



Republic of the Philippines
Department of Education
CARAGA REGION

MAY 4, 2026

REGIONAL MEMORANDUM
CLMD – 2026 –0408

To: Schools Division Superintendents) Division of Agusan del Norte
All Others Concerned) Division of Agusan del Sur

SCALE-UP IMPLEMENTATION OF THE ACADEMIC-FOCUSED BRIDGING
PROGRAMS (AFBP) IN CARAGA

1. This Office announces the scale-up implementation of the **Academic-Focused Bridging Program (AFBP)** in the Divisions of Agusan del Norte and Agusan del Sur, pursuant to **DM-OULS-2026-150** and RA **11510**. The program shall be conducted from **May 16 to 27, 2026**.
2. This program is designed to provide continuing learning opportunities for ALS Junior High School (JHS) completers to better prepare them for the academic demands of Senior High School (SHS).
3. **Guidelines and Implementation Details.**
 - a. **Agusan del Sur Division** shall select a school representing the urban setting, while **Agusan del Norte Division** shall select a school representing the rural setting to ensure balanced representation.
 - b. **Duration:** The program consists of **80 hours** of intensive instruction (**40 hours** of in-person classes and **40 hours** of independent learning).
 - c. **Subject Offerings:** Core Grade 11 competencies in Mathematics, Science, and Communication (English and Filipino).
 - d. **Target Learners:** ALS JHS completers transitioning to SHS program, specifically A&E Passers and PPA Passers.
4. **Admission and Personnel**
 - a. **Requirements:** Learners must submit an accomplished AFBP Form 2 and their A&E Test results (COR) or PPA (AF5).
 - b. **Teacher Assignment:** Participation is voluntary for ALS teachers with Secondary Education degrees. Qualified teachers will receive a Certificate of Recognition and Service Credits/COC/CTO as per existing policies.
5. **Funding and Logistics**
 - Administrative expenses and learning materials shall be charged against the Program Support Funds (PSF).
 - No Collection Policy: No teacher or learner shall be required to shoulder any financial burden or pay for any materials relative to this program.
6. **Monitoring and Reporting**

The Regional and Division ALS Focal Persons shall monitor the implementation. A **narrative report** must be submitted to the Bureau of Alternative Education (BAE) within **15 days** after program completion.

7. An online meeting is scheduled on May 4, 2026, at 9:00 a.m. via the following link: <https://meet.google.com/mtu-iebz-fab>
8. For inquiries, please contact the Regional ALS Focal Person, Josephine Chonie M. Obsenares, via email at josephinechonie.obsenares@deped.gov.ph
9. Immediate dissemination of this Memorandum is desired.


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MARIA INES C. ASUNCION
Director IV
Regional Director 

CLMD/jcmo
04/28/2026



Republic of the Philippines

Department of Education

OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM
DM-OULS-2026-150

TO : ALL REGIONAL DIRECTORS

Carmela C. Oracion
FROM : CARMELA C. ORACION
Assistant Secretary and Officer-in-Charge
Office of the Undersecretary for Learning Systems

SUBJECT : SCALE-UP IMPLEMENTATION OF THE ACADEMIC-FOCUSED BRIDGING PROGRAMS (AFBP)

DATE : April 14, 2026

The **Academic-Focused Bridging Program (AFBP)** was pilot implemented in eight (8) schools divisions last school year. Building on the insights and best practices gathered from the initial AFBP implementation, the Bureau of Alternative Education (BAE) is committed to refining the program's instructional framework for nationwide application.

Relative to this, BAE encourages all regions to conduct the **Scale-Up Implementation** of AFBP in at least two (2) select schools divisions from **May 16 to 27, 2026**. This expansion is a critical step in transitioning from a localized or smaller scale implementation to a wider scale.

This activity aims to:

1. Scale up the implementation of the AFBP to reach a wider demographic of learners and ensure equitable access to bridging interventions;
2. Gather valuable insights through actual experiences and ground-level feedback during this phase of implementation; and
3. Provide recommendations for the development of a localized and responsive policy relative to the long-term implementation of the AFBP.

Particular attention is invited to **Attachment No. 1**, which contains the templated **List of Select Schools Divisions** chosen for the AFBP Scale-up implementation, and **Attachment No. 2**, outlining the **Suggested Implementation Plan** for the AFBP.

To facilitate timely coordination and logistical support, all Regional Offices are requested to submit the accomplished Attachment No. 1 on or before **April 30, 2026**. Submissions shall be directed to the **Office of the Director, Bureau of Alternative Education (BAE)**, via the official bureau email at **bae.od@deped.gov.ph**.



