



OCT 23 2007

DepED MEMORANDUM
No. 443 s. 2007

UNIFIED GUIDELINES FOR THE ALTERNATIVE LEARNING SYSTEM (ALS)
CONTRACTING SCHEME

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Elementary and Secondary Schools

1. In order to standardize the program operations and ensure increased access, efficiency and effectiveness of the program delivery, the Bureau of Alternative Learning System (BALS) has developed the **Unified Guidelines for the Alternative Learning System (ALS) Contracting Scheme**. This set of guidelines covers the Basic Literacy (BL), Accreditation and Equivalency (A&E), and Balik-Paaralan Para sa Out-of-School Adults (BPOSA) programs of the ALS.
2. To support this unified contracting scheme, there is also a unified fund known as Field Operations Funds for ALS as provided for in the General Appropriations Act, R.A. No. 9162, Special Provision No. 11. This fund replaces the former Literacy Service Contracting Scheme (LSCS), Learning Support Delivery System (LSDS) and Balik-Paaralan Para sa Out-of-School Adults (BPOSA) funds used for field implementation of the above ALS programs.
3. For more information, please contact the Bureau of Alternative Learning System at tel. nos. (02) 635-5188, (02) 632-1361 local. 2079, telefax no. (02) 635-5189, e-mail address: carolebnfe@yahoo.com.
4. Immediate dissemination of this Memorandum is desired.

Ramon C. Bacani
RAMON C. BACANI
Undersecretary
Officer-in-Charge

Encl.: As stated
Reference: None
Allotment: 1—(D.O. 50-97)
To be indicated in the Perpetual Index
under the following subjects:

ALTERNATIVE LEARNING SYSTEM
FUNDS

POLICY
RULES & REGULATIONS

UNIFIED GUIDELINES
for the ALTERNATIVE LEARNING SYSTEM (ALS)
CONTRACTING SCHEME

1.0 Background and Rationale

- 1.1 The Bureau of Alternative Learning System (BALS) implements two major nonformal education programs namely, the Basic Literacy Program (BLP) and the Accreditation and Equivalency (A&E) Program.

The BLP is a program aimed at eradicating illiteracy among out-of-school youth (OSY) and adults (in extreme cases school-aged children) by developing basic literacy skills of reading, writing and numeracy. The A&E Program is a program aimed at providing an alternative pathway of learning for out-of-school youth and adults who are basically literate but who have not completed the 10 years of basic education mandated by the Philippine Constitution. Through this program, school dropouts are able to complete elementary and high school education outside the formal school system.

These two programs are delivered through a contracting scheme with qualified education service providers with the use of government funds for field operations better known as Literacy Service Contracting Scheme (LSCS) and Learning Support Delivery System (LSDS).

- 1.2 In the past, these funds were used separately to implement the two programs, i.e., BLP using the LSCS funds and A& E using the LSDS funds. The funds from the Central Office are transferred to the Regional Office, which in turn, distributes the funds to the Division Offices (DOs). Using these funds, the DO contracts the services of qualified education service providers. Service Providers (SPs) are private groups or organizations, private and state universities and colleges (SUCs) as well as other government organizations, who are awarded the funds in order to deliver the BL/A&E Programs to target learners in the community. Selection of Service Providers is based on criteria and the award is made covering specific contract periods.

Consequently, there were two different implementation guidelines for contracting the services of service providers for the two ALS programs.

- 1.3 Moreover, the funds were not equally allocated for the two ALS programs since more funds were allocated to the BLP. Recent data, however, show that there are more target learners for the A&E program than for the BLP.

1.4 In order to standardize program operations and ensure increased participation, efficiency and effectiveness of program delivery, there is now a consolidation of the funds as well as a unification of the guidelines for service contracting.

1.5 The Balik-Paaralan para sa Out-of-School Adults (BPOSA) Program is an Accreditation and Equivalency Program for secondary level whose main features are:

- The program is conducted in a secondary school;
- The Instructional Managers (IMs) are the teachers of the school; the Service Provider is the school which is represented by the school Principal;
- The learning sessions are conducted outside the regular class schedule (after class periods or during weekends); and
- The Program uses the ALS Curriculum and learning materials.

Consequently, these guidelines will also apply to BPOSA program implementation.

2.0 Implementing Guidelines

2.1 Funds for Basic Literacy (BL) and Accreditation and Equivalency (A&E) Programs

2.1.1 Nature of Funds

The funds shall be known as Field Operations Funds for ALS as provided for in the General Appropriation Act, RA 9162, Special Provision No.11. These funds consisting of the Literacy Service Contracting Scheme (LSCS) and the Learning Support Delivery System (LSDS) shall now be a unified fund for the delivery of both Basic Literacy and Accreditation & Equivalency Programs.

2.1.2 Flow and Distribution of Funds

The Field Operations Funds for ALS shall be released directly by the DBM annually to the Division Offices, except for the regional budget for monitoring the service providers, which amount shall be released to the Regional Offices. Each Division shall be given funds for only two service contracts, one for the Basic Literacy Program and the other for Accreditation & Equivalency Program.

Thus, the Division Office will allocate 50% of the amount for BLP contract and 50% of the amount for an A&E contract.

In practice, the release of funds by the Department of Budget and Management (DBM) is on a quarterly basis, therefore, the contracts to be entered into by the Division Office must be appropriately adjusted.

2.1.3 Contract Amount

A service provider for the ALS programs shall be awarded a contract of P100,000.00 for not less than:

- 100 learners for BLP
- 150 learners for the A & E
- 250 learners for BPOSA (50 learners per Instructional Manager)

The contract period shall not be less than 10 months but not more than 12 months. The contract payment schedule shall be in accordance with the quarterly schedule of the release of funds. The contract amount shall be used strictly by the Service Provider according to the breakdown of cost per contract as shown in Tables 1 and 2.

