



REGIONAL MEMORANDUM
CLMD – 2026 – 0242

All Others Concerned

4. Immediate dissemination of and strict compliance with this Memorandum is desired.

Director IV
Regional Director



2026-03-03614



Enclosure No. 1 to Regional Memorandum No. _____, s. 2026

LIST OF IDENTIFIED RESPONDENTS FOR THE FELP NEEDS ANALYSIS SURVEY

Bayugan City

1. Joana Grace M. Garzon
2. Retchie M. Cordera
3. Rutchel M. Alab
4. Jubille Joy C. Felicilda

Bislig City

1. Rowena F. Acevedo
2. Marife P. Gamba
3. Marife S. Bonita
4. Joanne A. Orquia

Butuan City

1. Rachel S. Cassion
2. Joanna Marie G. Salazar
3. Jessie A. Escoro
4. Erl Kevin M. Garay

Cabadbaran City

1. Elmer E. Hindap
2. Maryjoy Guiritan
3. Janie Mae A. Orapa
4. Aeron Lee M. Bolambot

Surigao del Sur

1. Jhun Clifford P. Reyna
2. Marvin Jhon U. Uriarte
3. Crestiene Joy R. Lobo
4. Jockey Boy D. Callote



Republic of the Philippines

Department of Education

OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM

DM-OULS-2026-084

TO : REGIONAL DIRECTORS

FROM :

Carmela C. Oracion
CARMELA C. ORACION

Assistant Secretary

OIC-Undersecretary for Learning Systems

concurrent Executive Director, Education and Workforce
Development Group Secretariat

SUBJECT : REQUEST FOR PARTICIPATION IN THE FUNCTIONAL
EDUCATION AND LITERACY PROGRAM (FELP) NEEDS ANALYSIS
SURVEY

DATE : MAR 02 2026

In line with Republic Act No. 11510 (ALS Act) and its Implementing Rules and Regulations (IRR), the Department of Education (DepEd), through the Bureau of Alternative Education (BAE), developed the Functional Education and Literacy Program (FELP) to deliver short-term, competency-based courses that respond to the practical, economic, and livelihood needs of ALS learners.

To ensure that FELP remains responsive and grounded in local contexts, all Regions are hereby requested to participate in the FELP Needs Analysis Survey. The survey aims to identify priority learning areas, target learner groups, and prevailing local socio-economic conditions that will inform the development of contextualized FELP courses. The survey may be accessed through the following link: <https://tinyurl.com/ms7zc3np>.

In conducting the needs analysis, each Region is requested to ensure the participation of at least five (5) Education Program Specialists II for ALS (EPSA) and fifteen (15) ALS teachers as respondents to the survey. Their inputs are vital in capturing both programmatic and field-level perspectives necessary for evidence-based course development.

The consolidated regional needs analyses shall serve as key reference materials for the FELP Course Design Workshop scheduled on July 20–22, 2026. From the results of the needs analysis, each Region is further requested to identify at least three (3) priority learning areas for a FELP course development. For your reference, the background of FELP is provided in ANNEX A.

Responses to the survey shall be accepted until May 21, 2026. For further clarifications, please contact Mr. Jeffrey F. Florendo, Senior Education Program Specialist, at telephone number (02)8633-9347 or through email at bae.pmsdd@deped.gov.ph.

For guidance and strict compliance.

Copy furnished:

MALCOLM S. GARMA

Undersecretary for Operations



1/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City
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Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

Annex A

Background of the Functional Education and Literacy Program (FELP)

In line with Republic Act No. 11510 (ALS Act) and its Implementing Rules and Regulations, the Department of Education (DepEd), through the Bureau of Alternative Education (BAE), developed the Functional Education and Literacy Program (FELP)¹ to address gaps in the Alternative Learning System (ALS). FELP provides short-term, nonformal, and competency-based courses that respond to learners' immediate personal, economic, and community needs. The program is anchored on selected subsets of ALS Curriculum competencies, equipping learners with practical knowledge and skills that culminate in micro-certification.

FELP was developed in response to observations that many out-of-school youth and adults are less inclined to pursue Accreditation and Equivalency (A&E) programs but instead seek practical, short-term learning interventions. Stakeholder consultations identified Financial Education as a priority area, leading to the pilot FELP-Financial Education course in partnership with the Bangko Sentral ng Pilipinas (BSP) and USAID-EDC. This course aligns with DepEd Order No. 22, s. 2021 (Financial Education Policy) and national laws promoting financial literacy.

