



SENATE

S. No. 1365

(IN SUBSTITUTION OF SENATE BILL NO. 740)

---

PREPARED BY THE COMMITTEES ON BASIC EDUCATION,  
ARTS AND CULTURE; YOUTH, WAYS AND MEANS; AND  
FINANCE WITH SENATORS GATCHALIAN, BINAY,  
VILLANUEVA, ZUBIRI, DRILON, HONTIVEROS AND DELA  
ROSA AS AUTHORS THEREOF

---

AN ACT INSTITUTIONALIZING THE ALTERNATIVE  
LEARNING SYSTEM IN BASIC EDUCATION FOR  
OUT-OF-SCHOOL YOUTH, ADULTS, AND  
CHILDREN IN SPECIAL EXTREME CASES AND  
APPROPRIATING FUNDS THEREFOR

*Be it enacted by the Senate and House of Representatives of  
the Philippines in Congress assembled:*

1           SECTION 1. *Short Title.* – This Act shall be known as  
2           the “Alternative Learning System Act”.

3           SEC. 2. *Declaration of Policy.* – It is the policy of the  
4           State to promote the right of all citizens to quality  
5           education at all levels and shall take appropriate steps to  
6           make such education accessible to all. The State shall

1 likewise give the highest priority to the enactment of  
2 measures that promote human development and the  
3 acceleration of social progress, thereby reducing social,  
4 economic, and political inequalities.

5 Towards this end, the State shall provide the out-of-  
6 school youth, adults, and children in special extreme cases  
7 with opportunities to improve their knowledge, values,  
8 other life skills, and readiness for higher education, work  
9 or self-employment through a system of non-formal,  
10 informal, and/or indigenous education which are tailored to  
11 respond to their learning needs and life circumstances. The  
12 State shall also ensure the close partnership and  
13 collaboration between the government and the private  
14 sector in achieving this goal.

15 SEC. 3. *Objectives.* – This Act aims to achieve the  
16 following objectives:

17 a) Provide adequate, timely and quality attention and  
18 support to the basic learning needs of out-of-school youth,  
19 adults, and children in special extreme cases;

1           b) Guarantee equitable opportunity for all learners,  
2 including those who reside in the unreached, underserved,  
3 conflict-affected communities, and communities in  
4 emergencies to avail of systematic and appropriate  
5 alternative basic education programs outside of the formal  
6 school system;

7           c) Promote lifelong learning anchored on the  
8 Alternative Learning System (ALS) K to 12 Basic  
9 Education Curriculum (BEC) that takes a holistic,  
10 integrated and inter-sectoral approach, and provide  
11 pathways across modes of learning that will ensure that  
12 learners will become caring, self-reliant, independent,  
13 productive, and patriotic citizens, by allowing such  
14 learners to pursue further education or seek employment  
15 after participating in the ALS program and passing the  
16 accreditation and equivalency assessment;

17           d) Hire, capacitate, and deploy ALS teachers to  
18 implement a range of ALS programs especially in far-flung,  
19 unserved, underserved, conflict-affected communities, and  
20 communities in emergencies;

1 e) Design specialized programs for persons with  
2 disabilities, taking into consideration their different levels  
3 of learning needs and other functional difficulties in the  
4 development of instructional materials and learning  
5 modules in accessible format;

6 f) Develop, integrate, and utilize informal education  
7 approaches and strategies in the delivery of the ALS  
8 program and the assessment of learning outcomes and  
9 competencies of ALS learners by providing flexibility in the  
10 duration of learning programs, learning contents, and  
11 delivery strategies, among others;

12 g) Improve access to education and other learning  
13 opportunities and raise the level of literacy to contribute to  
14 an individual's sustainable future; and

15 h) Strengthen non-formal basic education programs  
16 but ensure support to the policy of the Department of  
17 Education (DepEd) that school age children and youth  
18 should be enrolled in formal education, and that they  
19 should be able to return to the formal education system in  
20 the event that they drop out.

1           SEC. 4. *Definition of Terms.* – For purposes of this  
2 Act:

3           a) *Accreditation and Equivalency Assessment and*  
4 *Certification* or *A&E Assessment and Certification* is a  
5 process in ALS that comprises an exam and other  
6 assessments deemed appropriate and anchored on the  
7 competencies of the ALS K to 12 BEC.

8           b) *Accreditation and Equivalency Program* is a  
9 program aimed at providing an alternative pathway of  
10 learning for out-of-school youth, adults, and children in  
11 special extreme cases who are literate and have not  
12 completed basic education. Through this program, school  
13 dropouts are able to complete elementary and secondary  
14 education outside the formal school system.