Table 1: Breakdown of Cost Per Contract for BL and A&E Programs

Item of Expenditure	Cost	Total
1. Honorarium of the Facilitator or Instructional Manager (IM) (w/o tax deduction)	P 5,000/month x 10 months	₱ 50,000.00
2. Cost of Materials and supplies to be used by the Facilitator or IM	P 500/month x 10 months	₱ 5,000.00
3. Management fee of the Service Provider	P 3,000/month x 10 months	₱ 30,000.00
4. Training Expenses of the Facilitator or IM as participant to a 3 to 5-day training on ALS conducted once by the Regional Office and once by the Division Office	Regional Training	₱ 5,000.00
	<ul style="list-style-type: none"> ▪ Registration fee per participant of not more than ₱1,500 ▪ Transportation per participant of not more than ₱1,000.00 	

Item of Expenditure	Cost	Total
	<ul style="list-style-type: none"> ▪ Per Diem of not more than ₱ 500.00 <li style="padding-left: 20px;"><i>Sub -Total - ₱3,000.00</i> 	
	<p><u>Division Training</u></p> <ul style="list-style-type: none"> ▪ Registration fee per participant of not more than ₱1,000.00 ▪ Transportation per participant of not more than ₱ 500.00 ▪ Per Diem per participant of not more than ₱ 500.00 <li style="padding-left: 20px;"><i>Sub -Total ₱2,000.00</i> 	
<p>5. Honorarium and Evaluation fee for DepEd ALS Supervisors during visits made at:</p> <ul style="list-style-type: none"> • Midpoint of contract period • End of contract period 	<p><u>Regional Supervisor = ₱ 1,000</u> (1 Evaluation visit within the contract period)</p> <p><u>Schools Division Superintendent = ₱ 1,000</u> (1 monitoring visit within the contract period)</p> <p><u>Asst. Schools Division Superintendent = ₱ 1,000</u> (1 monitoring visit within the contract period)</p> <p><u>Division Supervisor = ₱ 2,000</u> (3 monitoring visits within the contract period and 1 evaluation at the end of the contract period @ ₱500 per visit)</p> <p><u>District Supervisor = ₱ 3,000</u> (5 monitoring visits and 1 evaluation visit at the end of the contract period @ ₱ 500 per visit)</p> <p>ALS Dist. Coord. = ₱ 2,000 (4 monitoring visits within the contract period)</p>	₱ 10,000.00
	Total:	₱100,000.00

Table 2: Breakdown of Cost per BPOSA School

Item of Expenditure	Cost	Total
1. Honorarium of the Instructional Manager (IM) (w/o tax deduction)	₱ 1,200/month x 10 months x 5 IMs	₱60,000.00
2. Management Fund: - Honorarium of Principal-Coordinator - Honorarium for Monitoring and Evaluation of DepEd Officials	P1,000/mo x 10 mos. = P10,000 <u>Regional Supervisor</u> = ₱ 1,000 (1 Evaluation visit within the contract period) <u>Schools Division Superintendent</u> = ₱ 1,000 (1 monitoring visit within the contract period) <u>Asst. Schools Division Superintendent</u> = ₱ 1,000 (1 monitoring visit within the contract period) <u>Division Supervisor</u> = ₱ 2,000 (3 monitoring visits within the contract period and 1 evaluation visit at the end of the contract @ ₱ 500 per visit) <i>Sub-Total = ₱ 5,000</i>	15,000.00
3. Cost of Learning Materials and Supplies to be used by all the Instructional Managers - Reproduction of Modules - Learning supplies	7,000 3,000	10,000.00
4. Training Expenses for 5 Instructional Managers on ALS (school-based, conducted once for a duration of 3 days by a Team of Trainers: Division and the Principal-Coordinator as lead trainor)		15,000.00
	Grand Total:	₱ 100,000.00

2.2. Conditions for the Service Contract

2.2.1 Criteria for Selection of Service Providers for the BLP and A&E Program

To ensure the participation of legitimate small private groups and organizations at the grassroots level, whether they are independent or affiliates of umbrella organizations, the following

shall be used as basis for the selection of service providers (except for BP-OSA):

- registered with the Securities and Exchange Commission (SEC) or accredited by Local Government Units (LGUs) (in extreme cases), CDA, DSWD as an education service provider and with at least ₱100,000.00 as savings in the bank or its equivalent in assets;
- must have an official business address in the province/city where the educational service will be provided certified by the Brgy. Chairman;
- must have a good track record in advocacy and social mobilization, community organizing and development, as well as in the provision of literacy education for at least 3 years certified by the Schools Division Superintendent;
- must put up 20% equity (P20,000.00 equivalent) in terms of space, furniture, staff and time; and
- must have at least one technical staff dedicated to the operation of the educational program under the contract.

2.2.2 Duties of a Service Provider

1. Administer initial and end-of-contract Functional Literacy Test (FLT) to the registered learners
2. Assist eligible learners to take the annual A&E Test
3. Maintain the original number of learners per learning group up to the end of the contract period, such that:
 - BLP must have at least 100 learners
 - A&E must have at least 150 learners
 - BPOSA must have at least 250 learners at 50 learners per Instructional Manager (IM)
 - In case there is/are learner/s who will drop out within the contract period, the Service Provider shall recruit the equivalent number of learners who have dropped out to maintain the original number of learners up to the completion of the service contract.
4. Provide each learner a copy of the core modules that they will need as determined by the result of the Functional Literacy Test. The complete list of core modules is found in Annexes B & C.
5. Ensure that IMs/Facilitators undergo training during the contract period as indicated in Tables 1 & 2.
6. Submit progress and end-of-contract reports using the forms in Annexes D & E.

7. Disburse the funds in accordance with COA rules and regulation and the contract provisions.
8. Assign at least one technical staff who is dedicated to the operation of the program.
9. Conduct a recognition rites for program completers.
10. Maintain a book of account and make this available to the monitors during monitoring for transparency.
11. Hire IMs/Facilitators who meet basic qualifications stated in 2.2.11.

2.2.3 Duties of the Regional Office

1. Provide training to the Facilitators/Instructional Managers (IMs) of the Service Providers.
2. Evaluate the implementation of ALS Programs/Projects delivered by the Service Providers.
3. Consolidate evaluation reports of DO and District Offices into a regional report and submit evaluation of the performance of learners to BALS.

2.2.4 Duties of the Division Office

1. Issue a Request for Proposal to prospective Service Providers identifying high priority barangays as target areas.
2. Review and approve proposals based on criteria set in 2.2.1
3. Contract the services of the winning Service Providers using the contract format in Annex A.
4. Publish the result of the evaluation of proposal before awarding the contract.
5. Provide an orientation and training free of charge to the service providers and Facilitator/IM before the actual teaching-learning period commences.
6. Provide one (1) set of the core modules and core competencies for BLP and A&E (Elementary/Secondary) free of charge to the Service Provider.
7. Conduct monitoring/evaluation at midpoint and end-of-contract period.
8. Consolidate evaluation reports of the District Offices into a division report and submit evaluation of the performance of learners and Service Providers to the Regional Office.
9. Issue a certificate of completion or termination of service to the contracted Service Provider in accordance with the evaluation report of the Regional and Division Offices.

2.2.5 Duties of the District Office

1. Assist in the conduct of training programs for service providers, Facilitators and Instructional Managers.
2. Conduct regular monitoring and evaluation of the implementation of ALS Programs/Projects by the Service Providers.
3. Coordinate with Local Government Units (LGUs), other GOs and NGOs for advocacy and support to the ALS programs being implemented by the service providers.
4. Submit an evaluation report on the performance of the learners, and the service providers to the Division Office.
5. Recommend the issuance of a certificate of completion or termination of service to the Service Provider based on his/her evaluation results.

