



Republic of the Philippines
Department of Education
Region X – Northern Mindanao
DIVISION OF MALAYBALAY CITY



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DIVISION MEMORANDUM

No. 371 s. 2014

093
MALAYBALAY CITY DIVISION

December 05, 2014


RELEASED

re: 125114 Time: 10:50AM
Andaluz

**DISSEMINATION OF DepED ORDER NO. 46, S. 2014 ENTITLED
GUIDELINES ON THE IMPLEMENTATION OF THE ALTERNATIVE LEARNING SYSTEM
FOR PERSONS WITH DISABILITY (ALS FOR PWD) PROGRAM**

**TO: Education Program Supervisors/Division Coordinators
Public Schools District Supervisors
Elementary and Secondary School Heads
Alternative Learning System (ALS) Program Implementers
Special Education (SPED) Teachers
All Others Concerned
This Division**

1. For information and guidance of all concerned, this Office hereby disseminates **DepED Order No. 46, s. 2014** entitled "**Guidelines on the Implementation of the Alternative Learning System for Persons With Disability (ALS for PWD) Program**" and its enclosure "**Implementing Guidelines on the ALS for PWD Program**" the content of which is self-explanatory.
2. Attention is invited to paragraph 8.4 (*Public Schools*) of section 8.0 for your specific roles and responsibilities as program implementers as regards to the ALS PWD Program implementation.
3. Immediate dissemination of this memorandum is desired.


EDILBERTO L. OPLENARIA
Schools Division Superintendent



Republic of the Philippines
Department of Education

24 NOV 2014

DepEd ORDER
No. **46**, s. 2014

GUIDELINES ON THE IMPLEMENTATION OF THE ALTERNATIVE LEARNING SYSTEM FOR PERSONS WITH DISABILITY (ALS FOR PWD) PROGRAM

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Directors of Services, Centers and Heads of Units
Regional Directors
Schools Division Superintendents
Heads, Public Elementary and Secondary Schools
All Others Concerned

1. To further attain the goals of the Department of Education (DepEd) in relation to Education for All (EFA) and Millennium Development Goals (MDGs), and in the effort to reach all types of learners, this Department through the Bureau of Alternative Learning System (BALS) revitalizes the ALS for Persons with Disability (ALS for PWD) Program which is also formerly known as *ALS for Differently-Abled Persons (ALS-DAP)*.
2. The ALS for PWD Program is designed to reach both the hearing and visually impaired learners and provide them with appropriate learning interventions through the ALS Basic Literacy Program (BLP) and the Accreditation and Equivalency (A&E) Program.
3. The enclosed **Guidelines on the Implementation of the Alternative Learning System for Persons with Disability (ALS for PWD) Program** under the Fiscal Year (FY) 2014 Budget for BALS shall be provided to selected regions and divisions to effectively implement the ALS for PWD Program, subject to the guidelines on the availment, release, and utilization and liquidation thereof.
4. For inquiries and other concerns, all concerned may contact the **Office of the Bureau of Alternative Learning System (BALS)-Literacy Division**, 3rd Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City at telephone no.: (02) 635-4694.
5. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

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

ALTERNATIVE LEARNING SYSTEM
POLICY
PROGRAMS

SCHOOLS
SPECIAL EDUCATION

(Enclosure to DepEd Order No. 46, s. 2014)