15           c) *Adult* refers to a person at least eighteen (18)  
16 years of age and above.

17           d) *ALS K to 12 Basic Education Curriculum* or *ALS*  
18 *K to 12 BEC* refers to the architectural blueprint indicating  
19 the competency, content, key stages, and standards for the  
20 ALS program under this Act. The ALS K to 12 BEC is

1 benchmarked on the DepEd K to 12 formal school  
2 curriculum and focuses on the 21st Century Skills:  
3 Information, Media and Technology Skills, Learning and  
4 Innovation Skills, Communication Skills, and Life and  
5 Career Skills.

6 e) *Basic Education* is intended to meet the basic  
7 learning needs which provide the foundation on which  
8 subsequent learning can be based. It encompasses  
9 kindergarten, elementary and secondary education as well  
10 as alternative learning systems for out-of-school learners  
11 and those with special needs.

12 f) *Basic Literacy Program* refers to the program  
13 component of ALS that is aimed at eradicating illiteracy  
14 among out-of-school youth and adults by developing basic  
15 literacy skills of reading, writing, and numeracy.

16 g) *Children* refer to persons under eighteen (18)  
17 years of age.

18 h) *Children in Special Extreme Cases* refer to those  
19 under the age of eighteen (18) and who have been deprived  
20 of access to formal basic education due to economic,

1 geographic, political, cultural, and social barriers, such as  
2 persons with disabilities, indigenous peoples, children in  
3 conflict with the law, learners in emergencies, and other  
4 marginalized sectors of society.

5 i) *Indigenous Peoples* refer to a group of people or  
6 homogenous societies identified by self-ascription and  
7 ascription by others, who have continuously lived as  
8 organized community on communally bounded and defined  
9 territory, and who have, under claims of ownership since  
10 time immemorial, occupied, possessed and utilized such  
11 territories, sharing common bonds of language, customs,  
12 tradition and other distinctive cultural traits or who have,  
13 through resistance to political, social and cultural inroads  
14 of colonization became historically-differentiated from the  
15 majority of the Filipinos.

16 j) *Indigenous Peoples Education* refers to the  
17 program that supports education initiatives undertaken  
18 through formal, non-formal, and informal modalities with  
19 emphasis on any of, but not limited to, the key areas of  
20 indigenous knowledge systems and practices and

1 community history, indigenous languages, indigenous  
2 learning system (ILS) and community life cycle-based  
3 curriculum and assessment, educational goals, aspirations  
4 and competencies specific to the indigenous cultural  
5 community (ICC), engagement of elders and other  
6 community members in the teaching-learning process,  
7 assessment, and management of the initiative, recognition  
8 and continuing practice of the community's ILS, and the  
9 rights and responsibilities of ICCs.

10 k) *Informal Education* refers to diverse forms of  
11 learning that are intentional or deliberate but are not  
12 institutionalized. Informal education is less organized and  
13 structured than either formal or non-formal education. It is  
14 a lifelong process of learning by which every person  
15 acquires and accumulates knowledge, skills, attitudes and  
16 insights from daily experiences at home, at work, at play  
17 and from life itself.

18 l) *Lifelong Learning* refers to all learning activities  
19 undertaken throughout life for the development of  
20 competencies and qualifications. Adult learning and

1 education, technical-vocational education or training, and  
2 literacy are all significant components of the lifelong  
3 learning process. It is rooted in the integration of learning  
4 and living. It covers learning activities for people of all  
5 ages in all life-wide contexts, such as family, school,  
6 community, and workplace, and through a variety of  
7 modalities, whether formal, non-formal, and informal,  
8 which together meet a wide range of learning needs and  
9 demands.

10 m) *Microcertification*, also known as micro-  
11 credentialing, is a process where learners can gain credits  
12 when they satisfy a cluster of pre-determined tasks,  
13 activities, competencies or requirements, leading towards  
14 achieving the credit requirements for A&E certification.

15 n) *Non-Formal Education* or *NFE* refers to any  
16 organized and systematic educational activity carried  
17 outside the framework of the formal education system to  
18 provide selected types of learning to a segment of the  
19 population.

1           o) *Out-of-School Youth* or *OSY*, for purposes of this  
2 Act, shall refer to persons aged fifteen (15) to thirty (30)  
3 years old who did not finish basic education and are not  
4 enrolled in school.