2.2.6 Contracting Requirements

2.2.6.1 A prospective Service Provider must submit a proposal to implement in a high priority barangay or barangays for any of the two (2) ALS programs to the Division Office within the period January to March of every year. A High Priority area will be identified by the Division Office based on school dropout rate/data and from the LGU's Minimum Basic Needs (MBN) Survey data.

The proposal format is as follows:

Name of Proponent/ Organization Represented	:	_____
Address of the Organization (in the city/province)	:	_____
SEC Registration No. or other Accreditation Identification of the Organization	:	_____
Name of Bank and Bank Account Number of the Organization (w/ balance sheet)	:	_____
Barangay/ Municipality to be served	:	_____
Name of IM/Facilitator and qualification	:	_____
Number of Learners to be served	:	_____
Name of the Proposed Program to implement (BLP/ A&E Program - Elementary/Secondary)	:	_____

Name of Dedicated Technical Staff of the Organization : _____

Equity to be put up by the Organization : _____

Contact Time/Schedule

- To meet individual learners
- To meet groups of learners

2.2.6.2 The service provider shall accomplish the contract using the format found in Annex B.

2.2.6.3 A service provider may be awarded by the Division Office a maximum of two (2) contracts per contract period: one for the BLP, and another for the A&E Program.

2.2.6.4 To be considered as a Service Provider for the succeeding contract period, the results of the evaluation conducted by the Regional, Division and District Office supervisors must show that:

- the duly registered learners for the BLP have achieved 100% of the core competencies in Reading Writing and Numeracy; and
- the duly registered learners for the A&E Program have achieved at least 50% of the core competencies for elementary or secondary level.

2.2.7 Contract Time for Teaching-Learning

2.2.7.1 In order to ensure 100% mastery of the core competencies of Reading, Writing and Numeracy for BLP, the Facilitator needs to:

meet the learners individually	=	at least 3x a week @ 1 hr./meeting	} 3 hrs/wk at any agreed venue
meet the learners by groups	=	at least once a month at 3 hrs. / meeting	

2.2.7.2 In order to ensure 50% mastery of the core competencies of the A&E program whether elementary or secondary level, the IM needs to:

meet the learners individually	=	at least 3x a week @ 1 hr./meeting	} 3 hrs/wk at any agreed venue
meet the learners by groups	=	at least once a month at 3 hrs. / meeting	

2.2.8 Program Learners

- Basic Literacy Program (BLP)
 - Illiterate out-of-school children, youth and adults
- Accreditation and Equivalency (A&E) Program
 - Basically literate OSY and Adults who may be:
 - ✓ completers of the Basic Literacy Program;
 - ✓ those who have not completed Elementary (Grade 6) and Secondary (4th year HS); and
 - In extreme cases, children of school age who are not in school.

2.2.9 Program Materials

The basic learning materials are the core modules of the BLP and the A&E Program

- For the BLP (see Annex B - List of BLP Core Modules)
- For the A&E - elementary (see Annex C - List of A&E Elem. Core Modules)
- For the A&E - secondary (see Annex C - List of Secondary Core Modules)

2.2.10 Program Core Competencies

Table 3 shows the number of core competencies that are expected to be mastered by the learners in the ALS programs. These competencies are reflected in the core modules of the program. (see the Manual of ALS Core Competencies published by BALS, DepEd CY 2006)

Table 3.0 - Number of Core Competencies of ALS Curriculum

Learning Strand	Terminal Objectives			Enabling Objectives		
	BL	EL	SL	BL	EL	SL
1. Communication Skills	4	4	4	43	53	58
2. Critical Thinking and Problem Solving	9	3	3	18	22	29
3. Sustainable Use of Resources and Productivity	5	3	4	9	7	16
4. Development of Self and a Sense of Community	5	3	3	16	7	11
5. Expanding One's World Vision	6	1	1	23	6	11
TOTAL	29	14	15	109	95	125

2.2.11 Literacy Facilitators/Instructional Managers (IMs)

The basic qualifications of a Literacy Facilitator (for BLP) or an Instructional Manager (for A&E) are the following:

- preferably an education graduate
- A resident of the barangay or municipality where the learning center is found
- Of good moral character
- Committed to serve as Facilitator or Instructional Manager
- Preferably with training on community development/literacy work.

The Service Provider may also consider tapping the services of any of the following who have the basic qualification required:

- college graduates (preferably education)
- retirees/volunteers
- community workers

❖ Mobile Teachers and ALS District Coordinator shall not be hired either as a Facilitator or Instructional Manager by the Service Providers under this contract.

2.3. Training of Facilitators & Instructional Managers (IMs)

The Facilitators and Instructional Managers (IMs) of the Service Providers who have been awarded the contract shall undergo training at various stages of the contract period, thus:

2.3.1 Upon Signing of Contract

Facilitators and Instructional Managers shall undergo an orientation to be given by the Division Office at no cost to the Service Providers and Facilitators/Instructional Managers.

2.3.2 During the Contract Period

Facilitators and Instructional Managers are required to participate in at least one training program conducted by the Region and another by the Division for a duration of three (3) to five (5) days with full financial support drawn from the funds such that:

2.3.2.1 If training is conducted by the Regional Office:

Registration fee of not more than -----	₱1,500.00
Transportation expenses of not more than ---	₱1,000.00
Per Diem of not more than -----	<u>₱ 500.00</u>
Total -----	₱3,000.00

2.3.2.2 If training is conducted by the Division Office:

Registration fee of not more than -----	₱1,000.00
Transportation expenses of not more than ---	₱ 500.00
Per Diem of not more than -----	<u>₱ 500.00</u>
Total -----	₱2,000.00

2.3.2.3 Suggested Content of the training are found in Courses 1 -4 (Annex A)

2.4. Monitoring and Evaluation

The DepEd shall conduct monitoring and evaluation (M&E) of learning sessions to provide assistance to the Facilitators/Instructional Managers during the contract period in accordance with the schedule on the next page. This amount shall be given by the Service Provider to authorized monitors in the project site duly receipted, except for the regional budget for monitoring, which amount shall be released to the Regional Offices.