IMPLEMENTING GUIDELINES ON THE ALS FOR PWD PROGRAM

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IMPLEMENTING GUIDELINES ON THE ALS FOR PWD PROGRAM

1.0 Background, Purpose, and Coverage

- 1.1 As stated in Republic Act No. 7277 "An Act providing for the Rehabilitation, Self-Development and Self-Reliance of disabled persons and their Integration into the Mainstream of Society and for Other Purposes" and in Batas Pambansa Blg. 232 "the State shall promote the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental conditions, racial or ethnic origin, political or other affiliation", the State shall promote and maintain equality of access to education as well as attainment of the benefits of education by all its citizens. With the legal bases, the Department of Education (DepED) exercises its effort to provide basic education to special children and persons with disabilities.
- 1.2 In 2007, the Bureau of Alternative Learning System (BALS) launched a special project called ALS for Differently-Abled Persons (ALS DAP). This project aimed to deliver ALS programs to out-of-school youth and adults who are differently-abled by implementing specialized approaches such as sign language and Braille. In collaboration with various institutions and agencies, the Bureau conducted a training workshop on Filipino Sign Language, which was attended by sixty (60) participants from pilot regions and divisions, namely, Pasay City, Caloocan City and Valenzuela City in the National Capital Region and Rodriguez Rizal in Region IV-A. In 2012 and 2013, 68 learning materials for Basic Literacy Program (BLP) were printed in Braille, in coordination with the Bureau of Elementary Education (BEE), Philippine Printing House for the Blind and the Philippine National School for the Blind.
- 1.3 A Training Workshop for Teachers of Special Education (SPED) Schools on Braille and Sign Language for Use in ALS Programs was held at the Helena Z. Benitez (GSP) National Program and Training Center, Tagaytay City on January 27-30, 2014. This activity provided SPED teachers who specialized in the use of Braille and Filipino Sign Language (FSL) with the needed orientation and training on the basics of ALS, such as on existing programs and projects, curriculum, learning delivery, and other processes and requirements specific to ALS, rendering them more equipped in reaching more learners with visual and hearing disabilities and providing them with appropriate learning interventions through ALS. During the training, ALS modules that were converted to Braille and other teaching-learning materials were distributed to the participants.
- 1.4 To further strengthen the Department's effort to reach hearing and visually impaired learners and provide them with appropriate learning interventions through the Alternative Learning System (ALS), a Program Support Fund for the ALS for PWD shall be downloaded to the recipient Division Offices (DO). The list of project sites that will implement the ALS for PWD Program is enclosed as Annex 1.

2.0 Definition of Terms

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

- 2.1 Accreditation and Equivalency (A&E) Program – is a nonformal education certification program for out-of-school children, out-of-school youth and adults that recognizes prior learning. The program offers elementary and secondary education comparable with formal basic education.
- 2.2 ALS Special Education Teacher for PWD - is a professional teacher who specializes in SPED, is currently handling classes with either visually or hearing impaired students/pupils in public elementary or secondary schools and is assigned to serve as an ALS Special Education Teacher for the ALS for PWD Program
- 2.3 Basic Literacy Program (BLP) – is a community-based program for non-literate out-of-school children, youth and adults to acquire basic reading, writing and numeracy skills or the ability to read with comprehension, write simple messages and solve simple numeracy problems.
- 2.4 Community Learning Center (CLC) – is also called “Punlaan ng Karunungan” which is similar to a school but different in many aspects. CLC serves as a learning hub in the community, a center for skills development and a community facility for local events.
- 2.5 Persons with Disabilities (PWD) – refers to either hearing or visually impaired persons who have not completed basic education.

3.0 Selection and Prioritization

- 3.1 For the 2014 initial implementation, identification of project sites, as well as SPED teachers who will implement the ALS for PWD program had been conducted. SPED teachers were identified based on the list submitted by the Regional Offices (RO) during the Training Workshop by DepEd BALS for Teachers of Special Education (SPED) Schools on Braille and Sign Language on January 28-30, 2014 at Camp Helena Z. Benitez, GSP, Tagaytay City. (Annex 1)

4.0 Guidelines for the Selection, Hiring and Deployment of ALS Special Education Teacher for PWD

The following criteria shall be followed in the selection and deployment of ALS Special Education Teacher for PWD:

- 4.1 Qualifications of an ALS Special Education Teacher for PWD

- 4.1.1 A professional teacher who specializes in SPED and is currently handling classes with either visually or hearing impaired students/pupils in public elementary or secondary schools
- 4.1.2 Proficient either in Sign Language or in reading Braille materials
- 4.1.3 In good physical condition
- 4.1.4 Has good public relations
- 4.1.5 Patient and passionate in teaching adult learners
- 4.1.6 Willing to work after official school hours or during weekends

4.2 Hiring Process

- 4.2.1 Recipient DOs shall select and assign ALS Special Education Teachers for PWD. For the initial implementation in 2014, Thirty-one (31) SPED teachers had already been identified by the Central Office based on the participants of the training conducted at the national level.
- 4.2.2 The DO shall facilitate the processing of the contracts of service of the ALS Special Education Teachers for PWD. (Sample Contract of Service is attached as Annex 2)
- 4.2.3 The duration of the Contract shall be for ten (10) months only.