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The scale up implementation initiative serves as a crucial step in ensuring the successful institutionalization of AFBP. Your active participation and feedback are vital in shaping the future direction of this program.

Should there be queries or clarifications, please contact **Mr. Clodualdo R. Rivadulla**, Senior Education Program Specialist, Bureau of Alternative Education-Program Management and Systems Development Division (BAE-PMSDD) through email at bae.pmsdd@deped.gov.ph.

Immediate dissemination of this Memorandum is requested.

Copy Furnished:

MALCOLM S. GARMA
Undersecretary for Operations



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Attachment No. 2 to **DM-OULS-2026- 150**

GUIDELINES ON THE SCALE UP IMPLEMENTATION OF THE ACADEMIC-FOCUSED BRIDGING PROGRAMS (AFBP) IN SELECT SCHOOLS DIVISION OFFICES

I. Introduction

The enactment of RA 11510, "An Act Institutionalizing the Alternative Learning System (ALS)," in December 2020 and the subsequent issuance of its Implementing Rules and Regulations (IRR) in 2021, have revived the concept of the Academic-Focused Bridging Programs (AFBP) as a priority of the Department of Education (DepEd). RA 11510 designates the AFBP as one of the core programs of ALS, specifically defined as follows:

Academic-Focused Bridging Programs shall refer to ALS programs that provide continuing learning opportunities to accreditation and equivalency secondary-level passers who wish to better prepare for the academic demands and study skills requirements of tertiary-level education or post-secondary vocational training, or both.

For purposes of the IRR, the Academic-Focused Bridging Program shall cover transition programs for ALS Junior High School Program Completers going to Senior High School, technical and vocational education and training, or tertiary education. These programs may be provided by DepEd, non-DepEd ALS implementers of secondary institutions.

The full implementation of the K to 12 Basic Education Curriculum (BEC) in the formal system necessitated the development of an enhanced version of the ALS K to 12 BEC, known as the ALS 2.0. In 2019, the roll-out of the ALS K to 12 BEC required systems improvements of the following ALS components: curriculum contextualization, literacy mapping, learner assessment tools, monitoring and evaluation framework, learning resource development, and system support components such as capacity building, inclusion of ALS in the school-based management, advocacy, social mobilization, and partnership strategies.

The pilot implementation of the AFBP was conducted last July 8 to 19, 2024 in the select Schools Division Offices in four (4) regions in the country. After the valuable experiences from the pilot implementers of the AFBP has been presented, the participating SDOs came up with these suggestions and recommendations:

- a. The AFBP must be extended and refined, with additional focus on advanced topics in STEM subjects.
- b. Develop and implement personalized learning plans to cater to the diverse learning needs of learners.



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- c. Allow more time to prepare for the AFBP implementation and extend the program duration.
- d. Provide mentorship and support to learners beyond the program duration to sustain their academic progress and motivation. Peer tutoring programs be expanded to include more activities that foster collaborative learning and leadership development.
- e. Provide standard and calibrated materials for diagnostic testing (pre-test and post-test).
- f. Incorporate more interactive and hands-on learning activities tailored to address specific academic needs.
- g. Conduct thorough mapping of learners to ensure all ALS Junior High School completers who wish to enroll in ALS Senior High School or Formal SHS undergo AFBP.
- h. Ensure updated materials are used in the AFBP classes and provide ready-to-use learner activity sheets and session guides for the best outcomes.
- i. Integrate technology and interactive tools into the curriculum, such as digital platforms, online quizzes, virtual labs, and educational games.

The issuance of these guidelines on the scale up implementation of the AFBP is a policy initiative addressing educational gaps, promoting equitable access to higher education, enhancing employability, fostering lifelong learning, and strengthening the overall system of the program. It aims to empower ALS learners to overcome educational barriers, pursue further educational opportunities, and thrive in their personal and professional lives.

II. Implementation Details

The Regional ALS Focal Person, with the approval of the Regional Director, will identify at least two (2) Schools Division Offices (see attached) as part of the scale up implementation of the AFBP. The selection criteria for schools encompassed the following parameters:

- a. Enrollment Size: One school with a large enrollment and another with a small enrollment.
- b. Location: One school situated in an urban setting and another in a rural environment."