The M&E Funds breakdown is as follows:

- Regional ALS Supervisors – ₱ 1,000.00 (1 evaluation visit within the contract period)
- Schools Division Superintendent – P 1,000.00 (1 monitoring visit within the contract period)
- Asst. Schools Division Superintendent – ₱ 1,000.00 (1 monitoring visit within the contract period)
- ALS Division Supervisor – ₱ 2,000.00 (4 monitoring visits within the contract period)
- District Supervisor – ₱ 3,000.00 (5 monitoring and 1 evaluation visits within the contract period)
- ALS District Coordinator – ₱ 2,000.00 (4 monitoring visits within the contract period)

The M & E funds breakdown for BPOSA is as follows:

- Regional ALS Supervisors – ₱ 1,000.00 (1 evaluation visit within the contract period)
- Schools Division Superintendent – P 1,000.00 (1 monitoring visit within the contract period)
- Asst. Schools Division Superintendent – ₱ 1,000.00 (1 monitoring visit within the contract period)
- ALS Division Supervisor – ₱ 2,000.00 (4 monitoring visits within the contract period)

The following shall be taken into consideration in the conduct of Monitoring and Evaluation:

2.4.1 Who and When to conduct Monitoring and Evaluation (M&E)?

- BALS staff must conduct M&E at least once a year;
- Regional Office Supervisor must conduct M&E at the end of the contract period;
- Division Office Supervisor must conduct M&E at midpoint and at the end of contract period;
- District Office Supervisor must conduct 5 visits (monitoring) within the contract period and 1 evaluation at the end.

2.4.2 What are the things to be monitored?

- A record/profile of the learners
- Checklist of core competencies each learner has gained or the Individual Learner's progress found in the portfolio
- Program implementation status based on the provision of the contract

2.4.3 What monitoring/evaluation content will be covered?

2.4.3.1 The DepED Field Implementors will submit the following:

- Initial Report (By District Supervisor)
 - List of Enrollees/Learners (Learning Group Record)
 - Profile of Learners including core competencies to be developed per learner
 - Profile of Facilitators/Instructional Managers
 - Activities observed
 - Problems/Issues/Concerns and Recommendations
- Mid-Term Report (By Division and District Supervisors)
 - Updated List of Enrollees/Learners (Learning Group Record)
 - Profile of Learners including progress on core competencies developed
 - Status of program implementation/activities observed
 - Problems/Issues/Concerns and Recommendations
- Final Report (By Region, Division and District Supervisors)
 - Summary of Learners/Completers of the Program
 - Summary of individual Learner's Progress on core competencies developed based on initial and mid-term reports

- Assessment of the Service Provider's Accomplishments based on the provisions of the contract
- List of registered learners who are recommended to take the A&E test
- Copy of liquidation report of the Service Provider

2.4.3.2 The Service Providers will submit the following report:

- Progress Report Format (Quarterly) - (see Annex D)
- End-of-Contract Report Format - (see Annex E)

2.4.4 When are the M&E reports to be submitted?

The M&E reports shall be submitted based on the following schedule:

2.4.4.1 DepED Field Implementors' Reports

- Initial Report - at the end of the 1st month
- Mid-Term Report - at the end of the 5th month for the Division Supervisor/quarterly for the District Supervisor
- Final Report -15 days after the completion of the contract

2.4.4.2 Service Providers' Report

- Progress Report - Quarterly
- Terminal Report - 15 days after completion of the contract

ALS Basic Capability Building Program

Course 1	: Alternative Learning System (ALS) Basic Course 1: Theories and Concepts (2 days/16 hours)
Description	This course provides the broad framework within which participants can rationalize, understand and reflect on the ALS principles, methods, strategies, processes and program components/deliverables and the relation of these to ALS teaching and learning process.
Topic 1	Alternative Learning System: An Introduction to Theory and Practice a. Philosophy, Principles and Concepts of ALS b. ALS Programs and Projects
Topic 2	ALS Curriculum and Its Components a. Basic Literacy Program b. Accreditation and Equivalency Program c. IP Core Curriculum
Topic 3	ALS Delivery System a. Guidelines b. Standards c. Processes
Course 2	: Teaching Learning and Evaluation Strategies (3 days/24 hours)
Description	This course covers various teaching-learning and evaluation strategies that will be utilized by learning facilitator/instructional manager with teaching-learning strategies to develop the knowledge, skills attitudes and values of learning along the 5 learning strands in the ALS Curriculum. The course also features strategies/approaches that will arm the LF/IM with skills in developing appropriate need-based learning materials either by adaptation/localization or through a technique involving the learners in the materials generation. The course will also introduce the LF/IM in the holistic methods and strategies in monitoring and evaluating the learner's progress.
Topic 1	Teaching-Learning a. Teaching and Learning Strategies for Adults: An Introduction b. Facilitating, Mentoring and Counseling Skills in the ALS Context c. The Four A's Cycle of Experiential Learning d. Teaching Basic Skills e. Learning Support Strategies and Core Life Skills f. Teaching and Learning Strategies for Multi-level Learners
Topic 2	Materials Development and Utilization a. Utilization of ALS Materials b. Development of Indigenous Learning Materials c. Using Technology in Teaching and Learning in the ALS

Topic 3	:	Monitoring and Evaluating Learner's Progress <ul style="list-style-type: none"> a. Before b. During c. After
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Course 3	:	Application of ALS Strategies and Methodologies (2 days/16 hours)
Description	:	This course intended to provide trainees with practical learning experiences that they can observe, verify, reflect on, and actually experience different components of the teaching-learning process in the actual and various setting of ALS learning process.
Topic 1	:	Community Planning
Topic 2	:	Survey/Needs Assessment
Topic 3	:	Utilization of ABL, FLT and RPL
Topic 4	:	Recruitment
Topic 5	:	Organization and conduct of Learning Group Session
Topic 6	:	Monitoring and Evaluation/Assessment of Learner's Progress <ul style="list-style-type: none"> a. Assessment in ALS b. Data Processing c. Integration of learning

Course 4	:	Strengthening Capabilities of ALS Implementors (1 day/8 hours)
Description	:	This course provides opportunities for the trainees to explore special topics to further the capability of ALS implementors.
Topic 1	:	Development of Action Plan <ul style="list-style-type: none"> a. Activities b. Time c. Strategies d. Materials e. Resources Needed f. Evaluation/Assessment Tools

ALS SERVICE CONTRACT

Know All By Men By These Presents

This Agreement made and entered into by and between:

The _____ (Division) _____ with the office address at _____ (Address of the Office) _____ herein represented by its Schools Division Superintendent, (Name of the Schools Division Superintendent) _____ herein referred to as the First Party;

and

The _____ (Name of the Organization) _____ with the office address at (Address of the Organization) _____ herein represented by its President/Chairman, (Name of the President/Chairman) _____ herein referred to as the Second Party;

WHEREAS, the 1987 Constitution, Article XIV, Sec. 1 mandates that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all;

WHEREAS, the 1987 Constitution, Article XIV, Sec. 2 paragraph 4 clearly mandates the State to encourage nonformal, informal and indigenous learning systems as well as learning, independent and out-of-school study programs particularly those that respond to community needs;