4.3 Deployment and Program Implementation

After area assignment, the ALS Special Education Teacher for PWD shall:

- 4.3.1 Conduct a community mapping activity to determine target learners (out-of-school children, youth and adults who are either visually or hearing impaired and who have not completed basic education). Data from the local government units (LGUs), NGOs, and other agencies may be utilized to identify and contact target learners.
- 4.3.2 Utilize ALS MIS Form 001 Profile of Prospective Learners in the household (Annex 3) to record data on community mapping.
- 4.3.3 Coordinate with the nearest public school or LGU for a classroom or a structure to be used as an ALS Community Learning Center (CLC) for PWD.
- 4.3.4 Organize a learning group with a minimum number of five (5) per ALS SPED Teacher for a period of ten (10) months.
- 4.3.5 Utilize existing forms for enrollment, data gathering and reporting, such as ALS Enrolment Form (Annex 4), ALS MIS Form 002A Learner's Profile (Annex 5), and ALS for PWD Program Monitoring Sheet (Annex 6).
- 4.3.6 Implement either the Basic Literacy Program (BLP) or the ALS Accreditation and Equivalency (A&E) Program for at least ten (10) months.
- 4.3.7 Assess learner's literacy level and progress using ALS assessment tools and processes (e.g. Functional Literacy Test (FLT), Individual Learning Agreement (ILA), and Learner's Portfolio). ALS Supervisors, Mobile Teachers, and District ALS Coordinators may provide more information and assistance on the assessment of learners in the program.
- 4.3.8 Accomplish ALS MIS Forms 001 and 002A and then submit to the ALS Supervisor or Coordinator at the Division Office

- 4.3.9 Conduct ALS learning interventions using existing strategies, modalities and materials and the existing curriculum for ALS
- 4.3.10 Utilize existing ALS modules (in print or Braille) in providing learning interventions
- 4.3.11 Provide/Produce appropriate teaching and learning materials for the learners
- 4.3.12 Facilitate learners' registration and testing for the ALS Accreditation and Equivalency (A&E) Program, if applicable

5.0 Fund Allocation

5.1 Funds intended for Monitoring and Evaluation (M&E) of recipient ROs and DOs shall be provided as follows:

Office	Amount
Regional Office	P1,000.00
Division Office	P1,000.00

These funds are intended for the recipient RO and DO for the conduct of M&E activities and for the provision of technical assistance to the ALS for PWD Learning Facilitators.

5.2 Funds intended for the honorarium and teaching allowances of ALS Special Education Teachers for PWD shall be provided as follows:

Particulars	Computation	Amount
Honorarium	P3,000.00 x 10 months	P30,000.00
Teaching Aid Allowance	P5,000.00 for 10 months	P5,000.00
TOTAL Amount per Learning Facilitator		P35,000.00

5.2.1 Honorarium. This amount is provided monthly to ALS Special Education Teachers for PWD who teach a group of at least five (5) learners who are either hearing or visually impaired.

5.2.2 Teaching Aid Allowance. This amount is for the printing and reproduction of additional or supplementary teaching and learning resources for use in teaching learners of ALS for PWD program.

The Breakdown of Allocation is attached as Annex 8.

6.0 Eligible Activities and Expenses

6.1 Eligible expenses shall be those related to:

- 6.1.1 Monitoring and Evaluation of RO and DO
- 6.1.2 Hiring of SPED Teachers to serve as ALS Special Education Teacher for PWD
- 6.1.3 Purchase, printing, and reproduction of teaching and learning materials

6.2 Ineligible expenses items shall include:

6.2.1 Operational expenses such as payment of utilities (i.e., water, electricity, janitorial and security services.)

6.2.2 Hiring and payment of additional staff

6.2.3 Capital outlay items such as equipment

7.0 Procedures for Fund Availment and Release

7.1 The fund release and availment of the RO and DO is dependent on the following:

7.1.1 Payment of honorarium and allowances for ALS for PWD Program shall be subject to the submission of the required data/report and approval of the Schools Division Superintendent (SDS) and the Regional Director (RD), as well as for compliance with the Implementing Guidelines of the Program

7.1.2 For M&E, the ROs and DOs shall prepare and submit the Work and Financial Plan (WFP) to the RDs and SDSs, respectively. The RD and SDS shall review and evaluate the WFP within two (2) to three (3) weeks after submission to ensure effective implementation and adherence to the guidelines of the Program

7.2 Honorarium and allowances of ALS Special Education Teacher for PWD

7.2.1 The Education Program Supervisor (EPS) I in-charge of ALS shall submit to the SDS the number of ALS Special Education Teachers who are entitled to receive honorarium and allowances, as stipulated in their approved contracts. Each ALS Special Education Teacher is required to teach at least five (5) hearing or visually impaired learners within the ten-month period in order to qualify

7.2.2 Upon approval, the SDS shall request the Finance and Accounting Division for the payment. The DO shall copy furnish the RO.

