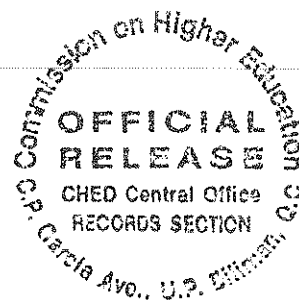




Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**



**CHED Memorandum Order (CMO)**

No. 83

Series of 2017

**SUBJECT: POLICIES, STANDARDS AND GUIDELINES FOR THE POST BACCALAUREATE DIPLOMA IN ALTERNATIVE LEARNING SYSTEM (PB-DALS)**

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In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as, "Higher Education Act of 1994," and by virtue of Commission *en banc* (CEB) Resolution No. 724-2017 dated October 3, 2017, the following policies, standards and guidelines (PSGs) are hereby adopted and promulgated by the Commission.

**ARTICLE I  
INTRODUCTION**

**Section 1 Rationale and Background**

The United Nations Literacy Decade (2003-2012) was launched because "literacy for all is at the heart of basic education for all. . . (and) creating literate environments and societies is essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy" (UN, 2002b Education for All (EFA)).

As a signatory to the EFA Declaration, the Philippines addresses the following 2015 EFA objectives: 1.) Universal adult functional literacy, 2.) Universal school participation, elimination of drop outs, and the practice of repetition in the first 3 grades, 3.) Universal completion of the full cycle of basic education with satisfactory achievement levels by all at every grade or year level, and 4.) Total community commitment to attainment of basic education competencies for all.

To reach these EFA goals, Republic Act 9155 was issued creating the Bureau of Alternative Learning System in the DepEd. The Alternative Learning System (ALS) is a parallel learning system that provides a viable alternative to existing formal basic education instruction. ALS encompasses both non-formal and informal modes of education and sources of knowledge and skills. It addresses the learning needs of the out-of-school children, youth and adults who have not completed basic education as well as illiterate men and women. Without the ALS to complement formal basic education, EFA targets cannot be reached.

In fact, the 2008 NSO census (FLEMMS) revealed that 62 percent of the total population of 80 million Filipinos or 49 million 600 thousand have not completed formal basic schooling. Given that the total number of the public and private basic education teachers is 590,000 as of July 2012 and assuming a maximum teacher-student ratio of 1:40, formal basic education can only accommodate an estimated 23 million 600 thousand students. Therefore, there are 26 million potential beneficiaries of ALS.

According to the Asian Development Bank, "a universal challenge is how to break down the barriers of stereotypes or *traditional way* of teaching in schools, many of which prove unsuccessful or too slow to adapt. One promising approach is to introduce alternative strategies in ways that make sense to teachers and administrators. Surprisingly, many basic principles of learning were very much congruent, in many ways with the nation's cultural traditions, but were often found to be wanting within the formal schooling system." (ADB, 1999).

The demand for competent and trained alternative learning system teachers (or mobile teachers) is increasing<sup>1</sup>. A comparison between formal basic education and ALS requirements shows differences in terms of: learning environment, teacher roles, and responsibilities, and competencies required, modalities of learning and methodologies of teaching. However, the comparison also shows that, in terms of the curriculum, the learning competencies of both are equal and parallel. Moreover, the goal of Functional Literacy is shared by both learning systems.

As the education agency in charge of producing the professional manpower needed in the teaching-learning process, the Commission on Higher Education (CHED) recognizes the important role of the alternative learning system in nation building and the special role of the ALS teachers in achieving the Education for All goals. It is the Commission's mandate to prepare ALS providers who are committed to serve marginalized learners in the communities.

## ARTICLE II AUTHORITY TO OPERATE

**Section 2** All private higher education institutions (HEIs) intending to offer the Diploma in Alternative Learning System must first secure proper authority from the Commission in accordance with the existing rules and regulations. State Universities and Colleges (SUCs) and Local Colleges and Universities (LCUs) should likewise strictly adhere to the provisions in these policies and standards.

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<sup>1</sup> Currently, four state universities offer programs in Alternative Learning Systems. The University of the Philippines Open University offers a Bachelor of Education Studies major in Alternative Learning Systems. The Cebu Normal University offers both a Master's and Doctorate of Education major in Alternative Learning System. Zamboanga State College of Marine Sciences and Technology also has a Master of Education major in Alternative Learning System. Lastly, the University of Southeastern Philippines likewise offers a Master of Education major in Alternative Learning System



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**Section 3      Criteria on the Issuance of Authority to Operate**

Only HEIs that meet the following criteria can be authorized to offer the Diploma in ALS courses:

1. Must be offering undergraduate Teacher Education program/s;
2. The Teacher Education program/s must at least have Level I accreditation;
3. Must have at least five (3) faculty members with specialization in ALS or Certificate/Diploma in ALS
4. For on-line courses, the provider should comply with items 1-4.

**ARTICLE III  
GENERAL PROVISIONS**

Per Section 13 of RA 7722, the higher education institution shall exercise academic freedom in its curricular offerings but must comply with the minimum requirements for specific academic programs, the general education distribution requirement and the specific professional courses.