5           p) *Persons with Disabilities* refer to those who have  
6 long-term physical, mental, intellectual or sensory  
7 impairments which in interaction with various barriers  
8 may hinder their full and effective participation in society  
9 on an equal basis with others.

10          q) *Private Sector* includes non-governmental  
11 organizations or associations, civil society organizations, or  
12 individuals.

13          r) *Recognition of ALS Providers* is the process by  
14 which the DepEd acknowledges and validates potential  
15 partners from the private sector in the delivery of ALS  
16 programs. The process lays out a set of standards of service  
17 delivery, as well as a system of rewards and incentives, to  
18 ensure quality delivery of ALS programs.

19          SEC. 5. *The Alternative Learning System*. – The  
20 Alternative Learning System is a parallel learning system

1 that provides a viable alternative to the existing formal  
2 education instruction. It encompasses both non-formal and  
3 informal sources of knowledge and skills.

4         The ALS is hereby institutionalized to strengthen and  
5 expand the ALS program under Republic Act No. 10533 or  
6 the “Enhanced Basic Education Act of 2013” and provide  
7 increased opportunities for out-of-school youth, adults, and  
8 children in special extreme cases to develop basic and  
9 functional literacy, life skills, and pursue an equivalent  
10 pathway to complete basic education. It covers those who  
11 have been deprived of access to formal basic education due  
12 to economic, geographic, political, cultural, and social  
13 barriers, including persons with disabilities, indigenous  
14 peoples, children in conflict with the law, learners in  
15 emergencies, persons deprived of liberty, migrant workers,  
16 and other marginalized sectors of society.

17         SEC. 6. *Bureau of Alternative Education (BAE)*. – The  
18 Bureau of Alternative Education (BAE) shall be created to  
19 serve as the focal office for the implementation of the ALS  
20 programs of the DepEd. It shall be headed by a Director IV

1 who shall be under the supervision of the Secretary of  
2 Education.

3        *SEC. 7. Powers and Functions of the BAE.* – The BAE  
4 shall have the following powers and functions:

5        a) Establish minimum quality standards in the  
6 development of the ALS curriculum and learning  
7 materials, program planning, implementation, monitoring,  
8 evaluation, and management, including recognition of  
9 service providers, competency standards for ALS  
10 personnel, and requirements for ALS learning  
11 environments, among others, to help promote assurance of  
12 the program;

13        b) Promote and ensure the certification and  
14 accreditation of learners through alternative learning  
15 programs, both non-formal and informal in nature, as  
16 anchored on the competencies of the ALS K to 12 BEC;

17        c) In partnership with other government agencies,  
18 local government units (LGUs), and the private sector,  
19 ensure access to educational opportunities for learners of  
20 different interests, learning needs, capabilities,

1 demographic characteristics, and socioeconomic status,  
2 who have been unable to complete formal basic education;

3 d) Coordinate with various agencies and industries  
4 for skills development to promote the learners'  
5 employability, efficiency, productivity, and competitiveness  
6 in the labor market, as well as assist the learners to  
7 become entrepreneurs;

8 e) Coordinate, encourage close partnerships, and  
9 establish linkages with LGUs and the private sector on  
10 matters pertaining to the sustainable implementation of  
11 ALS programs, post-program support activities and  
12 community mapping, and manage nationwide database for  
13 out-of-school youth, adults, and children in special extreme  
14 cases; and

15 f) Such other powers and functions as may be  
16 necessary for the effective and efficient implementation of  
17 ALS programs, projects, and activities.

18 SEC. 8. *ALS Programs.* – The DepEd shall strengthen  
19 the implementation of a range of priority non-formal

1 education (NFE) programs including but not limited to the  
2 following:

3 a) Basic Literacy Program for nonliterates, neo-  
4 literates, and post-literates;

5 b) A&E programs for elementary and secondary  
6 education dropouts;

7 c) Indigenous peoples education program for members  
8 of ICCs; and

9 d) Supplemental lifelong learning and academic  
10 bridging programs for ALS completers.

11 To effectively deliver the NFE programs, the DepEd  
12 may utilize appropriate, relevant and responsive learning  
13 modalities, such as:

14 a) modular instruction;

15 b) online, digital or mobile learning;

16 c) face-to-face learning sessions and tutorials;

17 d) radio or television-based instruction;

18 e) blended learning or a combination of various  
19 modalities;

1           f) workshops, simulations, and internship to  
2 inculcate life skills, work readiness and livelihood training,  
3 entrepreneurship, post-literacy, personal interest, and  
4 community development skills; and

5           g) provision of inclusive and safe learning  
6 environments.