7.2.3 The Chief in-charge of ALS in the Region shall consolidate the list of learning facilitators submitted and validated by the DOs, and then submit them to the Central Office

7.3 Allotment Release

7.3.1 Upon release of the allotment by the Department of Budget and Management (DBM) to the DepED Central Office, the Budget Division-Finance and Management Service shall issue Sub-Allotment Release Order (Sub-ARO) to the recipient Regional/Division Offices. After the receipt of the Sub-ARO, ROs/DOs shall request from their respective DBM Regional Offices the corresponding cash requirements or Notice of Cash Allocation (NCA).

7.4 Liquidation and Utilization of Funds

7.4.1 Utilization and liquidation of funds shall be subject to the usual accounting and auditing rules and regulations.

8.0 Roles and Responsibilities of Program Implementors

8.1 Central Office

- Provide the overall direction of the program, including policy formulation, program management, monitoring and evaluation, provision of technical assistance, and allocation of resources
- Ensure that pertinent and accurate data are gathered and consolidated in a timely manner

8.2 Regional Office

- Ensure that national policies and directions on the program are adopted and implemented at the local level
- Oversee the implementation of the program, including monitoring and evaluation and provision of technical assistance to the DOs
- Ensure that pertinent and accurate data are gathered, consolidated, and reported in a timely manner

8.3 Division Office

- Oversee the implementation of the program at the division level, including monitoring and evaluation and provision of technical assistance to schools and learning facilitators
- Ensure that SPED teachers assigned to handle ALS for PWD sessions have approved contracts of service and are given the required remuneration in a timely manner
- Utilize and maximize the use of existing teaching and learning resources for the benefit of ALS for PWD learners
- Ensure that pertinent and accurate data are gathered, consolidated, and reported in a timely manner

8.4 Public Schools

8.4.1 School Principal/Head

- Oversee the implementation of the program at the school level, including monitoring and evaluation and provision of technical assistance to the learning facilitators
- Ensure that appropriate learning interventions and resources are provided to the learners of ALS for PWD Program
- Ensure that pertinent and accurate data are gathered, consolidated, and reported in a timely manner

8.4.2 ALS Special Education Teacher for PWD

- Conduct community mapping activities in the assigned district or municipality to identify target learners or coordinate with the LGUs,

NGOs and other agencies that may provide information on PWDs who have not completed basic education

- Coordinate with the school principal, LGUs, and other stakeholders in the establishment and maintenance of the CLC (school-based or community-based) where ALS learning sessions for PWD may be conducted
- Provide appropriate learning interventions and resources to the ALS for PWD Program learners
- Accomplish the required data gathering/monitoring forms and submit them to the concerned office
- Ensure that pertinent and accurate data are gathered, consolidated, and reported in a timely manner

8.4.3 ALS Community Learning Centers

- Comprise ALS Mobile Teachers and District ALS Coordinators
- Provide support and technical assistance to ALS Special Education Teachers for PWD especially in the implementation of ALS program, processes and utilization of assessment tools and evaluation of MIS forms

9.0 Progress Monitoring

The Education Program Supervisor (EPS) I in-charge of ALS at the DO shall conduct division-wide progress monitoring of the implementation of planned activities for the program and submit the Physical and Financial Accomplishments (Annex 7) and the progress reports using the ALS for PWD Program Monitoring Sheet (Annex 6) to the RO not later than the third day of the month of the succeeding quarter.

The RO shall, in turn, consolidate all the division reports and submit to the Central Office not later than the fifth day of the month of the succeeding quarter.

10.0 Program Evaluation

Program evaluation shall be undertaken by a Composite Team to determine alignment of the program with the program implementation, in coordination with the Office of the Planning Service (OPS). The evaluation shall be conducted on the last quarter of every year.

11.0 Effectivity

These guidelines shall be enforced starting FY 2014, unless sooner repealed, amended, or rescinded.