**ARTICLE IV  
PROGRAM SPECIFICATION**

**Section 4      Degree Name**

The degree program described herein shall be called **Post-Baccalaureate Diploma in Alternative Learning System (PB-DALS)**.

**Section 5      Program Description**

The PB-DALS Program is a 30-unit post-baccalaureate program with the primary goal of providing the appropriate tertiary education program that can respond to the need for competent and committed alternative learning system practitioners. Specifically, the program will offer courses on: Theories and Principles of ALS (5 units), Content, Pedagogy and Andragogy (16 units), and Application (9 units).

**Section 6      Professions/careers/occupations that the graduates of this Program may go into**

After completion of the program, the graduates can pursue a career as ALS Learning Facilitators for the basic literacy learners (illiterates), as instructional managers of functional literacy learners (elementary and high school drop outs), and as informal education/community developers.



**Section 7 Allied Fields**

The PB-DALS program is an allied discipline of Teacher Education, Social Work, Anthropology, Special and Inclusive Education, Technical-Vocational Teacher Education.

**ARTICLE V  
COMPETENCY STANDARDS**

**Section 8 General Competencies/ Program Outcomes**

An individual who completes a PB-DALS is able to:

- a. Serve as an advocate in the pursuit of "learning" rather than "schooling".
- b. Create and maintain a learning environment that:
  - promotes recognition of prior learning as well as respect for learners of different ages and backgrounds
  - provides gender-fair opportunities as well as interest-based learning experiences, and
  - ensures timely feedback and authentic evaluation of learning to reinforce appropriate learner's behavior.
- c. Demonstrate an understanding that the unique nature of ALS and its clients requires appropriate teaching methodology both pedagogy and andragogy using:
  - the lifeskills approach
  - program interventions offered in different modalities, and learning environments tools and technology to address the goal of functional Literacy.
  - Realize that learners' assessment is focused on practical application of the knowledge and skills acquired in the context of lifelong learning.
- d. Appreciate that learning can take place in a community learning center (CLC) that is collaboratively established by the members of the community to serve the different learning needs of the community.
- e. Identify and conduct oneself as a professional, as guided by the ethics and standards of teaching profession, and able to make informed decisions for one's growth and development.

**ARTICLE VI  
CURRICULUM**

**Section 9 Curriculum Description**

Higher Education Institutions offering the PB-DALS program may exercise flexibility in their curricular offering. However, the following courses are prescribed as minimum requirements.



## Section 10 Curriculum Outline

The following minimum academic units are required for graduation for the PB-DALS.

Courses	No. of Subjects	Equivalent Units per Subject	Total Units
<b>A. Theories and Principles of ALS</b>			<b>5 units</b>
Philosophy and Principles of ALS	1	5	
<b>B. Content, Pedagogy, and Andragogy</b>			<b>16 units</b>
Life Skills Approach to Learning and Core Curriculum	1	3	
Community Organizing and Mobilization	1	5	
Modalities and Assessment in ALS	1	3	
Informal Education	1	5	
<b>C. Application</b>			<b>9 units</b>
Basic Literacy for Adults	1	3	
Practicum with Action Research	1	6	
<b>TOTAL</b>	<b>8 Courses</b>		<b>30 units</b>

### ARTICLE VII COURSE DESCRIPTION

#### Section 11 Description of Courses (See Annex A)

### ARTICLE VIII GENERAL REQUIREMENTS

#### Section 12 Program Administration

The Dean/Department Head of the college offering the degree shall be employed full-time and must possess the following qualifications:

1. Filipino Citizen
2. Holder of Doctorate degree in Education or related field
3. Holder of valid certificate of registration and Board Licensure Examination for Professional Teachers (BLEPT)
4. With a total of at least three (3) years of very satisfactory teaching experience in basic education and/or tertiary level
5. Preferably with at least two (2) years of managerial/administrative experience



## **Section 13 Faculty**

### **General Requirements**

1. As general a rule, a master's degree in education or an allied discipline is required for teaching in the tertiary level.
2. The faculty should possess the educational qualifications, professional experience, teaching ability, computer literacy, scholarly research productivity and other attributes essential for the successful conduct of the alternative learning system diploma program.

## **Section 14 Library**

Library personnel, facilities and holdings should conform to existing CHED requirements for libraries which are embodied in a separate CHED issuance. The library must maintain a collection of updated and appropriate/suitable textbooks and references used for the core courses in the curriculum. Library resources should complement curriculum delivery to optimize the achievement of the program outcomes for the PB-DALS program.

## **Section 15 Admission, Retention and Maximum Residency Requirements for Students**

- a. A Baccalaureate Degree is a major requirement upon enrollment in the PB-DALS program.
- b. Every student has the right to enroll in any school, college or university upon meeting its specific requirements and reasonable regulations. The student is expected to complete the course without prejudice to the right to transfer except in disciplinary cases and/or academic delinquency.
- c. As a general rule, no applicant shall be enrolled in any approved course unless proper credentials as prescribed are submitted to the institution during the enrollment period.

