has offices, facilities, project sites, and expertise that it can make available to the DepEd CENTRAL/REGION/DIVISION for purposes of ALS;

WHEREAS, the IMPLEMENTING ALS PROVIDER considers going into an ALS partnership with the DepEd CENTRAL/REGION/DIVISION as part of its mission to create a positive impact on the community, especially the young people;

WHEREAS, the PARTIES, undertake to collaborate for the successful implementation of ALS in <Province/City/Municipality> cognizant of the need for special protection of the learner and with the best interest of the ALS learner at heart;

NOW, THEREFORE, for and in consideration of the foregoing premises, the PARTIES hereby agree as follows:



ALTERNATIVE LEARNING SYSTEM PARTNERSHIP

I. OBJECTIVES OF THE ALS PARTNERSHIP

The ALS Partnership has the following objectives:

1. To standardize the protocols for Implementing ALS Providers that want to collaborate with DepEd in implementing the ALS program;
2. To create both rights and obligations for all parties involved; and
3. To address issues emerging from the lack of standards in partnering with external entities to implement ALS over the past decades.

II. RESPONSIBILITIES OF THE PARTIES

A. Joint Responsibilities

Both the DepEd CENTRAL/REGION / DIVISION and the IMPLEMENTING ALS PROVIDER shall adhere to and implement all the provisions of DepEd Order ____ s. 2025, or the Guidelines on the Recognition of Implementing ALS Providers, and adhere to the provisions of relevant laws, rules, and regulations.

B. Responsibilities of the DepEd CENTRAL/ REGION/ DIVISION

During the Preliminary stage, the DepEd CENTRAL/REGION / DIVISION shall:

1. Conduct Desk Review of the Letter of Intent (LOI) of the Implementing ALS Provider;
2. Conduct site validation;
3. Decide on LOI of Implementing ALS Provider;
4. If WEOI is approved, draft MOA in coordination with Implementing ALS Provider;
5. Conduct MOA signing ceremony; and
6. Issue the Certificate of Recognition to the Recognized Implementing ALS Provider;

During the Implementation stage:

1. Conduct at least two (2) monitoring visits within a School Year;
2. Collect and analyze reports from Implementing ALS Provider; and
3. Address emerging issues immediately, if any.

During the Post-Implementation stage:

1. Conduct partnership evaluation at the region/division level; and
2. Recommend next steps for the recognition of the Implementing ALS Provider for the following School Year.

C. Responsibilities of the IMPLEMENTING ALS PROVIDER:

The Implementing ALS Provider shall:

1. Submit Letter of Intent (LOI) and relevant requirements to the target DepEd office;
2. Comply with requests for meetings, data, and other documents; and
3. If LOI is approved, conduct MOA signing ceremony.

During the Preliminary stage, the IMPLEMENTING ALS PROVIDER shall:

1. Set up operations in the assigned geographic area(s);
2. Join relevant orientations/conferences/meetings;
3. Prepare resources/materials for implementation;
4. Conduct community mapping activities, if appropriate; and
5. Encode enrolment data in the Learner Information System (LIS), if appropriate.

During the Implementation stage:

1. Conduct program(s) agreed with DepEd CENTRAL/REGION/DIVISION, in accordance with all minimum standards set in the Guidelines;
2. Required to accommodate at least two (2) monitoring visits from DepEd within a School Year, or request for these visits, especially towards the end of the School Year, or whenever there are some issues that need to be addressed;
3. Submit reporting requirements; and
4. Conduct preparations for A&E test takers, if appropriate.

During the Post-Implementation stage:

1. Participate in partnership evaluation;
2. If interested in the renewal of recognition, comply with recommendations of DepEd CENTRAL/REGION/DIVISION; and
3. If interested in the renewal of recognition, submit LOI for the next Academic Year.

In addition to the general provisions above, the following details are also included in this Agreement:

1. Type of Provider: <Government>, <Private>, <Civil Society Organization>, <Foreign-Assisted Project>
2. Organization Mandate: ALS as <part of core mandate>, <supplementary to core mandate>, <beneficiary of donations / corporate social responsibility / extension programs>
3. Timing of support: Majority of the intervention/support will be done <before>, <during>, <after> ALS implementation
4. The following are the major activities to be conducted by the IMPEMENTING ALS PROVIDER:
 - a. _____
 - b. _____
 - c. _____

III. EFFECTIVITY, RENEWAL, and TERMINATION

This Memorandum of Agreement shall be valid immediately upon signing of all PARTIES. This Memorandum of Agreement shall have a duration of two (2) School Years (SCHOOL YEAR/S), which shall commence on the date of signing of the Parties. This MOA may however be renewed or extended upon mutual agreement of the Parties through formal notice within thirty (30) days after the conduct of the partnership evaluation.