7           SEC. 9. *Accreditation and Equivalency Assessment*  
8 *and Certification for ALS Learners.* – The DepEd shall  
9 regularly conduct ALS A&E Assessments and  
10 Certifications as a means to measure and certify  
11 competencies of ALS program completers and other  
12 learners who opt to secure elementary and secondary level  
13 certifications. It shall also conduct microcertification of  
14 sub-sets of competencies drawn from the ALS K to 12 BEC.  
15 Such assessments and certifications can be done both at  
16 the national and local levels.

17           Elementary level A&E passers are qualified to enroll  
18 in junior high school. Junior high school level A&E passers  
19 are qualified to enroll in technical and vocational education  
20 and training (TVET) programs accredited by the Technical

1 Education and Skills Development Authority (TESDA), or  
2 find gainful employment or self-employment. Senior high  
3 school level A&E passers are qualified to enroll for higher  
4 education or more advanced TVET programs that require a  
5 senior high school diploma.

6 Measures shall be undertaken in order for the  
7 general public, especially educational and training  
8 institutions, government agencies, and employers to  
9 recognize the nature and value of certifications provided to  
10 ALS learners.

11 SEC. 10. *Expansion of the ALS Teacher Program.* – To  
12 reach more out-of-school youth, adults, and children in  
13 special extreme cases, and to accommodate learners with  
14 disabilities, the ALS teacher program shall be  
15 strengthened. The ALS teachers shall deliver quality  
16 community-based ALS programs for out-of-school youth,  
17 adults, and children in special extreme cases who are  
18 willing to develop basic and functional literacy and life  
19 skills, and pursue an equivalent pathway to complete basic  
20 education.

1           To promote the professional growth of ALS teachers,  
2 the Department of Budget and Management, in  
3 consultation with the DepEd and the Civil Service  
4 Commission, shall create teaching positions and allocate  
5 the corresponding salary grades.

6           The DepEd shall also hire ALS literacy volunteers  
7 and instructional managers to be ALS teachers through a  
8 contracting scheme to augment the needed human  
9 resource requirements for the implementation of ALS  
10 programs.

11           **SEC. 11. *ALS Teacher Education and Training.*** – In  
12 coordination with the Commission on Higher Education  
13 (CHED) and other relevant partners in the government,  
14 the academe, and the private sector, the DepEd shall  
15 develop and conduct training programs and workshops for  
16 ALS teachers to ensure that they have the necessary  
17 knowledge and capacity to carry out the programs under  
18 the ALS curriculum, as well as enhance their skills on  
19 their roles as academic, administrative, and community  
20 leaders.

1           The CHED shall likewise develop a standardized and  
2 formalized ALS curriculum for a specialized degree in ALS  
3 teaching.

4           SEC. 12. *Establishment of the ALS Community*  
5 *Learning Centers.* – There shall be established at least one  
6 (1) ALS Community Learning Center (CLC) in every  
7 municipality and city throughout the country to serve as a  
8 learning environment to facilitate the full implementation  
9 of the ALS K to 12 BEC and other ALS programs. Priority  
10 should be given to areas where there is limited or no access  
11 to formal basic education or high concentration of out-of-  
12 school youth, adults, and children in special extreme cases.

13           Each ALS CLC shall be constructed in accordance  
14 with the specifications, criteria, and other details as  
15 provided and approved by the DepEd, in consultation with  
16 the municipal or city mayor or a duly authorized  
17 representative, to ensure the orderly implementation of  
18 ALS programs.

19           To augment the number of existing ALS CLCs and  
20 those established under this Act, the facilities of all DepEd

1 schools throughout the country shall likewise be used as  
2 learning centers during no class days and after regular  
3 class hours during class days. Guidelines shall be  
4 developed by the Bureau of Alternative Education in  
5 collaboration with the strands of operations and  
6 administration of DepEd on the use of facilities of public  
7 schools for the delivery of ALS programs.

8 Further, to ensure that every learner has equitable  
9 access to ALS programs, every CLC shall be open and  
10 operational seven (7) days a week and be provided with  
11 adequate learning resources and facilities, including a  
12 space for childcare for parents attending ALS classes.