## **ARTICLE IX TRANSITORY, REPEALING AND EFFECTIVITY PROVISION**

### **Section 16 Transitory Provision**

All private HEIs, State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) with existing authorization to operate the **PB-DALS** program are hereby given a period of three (3) years from the effectivity thereof to fully comply with all the requirements in this CMO. However, the prescribed minimum curricular requirements in this CMO shall be implemented starting Academic Year 2018-2019.



**Section 17 Sanctions**

For violation of this Order, the Commission may impose such administrative sanction as it may deem appropriate pursuant to the pertinent provisions of Republic Act No. 7722, in relation to Section 69 of BP 232 otherwise known as the Education Act of 1982, and Section 63 of Article XII and Sections 142-143 of Article XXVI of the CMO 40, series 2008, entitled "Manual of Regulations for Private Higher Education of 2008 (MORPHE)", and other related laws.

**Section 18 Separability and Repealing Clauses**

Any provisions of this Order, which may thereafter be held invalid, shall not affect the remaining provisions.

All CHED issuances or part thereof inconsistent with the provision in this CMO shall be deemed modified or repealed.

**Section 19 Effectivity**

This Order shall take effect fifteen (15) days after its publication in the Official Gazette or in a Newspaper of General Circulation.

Quezon City, Philippines, November 2, 2017.



**PATRICIA B. LICUANAN, Ph.D.**  
Chairperson

*Attachment:*  
*Annex A – Description of Courses*



## ANNEX A

### Description of Courses

<b>Course Title</b>	<b>PHILOSOPHY AND PRINCIPLES IN ALTERNATIVE LEARNING SYSTEM (ALS)</b>
<b>Course Description</b>	This course covers various philosophical foundations of the Alternative Learning System (ALS) model but essentially is derived from Education for All (EFA) framework. Likewise, it is inspired by Delor's pillars of learning. Historically, the Philippine practice of ALS is grounded on a century of evolving experiences from a community development education, to adult education, to non-formal and informal education, to Alternative learning (ALS). The context of this course is based on local and international perspectives to enable students to appreciate the rationale of ALS in Philippine Education. A considerable portion of the course is immersion and site visits to provide the students opportunities to observe and interact with ALS learners, implementers and stakeholders in various learning environments.
<b>No. of Units</b>	5 units
<b>Number of Hours</b>	
<b>Prerequisite</b>	

<b>Course Title</b>	<b>Lifeskills Approach To Learning and the Core Curriculum</b>
<b>Course Description</b>	The course is intended to introduce the education students to core lifeskills as essential tools for understanding one's strengths and weaknesses, discerning opportunities and threats, and improving relationship with others. The ten core lifeskills techniques and strategies will be taken up in the context of the five (5) learning strands of the ALS curriculum.
<b>Course Credits</b>	3 units
<b>Number of Hours</b>	
<b>Prerequisite</b>	

<b>Course Name</b>	<b>Community Organizing and Mobilization</b>
<b>Course Description</b>	This course is about community engagement, that is "bringing together the talents, resources, and skills of people in the community in order to increase their collective power and work for social change". To do this, several community organizing and mobilizing approaches will be introduced in this course to enable students to manage transformation of relations of power and sustain these changes in the community. This course will require field work in a target community to develop a community organization and mobilization plan.
<b>Course Credits</b>	5 units
<b>Number of Hours</b>	
<b>Prerequisite</b>	





<b>Course Title</b>	<b>Modalities and Assessment of Learning</b>
<b>Course Description</b>	The ALS utilizes different modalities and formats for learning under concomitant measures. These assessments are designed to evaluate learning in basic and functional literacy (elementary and secondary) levels. In this course, the students will be enabled to make appropriate decisions on the choice of modalities and formats based on learner interest, needs and experience or prior learning, as well as on the availability of resources in the community.
<b>Course Credits</b>	3 units
<b>Number of Hours</b>	

<b>Course Title</b>	<b>Informal Education &amp; Productivity</b>
<b>Course Description</b>	The course presents Informal Education (InfEd) in ALS as an "in-time learning" that is, "learning a skill at a time most needed" (right now). More importantly, the student of this course is encouraged to create opportunities thru exposure of learners to programs, projects, activities or events that promote self-actualization, community development, and/or entrepreneurship and productivity for certification (e.g. TESDA National Certificate I and II (NC I and II). Likewise, this course shall be conducted in collaboration with any local institutions/craftsman/guilds to enable the students to earn certification for equivalency (e.g. TESDA National Certificate I and II (NC I and II).
<b>Course Credits</b>	5 units
<b>Number of Hours</b>	

<b>Course Title</b>	<b>BASIC LITERACY FOR ADULTS</b>
<b>Course Description</b>	This course deals with andragogy as the fundamental methodology in the practice of adult teaching, learning, coaching, and mentoring.
<b>Course Credit</b>	3 units
<b>Number of Hours</b>	

<b>Course Title</b>	<b>Practicum with Action Research</b>
<b>Course Description</b>	Action research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems within ALS reality. The topics for action research can be drawn from practice field immersion experiences in the community learning centers.
<b>Course Credits</b>	6 units
<b>Number of Hours</b>	