Building on the pilot, five additional FELP courses have been finalized and reviewed by BAE: Accessing Government Services, Business Communication, Cybersafety, Introduction to Setting Up a Business, and Responsible Parenting Education. Meanwhile, Region XI is developing Work Readiness and Voter Education courses, and Region VIII is designing a Tikug Weaving course to support localized and context-responsive learning.

FELP's expansion aims to strengthen field implementers' capacity in developing localized courses and to ensure learning interventions remain responsive to the diverse needs of ALS learners across regions. To this end, all Regions are requested to prepare and submit FELP course proposals for review and potential development.

¹ *Implementing Rules and Regulations of Republic Act No. 11510: Alternative Learning System Act*

Functional Education and Literacy Programs (FELP) refer to short-term nonformal education programs designed to help socioeconomically disadvantaged learners to upgrade a targeted set of skills, knowledge and selected competencies in the Revised ALS Curriculum in order to improve their social, political, and economic well-being and function more effectively as citizens, parents, workers and members of the community.

ANNEX A

NEEDS ANALYSIS TOOL FOR LOCALIZED FUNCTIONAL EDUCATION AND LITERACY PROGRAM (FELP)

This tool aims to gather data on the current situation, gaps, priorities, and support requirements of Regional Offices (ROs) and Schools Division Offices (SDOs) in developing *localized* Functional Education and Literacy Programs (FELP). The results will guide program design, development of contextualized learning materials, resource allocation, capacity building, and partnerships.

DATA PRIVACY STATEMENT

In accordance with the Data Privacy Act of 2012 (RA 10173), the information you provide in this survey will be collected and used solely for the purpose of Functional Education and Literacy Needs Analysis. Participation is voluntary, and you may choose not to answer any question or withdraw at any time.

All responses will be kept confidential and will be accessed only by authorized personnel. Personal information, if any, will be protected and will not be disclosed without your consent, except as required by law.

By proceeding with this survey, you agree to the collection and processing of your information for the stated purpose.

For inquiries, please contact Jeffrey F. Florendo of BAE-PMSDD at jeffrey.florendo@deped.gov.ph

SECTION A. PROFILE

1. Region: _____
2. Division: _____
3. Position/Designation: _____
4. Years handling ALS: _____
5. Type of Community Served (check all that apply):
 - ☐ Urban
 - ☐ Rural
 - ☐ Indigenous Peoples Community
 - ☐ Geographically Isolated and Disadvantaged Area (GIDA)
 - ☐ Conflict-Affected / Hard-to-Reach
 - ☐ Coastal / Maritime
 - ☐ Other: _____

SECTION B. COMMUNITY LEARNER PROFILE

For each learner group listed below, rate how prevalent the group is in your community or area of responsibility based on available data, records, community mapping, and your professional observation. Use the scale provided to indicate the approximate number of learners belonging to each group.

1. Target Learner Groups (rate the prevalence):

Scale: 1–None | 2–Few | 3–Some | 4–Many | 5–Very Many

Learner Group	5	4	3	2	1
Out-of-school youth					
Adult non-readers					
Adults needing basic literacy					
Workers needing functional literacy					
Parents needing financial literacy					
IP communities					
Senior citizens					
PDL (Persons Deprived of Liberty)					
Differently-abled learners					
Others (specify): _____					

2. Priority literacy needs identified in your community:

Check all that apply

- ☐ Basic Literacy
- ☐ Reading skills
- ☐ Numeracy
- ☐ Digital literacy
- ☐ Financial literacy
- ☐ Entrepreneurship skills
- ☐ Livelihood/technical skills
- ☐ Health literacy
- ☐ Civic literacy
- ☐ Environmental literacy
- ☐ Disaster preparedness
- ☐ Culture-based literacy
- ☐ Other: _____

SECTION D. COMMUNITY NEEDS FOR LOCALIZED FELP

D.1 Review the list of life skills and literacy areas below and rank them according to their level of importance and urgency in your region. Base your ranking on community needs, learner profiles, local issues, and available data.

- ☐ Financial literacy
- ☐ Health and sanitation literacy
- ☐ Digital literacy
- ☐ Livelihood/entrepreneurship skills
- ☐ Environmental & disaster literacy
- ☐ Community leadership
- ☐ Other: _____

D.2 Review the list of industries and livelihood opportunities below and check all that are present, active, or have potential for development in your region or community. Consider existing economic activities, available resources, and possible employment or income-generating opportunities for ALS learners.