13 *SEC. 13. Recognition of ALS Providers, Standards of*  
14 *ALS Service Delivery, and System of Rewards and*  
15 *Incentives.* – In recognition of the distinct competence and  
16 commitment of the private sector in the delivery of ALS  
17 services, the DepEd, in consultation with such sector, shall  
18 formulate and adopt a set of standards of service delivery,  
19 including teacher qualification, teacher deployment,  
20 teacher training, remuneration, and system of rewards and

1 incentives which are responsive to the needs and distinct  
2 situations of the particular areas where the providers  
3 serve. The DepEd shall include in the Implementing Rules  
4 and Regulations of this Act the minimum requirements  
5 and conditions for such set of standards to ensure quality  
6 delivery of ALS programs.

7       SEC. 14. *Partnership with Government Agencies.* – To  
8 effectively deliver quality ALS programs, the DepEd shall  
9 partner with the following government agencies in the  
10 implementation of this Act:

11       a) Commission on Higher Education (CHED) – The  
12 CHED shall assist the DepEd in promoting among higher  
13 education institutions (HEIs) the admission of ALS A&E  
14 passers. The CHED shall support the DepEd in the  
15 development of college readiness supplemental programs  
16 and provide access to scholarships.

17       b) Technical Education and Skills Development  
18 Authority (TESDA) – The TESDA shall assist the DepEd  
19 in equipping the ALS learners with technical-vocational  
20 skills and provide access to national certification, as

1 applicable, to improve their work readiness. The TESDA  
2 shall support the DepEd in implementing post-program  
3 support activities including providing access to  
4 scholarships.

5 c) Department of Labor and Employment (DOLE) –  
6 The DOLE shall promote gainful employment, on-the-job  
7 training, and apprenticeship opportunities for ALS  
8 learners.

9 d) Department of Trade and Industry (DTI) – The  
10 DTI, in partnership with the DepEd, shall promote  
11 opportunities for entrepreneurship, including access to  
12 micro-financing and seed capital to ALS learners.

13 e) Department of Agriculture (DA) – The DA, in  
14 partnership with the DepEd, shall develop a training  
15 program for ALS learners and promote opportunities for  
16 agricultural entrepreneurship, including easy access to  
17 credit.

18 f) Department of Social Welfare and Development  
19 (DSWD) – The DSWD shall support the DepEd ALS  
20 programs by sharing its community mapping data,

1 referring prospective learners, and providing access to  
2 other social services to ALS learners.

3 g) Department of the Interior and Local Government  
4 (DILG) – The DILG shall help enlist the support of the  
5 LGUs as DepEd partners in the implementation of the  
6 ALS program. The DepEd shall coordinate with the DILG  
7 on matters requiring LGU participation including but not  
8 limited to the generation and mapping of data related to  
9 education as a dimension of poverty under Republic Act  
10 No. 11315 or the “Community-Based Monitoring System  
11 Act.”

12 h) Department of Justice (DOJ) – The DOJ shall  
13 collaborate with the DepEd to facilitate, expand, and  
14 strengthen the implementation of ALS programs for  
15 persons deprived of liberty.

16 i) National Commission on Indigenous Peoples  
17 (NCIP) – The NCIP shall assist the DepEd to develop a  
18 culturally responsive curriculum that respects and takes  
19 into account the indigenous knowledge system and  
20 practices and indigenous learning systems. Such

1 curriculum shall be integrated with the prescribed ALS  
2 curriculum.

3 j) Department of Information and Communications  
4 Technology (DICT) – The DICT shall help the DepEd in the  
5 ALS implementation by providing digital resources to the  
6 various ALS CLCs and guidance for the digital literacy  
7 component of the ALS K to 12 BEC and the ALS non-  
8 formal education programs.

9 k) Department of Health (DOH) – The DOH shall  
10 assist ALS teachers in the delivery of health education and  
11 other services that promote the health and wellbeing of  
12 ALS learners, especially female childbearing youth and  
13 adult learners. It shall partner with the DepEd in  
14 providing ALS programs for the qualified patients of its  
15 various Drug Treatment and Rehabilitation Centers.

16 l) Such other relevant government agencies whose  
17 mandated functions and mechanisms are necessary to  
18 effectively and sustainably implement ALS programs.

19 SEC. 15. *Partnership with LGUs.* – LGUs shall  
20 partner and coordinate with the DepEd in the delivery of

1 ALS programs to their constituents. In partnership with  
2 other government agencies and stakeholders, LGUs shall  
3 identify and mobilize prospective ALS learners, provide  
4 access to conducive learning environments, contribute  
5 available resources to ALS programs, promote post-  
6 program activities, and introduce local innovations, as  
7 necessary.