WHEREAS, Special Provision No. 11, R.A. 9162 known as General Appropriation Act (GAA) states that "the amount allocated for Field Operation of nonformal education shall be used to contract the services of non-government organizations (NGOs) such as foundations, religious/church-based organizations/academic supported welfare agencies, people's organizations, state universities and colleges (SUCs) with literacy extension programs, and other government agencies active in literacy promotion, or any other alternative delivery system, for the implementation of functional education and literacy accreditation and equivalency learning support delivery system." (DepEd Memorandum No. 217, s.2002, Sec. 2 and DepED Order No. 47, s. 2002, Sec. 5)

WHEREFORE, and in consideration of the foregoing premises and mutual covenants, and agreements hereinafter set forth, and in consonance with the Agreement cited above, _____ (Name of Schools Division Superintendent and President of the Organization) _____ hereby agree to implement the Basic Literacy Program (BLP/Accreditation and Equivalency (A&E) Elementary/Secondary based on the guidelines.

A. First Party Shall :

- Contract the services of the winning Service Providers using the prescribed contract format two (2) weeks after the announcement of the results of evaluation
- Provide an orientation free of charge to the Service Providers, Facilitator/IM of the service providers before the actual teaching-learning period commences
- Provide a set of the core modules and core competencies for BLP and A&E (Elementary/Secondary) free of charge to the Service Provider
- Conduct monitoring/evaluation at midpoint and end of contract period
- Consolidate District Offices' reports into a Division report and submit evaluation of performance of learners to RO
- Pay the Service Provider the amount of P100,000.00 in accordance with the schedule of quarterly release of funds

B. Second Party Shall:

- Administer initial and end-of-contract achievement tests FLT and Practice Test for A&E to the registered learners
- Assist eligible learners to take the annual A&E Test
- Maintain the original number of learning group up to the end of the contract period such that:
 - BLP must have at least 100 learners
 - A&E Program must have at least 150 learners
 - BFOSA Program must have at least 250 learners at 50 learners per Instructional Manager
 - In case there is / are learner/s who will drop out within the contract period, the service provided shall recruit the equivalent number of learners who have dropped out to maintain the original number of learners up to the completion of the service contract.
- Reproduce and provide each learner a copy of the core modules to be used during the learning period (provided by the RO and Dos)
- Ensure that IMs/Facilitators undergo training during the contract period
- Submit progress reports and final report to the RO/DO/District Office
- Disburse the funds in accordance with the contract and submit liquidation of the funds
- Make available the book of accounts to monitors
- Assign one technical staff who shall be dedicated/committed to the program

C. Effectivity

This CONTRACT shall be enforced upon signature of both parties and may be amended upon mutual agreement by both parties and shall automatically terminate upon the satisfactory fulfillment of all terms and conditions embodied herein.

D. Penalty Clause

It is hereby stipulated that any delay in the compliance of duties and obligations under this contract by the Second Party (and which are not attributable to

the First Party) shall cause the Second Party to submit a justification for the delay and pay a penalty fee equivalent to one tenth of one percent (0.1%) per day of the total stipulated budget cost beyond the agreed and prescribed period of compliance.

IN WITNESS HEREOF, the Parties through their representatives have signed this AGREEMENT on the date and place appearing on the acknowledgement thereof.

DEPARTMENT OF EDUCATION		SERVICE PROVIDER
BY:		BY:
Schools Division Superintendent		Chairman / President / Director
SIGNED IN THE PRESENCE OF:		
Witness		Witness

Date signed: _____

ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES
CITY OF _____ S.S.

BEFORE ME, this _____ day of ____ 200____, personally appeared and presented the following:

	Name		Res. Cert. No.		Date and Place of Issue
1.					
2.					

Known to me to be the same persons who executed the foregoing instrument and acknowledged to me that the same is their free and voluntary act and deed and that of the organization represented by them.

WITNESS MY HAND and SEAL, on the date and place written above.

Doc. No. _____
 Page No. _____
 Book No. _____
 Series of 200__ _____

NOTARY PUBLIC

LIST OF CORE MODULES

BASIC LITERACY

Level	Title of the Modules and Facilitator's Guide
Non-literate (Basic Reader)	1. Subok Na Mabisa
	2. Oops... Ingat sa Lansangan
	3. Kilalanin Sila
	4. Pagyamanin: Likas na Yaman
	5. Ang Aming Mga Gawain
	6. Pagkamaagap, Pagkamaingat at Pagkamalakas ang Loob
	7. Tamang Nutrisyon sa Malusog na Kundisyon
	8. Kapaligiran, Ating Alagaan
	9. Panimulang Hakbang sa Pagbasa, Pagsulat at Pagkwenta
	10. Pagsasarili
Neo-literate	11. Katangiang Taglay, Dulot ay Tagumpay
	12. Nang Matuto Ka At Magising
	13. Ating Alamin ang Ating Kapaligiran
	14. Mga Karapatan: Alamin at Pangalagaan
	15. Kalusugan ay Kayamanan
	16. Wastong Nutrisyon: Susi sa Malusog na Bukas
	17. Yamang Tubig: Gamitin at Ibalik
	18. Pandama Ko, Ingatan Mo
	19. Ako'y Pilipino, Ipinagmamalaki Ko
	20. Malayo Ka Man
	21. Pilipino, Dangal ng Lahing Kayumanggi
	22. Babae, Karapatan Mo't Tungkulin
	23. Ako at ang Ating Watawat
	24. Sa Likod ng Isang Awit
	25. Natatandaan Ko Na!
	26. Ako'y Ako, Bakit Kaya?
	27. Karapatan ng Bata ; Dapat Alagaan
	28. Pandama, Ko Ingatan
Post literate	29. Kaanib o Kapatid Ka Ba?
	30. May Kakayahan Ka Ba?
	31. Tara... Tena, Sama Ka Kaibigan
	32. Sulong Kalik
	33. asan Tungo sa Tagumpay
	33. Karapatan at Tungkulin ng Senior Citizen
34. Ang Tubig ay Buhay	