DepEd may, for any cause, terminate this MOU upon submission of a formal written notice to the other Party at least thirty (30) days before the intended date of termination.



However, when the proposed date of termination coincides with the implementation period of the agreed program or intervention in which case the Implementing ALS Provider is expected to continue implementing this Agreement, and the DepEd Central Office/ Region/ Division shall provide the needed technical assistance until the end of the program or intervention. Accordingly, the Agreement shall be deemed terminated after implementation of said program or intervention.

A material breach of the Guidelines and/or this Agreement shall constitute a ground for the immediate termination of this Agreement, in whole or in part, by the aggrieved party, without prejudice to other legal remedies.

IV. LIABILITY AND INDEMNITY

The IMPLEMENTING ALS PROVIDER, its employees, and volunteers exercising authority and supervision over the ALS learners undergoing the agreed ALS program/intervention on the premises of the / arranged by the IMPLEMENTING ALS PROVIDER may be held accountable for the learner's acts.

Each party shall answer for losses and damages arising from any accident, act, or omission directly attributable to its fault or negligence, which may cause death or bodily injury to any persons, or loss or damage to property, by or on account of the performance of the respective obligations by the parties pursuant to this Agreement. Such responsibility shall continue to remain that of the responsible party's even after the termination of this agreement if such losses and damages were incurred during the effectivity of this agreement.

DepEd CENTRAL/REGION/DIVISION shall not be liable for opportunity losses of the IMPLEMENTING ALS PROVIDER during the effectivity and after the termination of this agreement.

The liability of the parties and its employees for any breach of this Agreement shall be determined in accordance with applicable laws.

V. CONFIDENTIALITY AND DATA PRIVACY

It is expressly understood by DepEd CENTRAL/REGION/DIVISION and the ALS learners that all information on technology, process standards, quality assurance methodologies, quality standards, and all other related documents, manuals, operational, and technical matters that the IMPLEMENTING ALS PROVIDER shall make available to them shall be used for the sole purpose of learner support. All these matters are classified as confidential in nature and proprietary to the IMPLEMENTING ALS PROVIDER and thereby each ALS learner hereby undertakes to prevent the transfer of such information by any of its members to any party outside of the IMPLEMENTING ALS PROVIDER.

The Implementing ALS Provider, having being granted limited access to the Learner Information System (LIS) of the Department of Education, shall maintain the confidentiality of the data and information in the LIS, and shall not grant further access thereto or divulge such data or information therein to any third party without the express written consent of the DepEd Central Office/ Region/ Division.

Each Party in the performance of their respective responsibilities under the Memorandum of Agreement and in the implementation thereof shall adhere to Republic Act No. 10173, otherwise known as the "Data Privacy Act of 2012". Any gathered data and information should be protected and respected during the term and even after the termination of the MOA. The processing of any gathered data and information should be in compliance with the confidentiality and privacy requirements under the said law and applicable regulations.

The Parties confirm their intention to provide each other with relevant information related to the implementation of this Agreement, including but not limited to, data and reports regarding the implementation of this Agreement. Any information disclosed by a party to the other as a result of this Agreement and in the performance of their respective commitments, shall be considered proprietary and confidential. The Parties, their officers and employees or agents shall not use or disseminate such information except as may be authorized in writing. Confidential information shall not include information previously known to the Parties, the general public or previously recognized as a standard practice in government. Upon termination of this Agreement, the Implementing ALS Provider shall cease access to the LIS and shall be bound to return or safeguard the documents and information received from the DepEd Central Office/ Region/ Division by virtue of this Agreement.

VI. OWNERSHIP OF OUTPUT AND INTELLECTUAL PROPERTY

Intellectual properties developed by the ALS learner as part of his or her regular ALS activities with the IMPLEMENTING ALS PROVIDER and their corresponding copyrights and/or patents shall belong to the IMPLEMENTING ALS PROVIDER.

Intellectual properties developed by the ALS learner outside of his or her regular ALS activities with the IMPLEMENTING ALS PROVIDER and their corresponding copyrights and/or patents shall belong to the ALS learner, even if the learner used the time, facilities, and materials of the Implementing ALS Provider, unless otherwise stipulated in a separate agreement between the ALS learner and his or her parent or guardian and the Implementing ALS Provider.