ANNEX 1 – List of Project Sites

REGION	DIVISION	SCHOOL
NCR	Pasay	Philippine National Schools for the Blind
		Philippine School for the Deaf
	Quezon City	Quirino High School SPED Center
	Muntinlupa	Itaas Elementary School Main
		Soldiers Hill Elementary School
Manila	Motizon Elementary School	
	Sta. Ana Elementary School	
Caloocan City	Bagong Silang Elementary School SPED Center	
CAR	Baguio City	Baguio SPED Center
II	Tuguegarao City	Kapianan SPED Center
III	Pampanga City	Francisco F. Nepomuceno ES SPED Center
		Sapang Palay National High School SPED Center
IV-A	Antipolo City	Antipolo SPED Center
	Lucena City	Gulang Gulang National High School SPED Center
IV-B	Oriental Mindoro	Gloria Central SPED Center
V	Legazpi City	Legazpi SPED Center
	Naga City	Naga City SPED Center
VI	Bacolod City	Bacolod City SPED Center
	Roxas City	Manuel Roxas Memorial SPED Center
VII	Cebu City	Zapatera Elementary School SPED Center
VIII	Baybay City	Baybay I SPED Center
	Ormoc City	Ormoc City SPED Center
X	Iligan City	Iligan City SPED Center
XI	Davao City	F. Bangoy Central Elementary School SPED Center
	Davao del Norte	Sto. Tomas Central Elementary School SPED Center
XII	Sarangani	Alabel SPED Center
CARAGA	Butuan City	Butuan City SPED Center
	Surigao City	MEMCES SPED Center



REPUBLIC OF THE PHILIPPINES
Department of Education

ANNEX 2

Dear _____:

You are hereby designated as **ALS Special Education Teacher for Persons with Disability (ASET-PWD)** who will facilitate out-of-school children, out-of-school youth and adults whose disabilities are either that of hearing or vision.

As an **ALS Special Education Teacher for PWD**, you will perform the following functions:

1. Organize an ALS-PWD class with a minimum of five (5) learners within the catchment area of your current teaching assignment
2. Serve the ALS-PWD learners not less than eight (8) contact hours per week in a 10-month period
3. Report your enrolment using the MIS 001 and 002 A to your division ALS Supervisor or ALS focal Person to confirm the number of learners you will be handling
4. Ensure that all forms attached in the guidelines shall be utilized during the conduct of your learning sessions
5. Provide an Individual Learning Agreement (ILA), including progress monitoring report for each learner for tracking, monitoring & evaluation purposes, which will be attached in his/her individual portfolio
6. Maintain accurate and complete learner's record as well as establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for ALS-PWD learners
7. Use the Basic Literacy Learning Materials (BLLM) and the Accreditation and Equivalency (A&E) modules converted into Braille in the learning session for the visually-impaired learners, and the red modules for the hearing-impaired learners
8. Perform related work as required

DepEd shall provide you an honorarium amounting to _____
(Php) _____ inclusive of tax for the specialized teaching services you have rendered.

Very truly yours,

Schools Division Superintendent

CONFORME:

Signature and Printed Name of ASET-PWD

ALS Special Education Teacher for PWD Declaration

- I have been granted permission/authority by my School Principal to serve as Alternative Learning System Special Education Teacher for Persons with Disability provided that this special assignment does not hinder me from performing my regular functions as a regular SPED Teacher.

- That I will be granted a certificate of recognition for the service rendered as ALS Special Education Teacher for PWD after all requirements and reports of accomplishments have been submitted to the ALS Supervisor In-charge.

- I assume full responsibility of the task given to me. I recognize that failure to fulfill my tasks may be a ground for the termination of this contract and shall cause me to refund any remuneration that I received.

By signing below, I signify my understanding and conformity with the above provisions and declaration.

(SIGNATURE OVER PRINTED NAME)

NOTED BY:

(PRINTED NAME AND SIGNATURE)

ALS DIVISION SUPERVISOR

REPUBLIC OF THE PHILIPPINES

Specify place where notarized

ACKNOWLEDGMENT

BEFORE ME, a Notary Public in and for _____ (place where notarized) _____

Philippines, this _____ day of _____, 2014 personally appeared.

RESIDENCE CERTIFICATE

NAME	NUMBER	ISSUED ON	ISSUED AT
Schools Division Superintendent			
ALS Special Education Teacher			

known to me and to me known to be the same persons who executed the foregoing instrument and acknowledged to me that the same is the free and voluntary act and deed.