LIST OF A&E CORE MODULES

BY LEARNING STRAND AND BY LEVEL

LEARNING STRAND	TITLE OF MODULES (Elementary Level)	TITLE OF MODULES (Secondary Level)
LS 1 <i>(Communication Skills)</i>	<ol style="list-style-type: none"> 1. Hello, May I Help You? <i>(Hello, Anong Maipaglilingkod ko sa Iyo?)</i> 2. Appropriate Expressions in Meetings and Interviews <i>(Angkop na Pahayag sa mga Pulong at Panayam)</i> 3. Daily News <i>(Pang-araw-araw na Balita)</i> 4. I Have a Letter For You <i>(Mayroon Akong Liham Para Sa Iyo)</i> 5. The ABCs of Writing Complex Sentences <i>(Ang ABC ng mga Hugnayang Pangungusap)</i> 	<ol style="list-style-type: none"> 1. Are You Listening? <i>(Nakikinig Ka Ba?)</i> 2. Effective Communication <i>(Epektibong Komunikasyon)</i> 3. How to Become an Intelligent Listener <i>(Paano Maging Isang Matalinong Tagapakinig?)</i> 4. A Language of Our Own <i>(Ang Sarili Nating Wika)</i> 5. Ang mga Sawikain at Salawikain 6. Let's Talk <i>(Mag-usap Tayo)</i> 7. Describing Ideas and Feelings <i>(Paglalarawan Ng Ideya at Damdamin)</i> 8. Giving and Receiving Constructive Feedback <i>(Pagbigay at Pagtanggap ng Positibong Feedback)</i> 9. The Interview <i>(Ang Panayam)</i> 10. Are You A Critical Reader? <i>(Mapanuring Mambabasa Ka Ba?)</i> 11. Learning Good Values from Literature <i>(Pagkatuto ng Mabuting Halagahan Mula sa Panitikan)</i> 12. Panitikang Filipino 13. Outlining <i>(Pagbabalangkas 1)</i> 14. Summarizing <i>(Pagbubuod)</i> 15. Know Your News <i>(Pag-alam sa Balita)</i> 16. Filling-up Forms Accurately <i>(Ang Wastong Pagsusulat sa mga Porma)</i> 17. Effective Writing <i>(Mabisang Pagsusulat)</i>

LEARNING STRAND	TITLE OF MODULES (Elementary Level)	TITLE OF MODULES (Secondary Level)
LS 2 <i>(Critical Thinking)</i>	<ol style="list-style-type: none"> 1. Solving Day-To-Day Problems <i>(Paglutas ng mga Suliraning Pang-araw-araw)</i> 2. My Health, My Responsibility <i>(Kalusugan Mo, Responsibilidad Ko)</i> 3. Proper Nutrition: A Basic Need <i>(Wastong Nutrisyon: Pangunahing Pangangailangan)</i> 4. We Can Fight Diseases <i>(Malalabanan Natin ang mga Karamdaman)</i> 5. Keep Those Germs Away <i>(Iwasan ang Mikrobyo)</i> 6. What Is Your Nutritional Status? <i>(Ano ang Kalagayan ng Iyong Nutrisyon?)</i> 7. Eat Right, Be Healthy <i>(Kumain ng Husto, Maging Malusog)</i> 8. Our Sense Organs <i>(Alam mo ba ang Iyong Mga Pandama?)</i> 9. Understanding Stress <i>(Pag-unawa sa Stress)</i> 10. First Aid: Necessity <i>(Pang-Unang Lunas: Isang Pangangailangan)</i> 11. How Do We Breath? <i>(Paano Tayo Huminga)</i> 12. Preventing Worms <i>(Iwasan ang Bulati)</i> 13. Understanding Your Cardio-Vascular System <i>(Pag-Unawa sa Iyong Cardio-Vascular System)</i> 14. Herbal Medicine <i>(Mga Halamang Gamot)</i> 15. Think Green <i>(Mga Luntiang Halaman)</i> 	<ol style="list-style-type: none"> 1. Community Survey <i>(Pagsisiyasat sa Komunidad)</i> 2. Environmental Causes of Disease <i>(Mga Pangkapaligirang Sanhi ng Sakit)</i> 3. Developing Scientific Thinking Skills <i>(Paghahasa sa Kakayahang Mag-isip sa Siyentipikong Pamamaraan)</i> 4. Food Preservation <i>(Pag-iimbak ng Pagkain)</i> 5. Hydroponics <i>(Hydroponics)</i> 6. Healthy Living <i>(Malusog na Pamumuhay)</i> 7. Understanding How Our Sense Organ Work <i>(Unawain ang Paggana ng Ating Mga Sense Organ)</i> 8. The Nervous System <i>(Ang Nervous System)</i> 9. The Skeletal System <i>(Ang Skeletal System)</i> 10. The Muscular System (Part I) <i>(Ang Muscular System – Unang Bahagi)</i> 11. The Muscular System (Part II) <i>(Ang Muscular System – Ikalawang Bahagi)</i> 12. The Respiratory System <i>(Ang Respiratory System)</i> 13. The Circulatory System <i>(Ang Circulatory System)</i> 14. The Reproductive System <i>(Ang Reproductive System)</i> 15. Reproductive Health <i>(Kalusugan ng Reproductive System)</i>

LEARNING STRAND	TITLE OF MODULES (Elementary Level)	TITLE OF MODULES (Secondary Level)
LS 2 (<i>Critical Thinking</i>) con't	<p>16. What Would Life Be Without Plants? (<i>Paano Kaya ang Buhay Kung Wala ang mga Halaman?</i>)</p> <p>17. What Would Life Be Without Animals? (<i>Paano Kaya ang Buhay Kung Wala ang mga Hayop?</i>)</p> <p>18. Animals: Love Them, Care for Them (<i>Mahalin at Arugain ang mga Hayop</i>)</p> <p>19. Let's Clean Up Our Environment (<i>Ating Linisin ang Kapaligiran</i>)</p> <p>20. What is Happening to Our Environment? (<i>Ano ang Nangyayari sa Ating Kalikasan?</i>)</p>	<p>16. Addictive and Dangerous Drugs Part I: Effects of Drug Abuse (<i>Mga Nakalululong at Mapanganib na Droga Unang Bahagi - Mga Epekto at Maling Paggamit sa Droga</i>)</p> <p>17. Addictive and Dangerous Drugs Part II: Preventing Drug Abuses (<i>Mga Nakalululong at Mapanganib na Droga Ikalawang Bahagi - Paggigil sa Maling Paggamit ng Droga</i>)</p> <p>18. Using the Scientific Method in Agriculture (<i>Paggamit ng Pamamaraang Siyentipiko sa Agrikultura</i>)</p> <p>19. Advances in Communication Technology (<i>Pag-unlad ng Teknolohiya sa Komunikasyon</i>)</p> <p>20. Composting (<i>Pagkokompost</i>)</p> <p>21. The Cost of Environmental Degradation (<i>Ang Bunga ng Kapinsalaan ng Kapaligiran</i>)</p> <p>22. Classification of Plants (<i>Pag-uuri ng mga Halaman</i>)</p> <p>23. The Ecosystem in Retrospect (<i>Isang Pagbalik Tanaw sa Ating Ecosystem</i>)</p> <p>24. The Ecosystem (<i>Ang Ecosystem</i>)</p>
LS 2 (<i>Problem Solving</i>)	<p>1. It's About Time (<i>Ito'y Tungkol sa Oras</i>)</p> <p>2. Time (<i>Oras</i>)</p> <p>3. Addition and Subtraction (<i>Pagdaragdag at Pagbabawas</i>)</p>	<p>1. Buying Wisely (<i>Mahusay na Pamimili</i>)</p> <p>2. Multiplication and Division of Fractions (<i>Pagpaparami at Paghahati ng mga Praksiyon</i>)</p> <p>3. Business Math 1 (<i>Matematikang Pangkalakal</i>)</p>