Region	Schools Division Office	No. of Target Learners

A. Learners

For the scale up implementation phase, AFBPs are intended primarily for ALS Junior High School completers who will be transitioning to Senior High School program only. This program is enhancement in nature for the ALS learners to acquire advancement in the next level of education.



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B. Subject Offerings

To ensure learners acquire essential knowledge and advanced competencies, the following are the suggested coverages for the AFBP.

Target ALS Learners	Type of AFBP	Subject Offering
ALS Junior High School Program A&E passers transitioning to ALS Senior High School	Enhancement	Core Subjects in Grade 11 (Communication in English and Filipino, Mathematics, and Science)

For this AFBP scale up Implementation, the competencies to be taught are the identified competencies in the core subjects of the SHS grade 11. Priority subjects are Mathematics, Science, and Communication in English and Filipino. Results of the accomplished checklist of target competencies shall also be utilized to help provide further focus on the competencies to be enhanced.

C. Schedule

The AFBP scale up implementation will be conducted on May 16 to 27, 2026.

D. Admission Requirements and Procedure

ALS learners who would want to participate in this scale up implementation phase of the AFBP must submit the following documentary requirements:

Admission Requirements

- b.1. Accomplished Registration Form (AFBP Form 2)
- b.2. Result of the A&E Test (Certificate of Rating, COR) or the PPA (AF5) for JHS Completer

E. Learning Delivery

While the learner's flexible learning philosophy remains valued in the AFBP, participation in the program will require commitment and dedication from the learners. To successfully master the designated competency areas, this program will include intensive learning activities and a study period of at least two (2) weeks or 10 days, or equivalent to eighty (80) hours.

The actual duration will be determined based on the student's prior knowledge, learning needs, pace of learning, and amount of time available. Prescriptively, it is a combination of 40 hours of in-person classes and 40 hours of independent learning sessions.



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F. Assessment

For this AFBP scale up implementation, Diagnostic test shall be utilized to set directions for instruction and determine learning goals. The teacher-made test shall likewise be used to measure the students' learning gains from the program.

A Certificate of Completion shall be issued to the learners upon completion of the AFBP. This shall be signed by the respective Schools Division Superintendent (SDS).

G. Learning Resources

All learning resources to be used should be aligned with the identified subject offerings. They should be guided by the existing ALS Curriculum for JHS and SHS. Other learning materials such as textbooks and other references may also be used while the existing ALS AFBP modules, upon mapping and tagging, could serve as support learning materials.

H. Teacher Assignment and Compensation

Participation of ALS teachers in the AFBP scale up implementation is **voluntary**. The basic requirement is that they are ALS teachers with Secondary Education degrees.

The School Head (SH) is tasked for identifying potential ALS teachers for AFBP scale up implementation. Prioritization for selection will be given to teachers demonstrating willingness, commitment, and high proficiency in their respective subject areas.

ALS teachers and formal school teacher-volunteers who will render services in AFBP pilot testing shall be given Certificate of Recognition, Service Credits/Compensatory Overtime Credit (COC)/Compensatory Time Off (CTO), subject to existing policies.

I. Funding Sources

The funds for the scale up implementation of the AFBP are allocated for administrative expenses, and the provision of learning materials to learners and teachers. These shall be sourced, as appropriate, from but not limited to, Program Support Funds (PSF). The PSF Guidelines shall guide the allowable expenditures relative to the AFBP implementation.

Under no circumstance shall a teacher or learner be required to shoulder the undue financial burden or be compelled to pay for the teaching and learning materials or any activity relative to the conduct of the AFBP.

III. MONITORING AND EVALUATION

The scale up implementation of the AFBP shall be monitored by the Regional and Division ALS Focal persons of the select SDOs. A narrative report shall be given to



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the Bureau of Alternative Education (BAE) within fifteen (15) days after its implementation.

IV. REFERENCES

Philippines. Republic Act No. 11510: An Act Institutionalizing the Alternative Learning System in Basic Education for Out-of-School Children in Special Cases and Adults and Appropriating Funds Therefor, Republic of the Philippines, 2020.

The Official Gazette. Volume 118, No. 9. Implementing Rules and Regulations of the Alternative Learning System Act (Republic Act No. 11510). (February 28, 2022) (Phil.)

DepEd Order No. 47, s. 2021, Creation of the Bureau of Alternative Education in the Department of Education.

DepEd Order No. 40, s. 2015, Guidelines on K to 12 Partnerships.

DepEd Order No. 19, s. 2008, Implementation of the No Collection Policy in All Public Elementary and Secondary Schools.