- ☐ Agriculture (rice, corn, high-value crops)
- ☐ Fisheries / Aquaculture
- ☐ Manufacturing
- ☐ Handicrafts
- ☐ Tourism
- ☐ Services (retail, hospitality, transport)
- ☐ Construction
- ☐ Local cultural crafts
- ☐ Other: _____

D.3 Review the list of common challenges below and check all that currently affect the delivery of education, literacy, and livelihood programs in your community. Base your responses on actual observations, reports, and consultations. You may select more than one option.

- ☐ Lack of livelihood skills training
- ☐ High illiteracy level
- ☐ Low digital access
- ☐ Few CLCs
- ☐ No localized materials
- ☐ Lack of trained facilitators
- ☐ Low community involvement

- ☐ Limited partnerships

Section E. Partners for FELP

Review the list of potential partners and check all organizations, institutions, or groups that are currently available or can potentially collaborate in the implementation of FELP initiatives in your area. Consider both existing and possible partnerships.

- ☐ LGU
- ☐ Barangay
- ☐ TESDA
- ☐ DSWD
- ☐ Private sector
- ☐ NGOs
- ☐ SUCs / HEIs
- ☐ Other: _____

Section F. Demand for Emerging Courses in the Region

Which courses have local demand based on community needs, industry trends, or labor market data?(Check all that apply)

A. Digital & Technology

- ☐ Computer Literacy
- ☐ Basic Coding
- ☐ Digital Content Creation
- ☐ Smartphone-based entrepreneurship
- ☐ Online freelancing (e.g., virtual assistant work)

B. Livelihood & Entrepreneurship

- ☐ Microenterprise development
- ☐ Basic accounting for small businesses
- ☐ Food processing and preservation
- ☐ Baking and pastry
- ☐ Urban gardening / crop production
- ☐ Animal raising (poultry, swine, goats, etc.)

C. Services

- ☐ Caregiving
- ☐ Massage therapy
- ☐ Housekeeping
- ☐ Events management
- ☐ Beauty care / wellness
- ☐ Tour guiding

D. Technical Skills

- ☐ Welding
- ☐ Automotive servicing
- ☐ Electrical installation
- ☐ Carpentry
- ☐ Plumbing
- ☐ Solar panel installation (green skills)

E. Culture-Based / Local Industry Courses

- ☐ Handicrafts (weaving, beadwork, bamboo crafts)
- ☐ Local food specialties
- ☐ Heritage tourism
- ☐ Traditional livelihood skills (e.g., fishing, woodcraft)

Section G. Emerging Issues & Trends Affecting ALS Learners

Review the emerging issues and trends below and assess their relevance and impact on ALS learners in your community. Use data, field experience, and community input to guide your assessment. Your responses will inform the identification of priority courses, skills training needs, and interventions for localizing FELP courses. *Check all that apply.*

☐ **1. Digital Transformation & Automation**

This area equips learners with basic digital and productivity skills needed for automated, remote, and freelance work environments.

☐ **2. Gig Economy / Freelance Work-** This area prepares learners for online freelancing by developing digital, communication, customer service, and e-commerce skills.

☐ **3. Financial Vulnerability & Poverty**-This area builds learners' capacity to manage finances responsibly and generate income through financial literacy and entrepreneurship.

☐ **Food Security & Rising Cost of Living**-This area promotes low-cost food production and income generation through agriculture and food processing skills.

☐ **5. Climate Change & Green Careers**-This area develops skills for disaster resilience and sustainable livelihoods in response to climate change and green job opportunities.

☐ **6. Growth of the Service and Hospitality Sector**-This area enhances employability by preparing learners for jobs in tourism, hospitality, retail, and caregiving services.

☐ **7. Cultural Preservation and Creative Industries**-This area supports cultural identity and livelihood creation through traditional crafts, creative work, and cultural tourism.

☐ **8. Health, Wellness & Community Support**-This area prepares learners for community-based health and wellness roles through basic caregiving and emergency skills.

☐ **9. Migration & Overseas Employment Aspirations**-This area equips learners with essential communication and workplace skills for overseas employment opportunities.

☐ **10. Low Literacy in Critical Life Skills**-This area strengthens functional reading, numeracy, and problem-solving skills needed for daily life and livelihoods.

<https://forms.gle/bvPyTt56vj3qvpTE9>