LEARNING STRAND	TITLE OF MODULES (Elementary Level)	TITLE OF MODULES (Secondary Level)
LS 2 : con't <i>(Problem Solving)</i>	4. Addition and Subtraction in Daily Life <i>(Pagdaragdag at Pagbabawas sa Pang-araw-araw na Buhay)</i> 5. Multiplication and Division (Part 1) <i>(Pagpaparami at Paghahati: Bahagi 1)</i> 6. Multiplication and Division (Part 2) <i>(Pagpaparami at Paghahati: Bahagi 2)</i> 7. Multiplication and Division in Daily Life <i>(Pagpaparami at Paghahati sa Pang-araw-araw na Buhay)</i> 8. Learning About Fractions <i>(Pagkilala sa Praksiyon)</i> 9. Addition and Subtraction of Fractions <i>(Pagdaragdag at Pagbabawas ng mga Praksiyon)</i>	4. Percentages, Ratio at Proportion <i>(Mga Persentahe, Panumbasan at Proporsiyon)</i> 5. Lines and Angles <i>(Mga Linya at Anggulo)</i> 6. Volume <i>(Ang Volume)</i> 7. Measuring Weight (Part I) <i>(Pagsukat ng Timbang (Unang Bahagi))</i> 8. Measurement, Perimeter & Circumference <i>(Pagsukat, Perimeter at Circumference)</i> 9. Area <i>(Lawak)</i>
	10. Addition and Subtraction of Decimals <i>(Pagdaragdag at Pagbabawas ng mga Desimals)</i> 11. Measuring Length <i>(Pagsukat ng Haba)</i> 12. Geometric Shapes <i>(Mga Heometrong Hugis)</i> 13. Temperature and Air Pressure <i>(Ang Temperatura at Presyon ng Hangin)</i>	10. Proper Use of Electricity <i>(Ang Wastong Paggamit ng Elektrisidad)</i> 11. Interpreting Electric Meters and Bills <i>(Paano Bumasa at Umintindi ng Metro at Bill ng Kurlyente)</i> 12. Water and Its Costs <i>(Ang Tubig at ang Kanyang mga Halaga)</i> 13. Multiplication and Division of Decimals <i>(Pagpaparami at Paghahati ng mga Desimals)</i>
	14. Electricity and Its Uses <i>(Ang Elektrisidad at ang mga Gamit Nito)</i>	
LS 3: <i>(Sustainable Use of Resources and Productivity)</i>	1. You Can Succeed in Business <i>(Maaari Kang Magtagumpay sa Negosyo)</i> 2. Wealth of the Earth <i>(Ang Mga Yaman ng Mundo)</i> 3. Saving Our Soil Resources <i>(Pagliligtas sa Ating Mga Yamang Lupa)</i>	1. Marks of a Successful Entrepreneur <i>(Mga Katangian ng Matagumpay ng Negosyante)</i> 2. Aquatic and Man-Made Ecosystems <i>(Mga Pantubig at Gawang-taong Ecosystem)</i> 3. Balance in Nature <i>(Balanse sa Kalikasan)</i>

LEARNING STRAND	TITLE OF MODULES (Elementary Level)	TITLE OF MODULES (Secondary Level)
LS 3: con't <i>(Sustainable Use of Resources and Productivity)</i>		4. Water Pollution <i>(Polusyon sa Tubig)</i> 5. Wanted: Clean and Fresh Air <i>(Wanted: Malinis at Sariwang Hangin)</i> 6. Pesticides <i>(Pestisidyo)</i> 7. Technology for a Better Life <i>(Teknolohiya Para Sa Mas Maunlad na Buhay)</i> 8. Workers' Rights <i>(Mga Karapatan ng mga Manggagawa)</i>
LS 4: <i>(Development of Self and a Sense of Community)</i>	1. I'm Different <i>(Naiiba Ako)</i> 2. Who Am I? <i>(Sino Ako?)</i> 3. Respect One Another's Religion <i>(Igalang ang Relihiyon ng Isa't Isa)</i> 4. Where Am I Going? <i>(Saan Ako Patungo?)</i> 5. We Can Achieve Anything If We Have Self- Discipline <i>(Kaya Nating Makamit ang Lahat Kung Tayo ay May Disiplina)</i> 6. I Need You <i>(Kailangan Kita)</i> 7. Welcome to My Home <i>(Tuloy Ka Sa Aking Tahanan)</i>	9. Workers' Wages and Benefits <i>(Pasahod at Benepisyo ng Manggagawa)</i> 10. Is Your Workplace Safe? <i>(Ligtas Ba Ang Iyong Lugar Sa Paggawa ?)</i> 11. Ideas for Income-Generating Projects <i>(Mga Idea Tungkol sa mga Proyektong Mapagkakakitaan)</i> 1. Building Relationship with Others <i>(Pagkakaroon ng Magandang Relasyon sa Iba)</i> 2. Dealing with Fear, Anger and Frustration <i>(Pagharap sa Takot, Galit at Pagkabigo)</i> 3. Peace is in Your Hands <i>(Nasa Iyong mga Kamay ang Kapayapaan)</i> 4. My Family in a Changing World <i>(Ang Aking Pamilya sa Nagbabagong Mundo)</i> 5. Ironing It Out <i>(Ayusin Natin)</i> 6. Make A Stand and Fight for It <i>(Manindigan at Ipaglaban Mo)</i> 7. The Mark of A True Filipino <i>(Tatak ng Ating Pagka-Pilipino)</i>