The above provisions shall apply in proportion to the intellectual properties developed by the ALS learner in case the intellectual property is jointly developed by the ALS learner with employee or personnel of the Implementing ALS Provider unless otherwise stipulated in a separate agreement between the ALS learner and his or her parent or guardian and the Implementing ALS Provider.

VII. OTHER PROVISIONS

Governing Law and Settlement of Disputes – This Agreement shall be governed by and construed in accordance with the laws of the Republic of the Philippines. In case of any conflict between the Parties arising from this Agreement, both Parties agree to freely and voluntarily submit themselves to necessary consultation and negotiation for purposes of amicable settlement. In the event that the Parties fail to reach an amicable settlement of their dispute, the Parties hereby agree to submit themselves to arbitration under Philippine jurisdiction in accordance with Republic Act No. 9285 or the Alternative Dispute Resolution Act.



Representation – Both Parties represent and warrant that they have full power and authority to enter into this Agreement in accordance with Philippine laws and regulations. By indicating his or her signature, he or she represents and warrants that he or she is duly authorized to enter into this Agreement on behalf of the entity he or she purports to represent such that, upon execution and delivery, this Agreement shall serve as the basis for all subsequent written and binding agreements necessary for the implementation of the programs or activities.

Relationship – This Agreement shall not be construed to create an Employer-Employee Relationship, Principal-Agent Relationship, Joint Venture, or any other relationship or arrangement between the Parties other than what is intended under this Agreement

Non-Assignment – The Parties shall not assign or transfer their rights or obligations granted or arising under this Agreement to any third party without the prior written consent of the other Party. Any purported assignment made without obtaining such written consent shall be null and void.

Entire Agreement – This Agreement constitutes the complete and final agreement between the Parties and supersedes all prior agreements and negotiations, written or otherwise, between the Parties concerning the subject matter of this Agreement. Should there be any conflict between the terms of this Agreement and its annexes or any other referenced agreement or document, the terms of this Agreement shall prevail. Likewise, it is expressly understood by the Parties that the Implementing ALS Provider is not obliged to provide goods or services other than those stipulated in the Guidelines and/or this Agreement. However, the Implementing ALS Provider is not precluded from providing the ALS learner with any additional form of assistance, if it so desires.

Amendments – The ALS Provider shall conform to any ALS-related Policy subsequently issued by the DepEd in the form of a DepEd Order, DepEd Memorandum, or other issuance. Any provision under this MOA affected by such subsequent ALS Policy shall be deemed automatically modified or repealed, as applicable. Both Parties may recommend in writing any revision, amendment, or addition of any terms or conditions in this Agreement, subject to prior notification to the other Party, and shall be deemed approved when confirmed in writing. Such amendments or revisions shall have the same effect as the original agreement and will form an integral part hereof. Any revision, amendment, or addition shall not prejudice the rights and obligations arising from or based on this Agreement before or up to the date of such revision, amendment, or addition.

Separability Clause – If any provision of this Agreement or any document executed in connection herewith is declared invalid, illegal, or unenforceable in any respect by a court of competent jurisdiction, the validity, legality, or enforceability of the remaining provisions of this Agreement shall not be declared invalid, illegal, or unenforceable as well as any agreements arising from the same shall not in any way be affected or impaired.

Funding - Each party shall bear its own cost in the performance of its responsibilities under this Agreement, and any expense that the Party may incur relative to the Agreement shall be subject to the applicable accounting, auditing, budgeting, procurement laws, rules, and regulations.



ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
CITY / MUNICIPALITY OF _____) ss.

BEFORE ME, a Notary Public for and in <City/Municipality> personally appeared the following:

Name	Government-Issued ID (Details)	Date and Place Issued
<NAME> DepEd CENTRAL/REGION/DIVISION		
<NAME> <Name of IMPLEMENTING ALS PROVIDER>		

Known to me and to me known to be the same persons who executed the foregoing Memorandum of Agreement, signed by the PARTIES and their instrumental witnesses, and they acknowledged to me that the same is their free voluntary act and deed and that of the corporations they represent respectively. This Memorandum of Agreement consists of ____ () pages including this page in which this acknowledgment is written, signed by the parties in their instrumental witnesses each and every page thereof.

WITNESS MY HAND AND NOTARIAL SEAL, on the date at the place first written above.