8 SEC. 16. *Local School Board.* – The Local School  
9 Board, established pursuant to Section 98 of Republic Act  
10 No. 7160 or the “Local Government Code of 1991,” shall  
11 perform the following additional functions in the delivery  
12 of ALS programs:

13 a) Coordinate ALS implementation with the DepEd at  
14 the city or municipal level, including the identification of  
15 priority ALS programs, establishment, operation and  
16 maintenance of ALS CLCs, provision of technical  
17 assistance to ALS teachers, program monitoring and  
18 evaluation including parallel assessments, and  
19 coordination with partners in the government and the  
20 private sector for post-program support activities;

1           b) Allow the use of a portion of the Special Education  
2 Fund under Sections 235 and 272 of Republic Act No. 7160  
3 for the operation and maintenance of ALS programs within  
4 the city or municipality and the supplementary local cost of  
5 meeting such needs, including but not limited to the hiring  
6 of additional ALS teachers within the LGU's area of  
7 jurisdiction; and

8           c) Such other functions to ensure the effective and  
9 sustainable implementation of ALS programs.

10           Notwithstanding the provisions of Section 98 of  
11 Republic Act No. 7160, the composition of the Local School  
12 Boards shall also include as members the division ALS  
13 program supervisors in provinces and cities, and the  
14 district ALS coordinators in municipalities.

15           SEC. 17. *Mandatory Annual Review and Impact*  
16 *Assessment of the ALS Program.* – The DepEd, in  
17 partnership with the private sector, shall conduct a  
18 mandatory annual review of the ALS program, and submit  
19 such annual report to Congress to measure its  
20 effectiveness and ensure its proper implementation.

1           An evaluation system shall be established to assess  
2 the impact of the ALS program and the progress of the  
3 learners who have completed the program.

4           SEC. 18. *Prohibition from Collection of Fees.* – All  
5 DepEd ALS programs are free of charge and collection of  
6 all kinds of fees, costs or charges is prohibited.

7           SEC. 19. *Tax Incentives.* – Any donation, contribution,  
8 bequest or grant, in cash or services, whether local or  
9 foreign, which may be made by individuals and  
10 organizations, including private entities which shall  
11 provide the appropriate services, materials, and delivery  
12 support services for the promotion of the ALS program,  
13 shall be exempt from the donor's tax and the cost of which  
14 shall be considered as an allowable deduction from the  
15 gross income in the computation of the income tax of the  
16 donor in accordance with the provisions of the National  
17 Internal Revenue Code of 1997, as amended.

18           SEC. 20. *Transportation and Teaching Aid Allowance*  
19 *of ALS Teachers and Facilitators.* – Notwithstanding the  
20 receipt of a special hardship allowance, ALS teachers and

1 facilitators shall be entitled to their corresponding  
2 transportation and teaching aid allowances subject to  
3 guidelines that may be issued by the DepEd.

4       SEC. 21. *Appropriations.* – The amount necessary for  
5 the implementation of this Act shall be charged against  
6 those authorized in the current appropriations of the  
7 DepEd. Thereafter, the amount necessary for the  
8 continued implementation of this Act, including the  
9 construction and establishment of the ALS CLCs, shall be  
10 included in the annual General Appropriations Act.

11       SEC. 22. *Implementing Rules and Regulations.* –  
12 Within ninety (90) days from the approval of this Act, the  
13 Secretary of Education, in consultation with concerned  
14 government agencies and other education stakeholders,  
15 shall formulate the rules and regulations implementing  
16 the provisions of this Act. The Implementing Rules and  
17 Regulations (IRR) issued pursuant to this section shall  
18 take effect thirty (30) days after its publication in a  
19 newspaper of general circulation.

1           SEC. 23. *Transitory Provision.* – All existing ALS  
2 programs, including ALS centers or facilities, established  
3 pursuant to the provisions of Republic Act No. 10533 shall  
4 continue to operate pursuant to, and be regulated by, the  
5 provisions of this Act and its IRR.

6           SEC. 24. *Separability Clause.* – If any part, section or  
7 provision of this Act is declared invalid or unconstitutional,  
8 the other parts thereof not affected thereby shall remain in  
9 full force and effect.

10          SEC. 25. *Repealing Clause.* – All laws, acts,  
11 presidential decrees, executive orders, administrative  
12 orders, rules and regulations, or parts thereof, inconsistent  
13 with or contrary to the provisions of this Act are hereby  
14 amended, modified or repealed accordingly.

15          SEC. 26. *Effectivity.* – This Act shall take effect fifteen  
16 (15) days after its publication in the *Official Gazette* or in a  
17 newspaper of general circulation.

Approved,