LEARNING STRAND	TITLE OF MODULES (Elementary Level)	TITLE OF MODULES (Secondary Level)
LS 4: con't <i>(Development of Self and a Sense of Community)</i>	8. The Importance of a Family <i>(Ang Kahalagahan ng Isang Pamilya)</i> 9. Major Religions in the Philippines <i>(Mga Pangunahing Relihiyon sa Pilipinas)</i> 10. Remembering Our National Heroes <i>(Paggunita sa Ating Mga Pambansang Bayani)</i> 11. Symbols of Our Country <i>(Mga Sagisag ng Ating Bansa)</i> 12. Filipinos: One Heart, One Race <i>Mga Pilipino: Isang Puso, Isang Lahi</i> 13. This is Our Culture <i>(Ito ang Ating Kultura)</i>	8. Changing Roles <i>(Pabagu-bagong mga Papel na Ating Ginagampanan)</i> 9. Workers for Peace <i>(Mga Tagapaghatid ng Kapayapaan)</i> 10. The Mindanao Peace Accord <i>(Ang Kasunduang Pangkapayapaan ng Mindanao)</i> 11. Civil and Political Rights <i>(Mga Karapatang Sibil at Politikal)</i> 12. Protest Actions <i>(Mga Kilos Protesta)</i> 13. The Beautiful World of Our Native Brothers and Sisters <i>(Mga Magandang Daigdig ng Ating mga Katutubong Kapatid)</i> 14. Women's Rights and Responsibilities <i>(Mga Karapatan at Pananagutan ng mga Kababaihan)</i> 15. Children's Rights <i>(Mga Karapatang Pambata)</i>
LS 5: <i>(Expanding One's World Vision)</i>	1. Let's Celebrate Our Cultural Diversity <i>(Ipagdiwang Natin ang Pagkakaiba ng Ating Kultura)</i> 2. We are Connected to the World <i>(Nakaugnay Tayo sa Mundo)</i> 3. Songs, Dances and Games in Asia <i>(Mga Awit, Sayaw at Laro sa Asya)</i>	1. The Major Religions in the World <i>(Mga Pangunahing Relihiyon sa Buong Mundo)</i> 2. Think Globally, Act Locally <i>(Mag-isip nang Pandaigdig, Kumilos nang Pambansa)</i> 3. How to Resolve Conflicts <i>(Paano Lutasin ang mga Alitan?)</i>
TOTAL	58	83

Quarterly Service Provider's

PROGRESS REPORT

Q1	Q2	Q3	Q4
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please check the corresponding box)

Name of Service Provider : _____

 (Name of Organization)

Address : _____

Contact Person : _____

Address/Contact Number : _____

Part 1: Summary of Quantitative Accomplishment against Committed Targets

ITEM	COMMITTED	ACTUAL
Number of barangays covered		
Number of learners <ul style="list-style-type: none"> ▪ Basic Level ▪ Elementary Level ▪ Secondary Level 		
Number of learning groups organized		
Number of Facilitators/ Instructional Managers Trained		
Amount Received as of Reporting Date		

Part 2: Narrative Report

The following are suggested content of the Report. Photographs may also be included in the report.

2.1 Highlights Activities Undertaken

2.1.1 Advocacy and Social Mobilization Activities

- Advocacy and Social Mobilization Activities
- Reproduction and dissemination of locally produced IEC materials
- Consultations and linkages with LGUs, DepED and other project stakeholders
- Pre-enrolment information meeting

2.1.2 Organization of Learning Groups

- Recruitment and training of Facilitators/Instructional Managers

- Establishment and operationalization of Learning Centers (Facilities, accessibility)
- Screening and Placement of learners
- Program orientation
- Formulation of Individual Learning Agreement
- Pre-program Counseling
- Learning Group schedules

2.1.3 Conduct of Learning Activities

- Learning group activities conducted
- Learning strategies utilized
- Review and updating of Monthly Record of Learner's Progress/Performance
- Utilization of learning modules
- Utilization of Supplementary learning materials
- Counseling sessions conducted

2.1.4 Monitoring and Evaluation

- Monitoring and evaluation of learner's progress (e.g., use of portfolio assessment)
- Performance of Instructional Managers
- Monitoring of program implementation

2.1.5 Other Activities conducted (please specify)

Part 3: Lessons Learned

- Success stories
- Innovations
- Extraordinary achievements
- Testimonies (what people say about the project)
- Lessons learned

Part 4: Financial Report

- Partial Liquidation Report

Part 5: Issues and concerns

- Problems, Issues and Concerns encountered
- Action Taken to remedy these problems/issues
- Recommendations

Annexes:

- List of Enrollees/Learners (Learning Group Record)
- Profile of Learners including core competencies to be developed
- Profile of Facilitators/Instructional Managers
- Photocopy of Expenses Report

END-OF-CONTRACT REPORT FORMAT

Name of Service Provider : _____

 (Name of Organization)

Address : _____

Contact Person : _____

Address/Contact Number : _____

Part 1: Summary of Quantitative Accomplishment against Committed Targets

ITEM	COMMITTED	ACTUAL
Number of barangays covered		
Number of learners <ul style="list-style-type: none"> ▪ Basic Level ▪ Elementary Level ▪ Secondary Level 		
Number of learning groups organized		
Number of Facilitators/ Instructional Managers Trained		
Amount Contracted		

Part 2: Profile of learners and Facilitator/Instructional Manager

- 2.1 Summary profile of learners served (updated as of completion of the program)
- 2.2 Summary list of completers
- 2.3 Summary list of test passers

Part 3: Activities Undertaken

- 3.1 Advocacy and Social Mobilization (Update)
 - Reproduction and dissemination of locally produced IEC materials
 - Consultations and linkages with LGUs, DepED and other project stakeholders
 - Other ADSOCMOB activities
- 3.2 Conduct of Learning Activities
 - Learning group schedules
 - Learning group activities conducted
 - Summary of list of learning groups
 - Learning group attendance records
 - Learning strategies utilized

- Review and updating of Monthly Record of Learner's Progress/Performance
- Utilization of learning modules
- Utilization of Supplementary learning materials
- Counseling sessions conducted

3.3 Monitoring and Evaluation

- Monitoring and evaluation of learner's progress (e.g., use of FLT and portfolio assessment)
- Final evaluation of Performance of Instructional Managers
- Recommendation for improvement of the program based on evaluation results

3.4 Other Activities conducted (please specify)

Part 4: Highlights of Project Implementation

- Success stories
 - SL passers who entered college/entered the world of work
 - EL passers upgraded to the SL or mainstreamed in the secondary schools (formal)
 - Program completers with active involvement in community activities/entrepreneurship
- Innovations
- Extraordinary achievements
- Testimonies (what people say about the project)
- Lessons learned from implementation of the program

Part 5: Outcomes of the Program

Part 6: Post Program Activities (if any)

- Post-program counseling for completers re: available options
- Graduation program for successful A&E test takers
- Plans for follow-on programs or activities for learners
- Linkages with other agencies/institutions for employment placement or entry to education/training programs for ALS completers
- Plans for sustaining the program learning activities through alternative sources of funds (e.g., LGUs, private sector donations, etc.)

Part 7: Issues and Concerns

- Update on problems/issues/concerns encountered identified in the quarterly report and actions taken
- Recommendations

Part 8: Financial Report

- Liquidation Report