NOTARY PUBLIC

Doc. No. _____
Page No. _____
Book No. _____
Series of <year>





(Enclosure No. 5 to DepEd Order No 007, s. 2025)



**IMPLEMENTING ALTERNATIVE LEARNING SYSTEM PROVIDER
MONITORING AND EVALUATION FORM**

Republic of the Philippines
Department of Education



Profile of the Individual/Organization

Unique Control Number : _____

Name of Organization: _____ Name of Head of Organization: _____

Address: _____ Contact Number/s: _____ Email Address: _____

ALS Name of Authorized Signatory _____

Recognition for Academic Year: _____ DepEd Evaluator/s: _____

Governance Office: Central Office Regional Office Schools Division Office

Purpose of Evaluation: New Recognition Renewal of Recognition

Elementary

	END OF FIRST QUARTER DATA REQUIREMENTS								END OF SCHOOL YEAR DATA REQUIREMENTS							
	NO. OF REGISTERED LEARNERS		NO. OF ENROLLED LEARNERS		NO. OF ENROLLED LEARNERS (SNED)		NO. OF ENROLLED LEARNERS (IPED)		NO. OF LEARNERS COMPLETED THE PROG		NO. OF LEARNERS PASSED THE PROG (through A&E or PPA)		NO. OF LEARNERS PASSED THE PROG (through A&E or PPA) (SNED)		NO. OF LEARNERS PASSED THE PROG (through A&E or PPA) (IPED)	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
YEAR 1																
YEAR 2																

Junior High School

	END OF FIRST QUARTER DATA REQUIREMENTS								END OF SCHOOL YEAR DATA REQUIREMENTS							
	NO. OF REGISTERED LEARNERS		NO. OF ENROLLED LEARNERS		NO. OF ENROLLED LEARNERS (SNED)		NO. OF ENROLLED LEARNERS (IPED)		NO. OF LEARNERS COMPLETED THE PROG		NO. OF LEARNERS PASSED THE PROG (through A&E or PPA)		NO. OF LEARNERS PASSED THE PROG (through A&E or PPA) (SNED)		NO. OF LEARNERS PASSED THE PROG (through A&E or PPA) (IPED)	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
YEAR 1																
YEAR 2																

Senior High School

	END OF FIRST QUARTER DATA REQUIREMENTS								END OF SCHOOL YEAR DATA REQUIREMENTS							
	NO. OF REGISTERED LEARNERS		NO. OF ENROLLED LEARNERS		NO. OF ENROLLED LEARNERS (SNED)		NO. OF ENROLLED LEARNERS (IPED)		NO. OF LEARNERS COMPLETED THE PROG		NO. OF LEARNERS PASSED THE PROG (through A&E or PPA)		NO. OF LEARNERS PASSED THE PROG (through A&E or PPA) (SNED)		NO. OF LEARNERS PASSED THE PROG (through A&E or PPA) (IPED)	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
YEAR 1																
YEAR 2																

TRACKING OF LEARNERS

TRACKING (Elementary)

END OF SCHOOL YEAR DATA REQUIREMENTS											
	To Middle Skills Development		To Employment		To Entrepreneurship		To Senior High School		To Higher Education (for ALS SHS)		
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
YEAR 1											
YEAR 2											

TRACKING (Junior HS)

END OF SCHOOL YEAR DATA REQUIREMENTS										
	To Middle Skills Development		To Employment		To Entrepreneurship		To Senior High School		To Higher Education (for ALS SHS)	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
YEAR 1										
YEAR 2										

TRACKING (SHS)

END OF SCHOOL YEAR DATA REQUIREMENTS										
	To Middle Skills Development		To Employment		To Entrepreneurship		To Senior High School		To Higher Education (for ALS SHS)	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
YEAR 1										
YEAR 2										

BEST PRACTICES

Best Practices	How were these done? (Process)

ISSUES AND CONCERNS

Issues and Concerns	How were these addressed?

Mapping and Advocacy Initiatives

1. _____
2. _____
3. _____
4. _____
5. _____

Delivery Modes Used (Check all that apply.)

- Face to Face
- Online
- Radio
- Television
- Blended _____

Other Partner-organizations and its contribution in implementing ALS

1. _____
2. _____
3. _____
4. _____
5. _____

Training Attended by Personnel in relation to ALS Implementation

1. _____
2. _____
3. _____
4. _____
5. _____



Training Conducted in relation to ALS Implementation

1. _____
2. _____
3. _____
4. _____
5. _____