The foregoing instrument consisting of three (3) pages, including this page on which this acknowledgment is written, has been signed on the margin of each page by the Parties and their Witnesses, and sealed with my notarial seal.

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

Doc. No. _____

Page No. _____

Book No. _____

Series of _____

NOTARY PUBLIC

Until December 31, 2014



DEPARTMENT OF EDUCATION
BUREAU OF ALTERNATIVE LEARNING SYSTEM
MIS-001-PROFILE OF PROSPECTIVE LEARNER IN THE HOUSEHOLDS

ANNEX 3

Accomplished by _____
 Position _____
 Date Accomplished _____

Date Submitted _____
 Received by _____
 Signature _____

Year Reported _____
 Region _____
 Province _____
 City/Municipality _____
 Division _____

District _____
 Name of Target Barangay _____
 Site/Zone/Barang _____
 House Address _____

Barangay Population (Source: Barangay Data)	No. of Males					No. of Females									
	5 & below	6 - 11	12 - 16	16 - 24	25 - 29	30-39	40-49	50 & above	5 & below	6 - 11	12 - 16	16 - 24	25 - 29	30-39	40-49

Name of Prospective Learner (Last Name, First Name, Middle Name)	Birthdate (Month-Day-Year)	Sex (M or F)	Civil Status (Single)	PWD (If applicable)	Mother Tongue	Reading (Speed)	Education's Attainment	Reason for Not Attending School	Interested in ALB Programs (Yes or No)	Enrolled by (Name of Facilitator)	Position	Date of Mapping		
													1	2

Note:
 Educational Attainment:
 Completed Basic Education Grade 1, Completed Basic Education Grade 2, Completed Basic Education Grade 3, Completed Basic Education 4, Completed Basic Education Grade 5, Completed Basic Education Grade 6, Completed Basic Education 7th Year High School, Completed Basic Education 8th Year High School, Completed Basic Education 9th Year High School, No school/ School not verified, No school within the barangay, No regular transportation, High cost of education, Illness/Disability, Homelessness/Homeowner, Employment seeking for work, Lack of parents or /teacher, Cannot cope with school work, please specify other reasons not included in the list

ALS Enrolment Form

Learner Reference Number

1) Personal information

- Learner's name
 Last name First name Middle Name Nickname
- Address:
 Street Barangay Municipality Province
- Birth date (mm/dd/yyyy): • Age last birthday • Birth place
- Gender: male female • Civil status: single married widower/separated
- Occupation • Religion
- Cultural community (if any) • Main language/dialect
- Name of father • Name of mother
- Occupation • Occupation
- Family's average monthly income
- Do you have any physical disabilities? YES NO
- If YES, what?
- Why did you drop out of school? (Out-of-school youth to complete only)
 No school in Barangay School too far from home Needed to help family
 Unable to pay for uniforms and other expenses Other

2) Education information

- Last grade/year completed at school
 Elementary: Grade I II III IV V VI
 Secondary: Year 1st 2nd 3rd 4th
- Have you attended NFE learning sessions before? YES NO
- If YES, name of the Service Provider
- If YES, what level of literacy did you achieve? Basic Elementary Secondary
- If YES, did you finish? YES NO
- If NO and you did not finish why did you leave?

3) Learning Center information

- How far is it from your home to your Learning Center? km minutes and hours
- How do you get from your home to your Learning Center?
- What level of learning do you want? Elementary Secondary
- When can you attend your Learning session?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What time can you be at your Learning Centre?							

.....
 Learning Facilitator: signature and date

.....
 Learner: signature and date

ANNEX 7

ALS for FWD PROGRAM

**Physical and Financial Accomplishment Report Form
FY 2014**

Region: _____
 Division: _____
 Quarter: _____

I. Accomplishments

Activity Code	Objectives / Major Activities	Unit of Measure / Indicator	Physical Accomplishments		Financial Accomplishments	
			Target	Actual %	Budget	Actual %
1.0	Objective 1					
1.1	Activity 1					
1.2	Activity 2					
1.3	Activity 3					
2.0	Objective 2					
2.1	Activity 1					
2.2	Activity 2					
2.3	Activity 3					

II. Issues, Challenges, and other Concerns

Prepared by: _____

Certified correct by: _____

Region / Division EPS I in-charge of ALS _____

Regional Director / Schools Division Superintendent _____

Date _____