



Republic of the Philippines
Department of Education
CARAGA REGION

MAY 21, 2026

REGIONAL MEMORANDUM
CLMD – 2026 – 0491

To: Schools Division Superintendents) Division of Cabadbaran City
All Others Concerned

**MONITORING AND EVALUATION OF THE ALTERNATIVE LEARNING
SYSTEM (ALS) LITERACY MAPPING USING THE ENHANCED ALS
MAPPING TOOL IN SELECTED SCHOOLS DIVISION OFFICES**

1. Pursuant to the completed training rollout stipulated in Memorandum DM-LS-2026-015 and DM-OULS-2026-499 from the Office of the Undersecretary for Learning Systems and Regional Memorandum CLMD-2026-0090, this Office, in coordination with the Bureau of Alternative Education (BAE), announces the conduct of Monitoring and Evaluation (M&E) Mapping, Identification, and Referral of Learners with Disabilities in ALS on May 26–28, 2026 in Cabadbaran City.
2. This activity aims to ensure the proper identification and accurate profiling of prospective ALS learners, as well as to generate reliable data to support evidence-based planning, strategic resource allocation, and effective program implementation.
3. **Expected Responders and Participants:**
 - Division ALS Focal Person/ EPSA
 - ALS Teachers / SPED (SNED) Teachers
 - Select ALS Learners with disabilities
 - Community partners
4. The SDO, through the Division ALS Focal Person, is required to prepare and secure the following documents and means of verification (MOVs) for review by the monitoring team:

a. Enhanced ALS Mapping Tools & Collected Data

- **Accomplished Enhanced ALS Mapping Tools:** Physical or digital copies of the newly deployed enhanced tool used by ALS teachers to evaluate its overall functionality and data capture capabilities.
- **Collected OSCYA Profiles & Disability Registry:** The actual profiling records and summary reports gathered from Out-of-School Children in Special Cases, Youth, and Adults (OSCYA). This includes the specific registry of identified learners with disabilities or functional impairments captured via the integrated Washington Group of Questions.

b. Field Implementation & Local Rollout Documentation

- **Capacity Building & Technical Assistance Records:** Minutes of meetings, attendance sheets, and photos of local orientations, briefings, or technical assistance sessions provided to ALS teachers prior to conducting the mapping.
- **Field Validation Evidence:** Verification that physical mapping activities occurred, consisting of:
 - Logbooks or narrative reports detailing **household visits**.

- Attendance sheets, minutes, or photos of **community engagement** and advocacy activities.
- System logs, encoding trackers, or registers of **data recording** and entry.

c. Tracking Logs and Referral Mechanism Records

- **ALS Tracking and Program Referral Records:** Internal documentation tracking how mapped OSCYA are routed and successfully enrolled into the ALS program.
- **Specialized Partner Referral Forms:** Accomplished identification checklists, assessment tools, and formal referral forms submitted to external partner agencies, medical specialists, or Special Education (SPED) centers for learners identified with special needs.

d. Action Plans, Progress Reports & Field Notes

- **Action Plans & Milestone Reports:** Localized strategies, action plans, and brief progress updates highlighting milestones achieved during the division-wide deployment.
- **Challenges and Best Practices Log:** Documentation, feedback sheets, or initial reports detailing issues faced during the pilot test, gaps encountered, and emerging good practices or recommendations for policy adjustment.

5. Attached is the Monitoring Tool for your reference and immediate use.
6. For inquiries, please contact the Regional ALS Focal Person, Josephine Chonie M. Obsenares, via email at josephinechonie.obsenares@deped.gov.ph
7. Immediate dissemination of this Memorandum is desired.

Digitally
signed by
Asuncion
Maria Ines
Casona
Date:
2026.05.21

MARIA INES C. ASUNCION
Director IV
Regional Director

CLMD/jcmo
05/20/2026



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM

DM-OULS-2026-411

TO : ALL REGIONAL DIRECTORS

FROM : JEROME T. BUENVIAJE
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems

SUBJECT : MONITORING AND EVALUATION OF THE ALTERNATIVE LEARNING SYSTEM (ALS) LITERACY MAPPING USING THE ENHANCED ALS MAPPING TOOL IN SELECTED SCHOOLS DIVISION OFFICES (SDOs)

DATE : May 19, 2026

Pursuant to Republic Act (RA) No. 11510, or the "Alternative Learning System (ALS) Act," the Department of Education, through the Bureau of Alternative Education (BAE), has undertaken a series of activities to enhance the existing ALS Mapping Tool by integrating the Washington Group of Questions. This enhancement aims to ensure the proper identification and accurate profiling of prospective ALS learners, as well as to generate reliable data to support evidence-based planning, strategic resource allocation, and effective program implementation.

In May 2026, in line with DepEd Order No. 001, s. 2026, titled *Implementing Guidelines of the Enhanced ALS*, the Enhanced Mapping Tool will be pilot-tested by ALS Teachers in selected Schools Division Offices (SDOs) during the conduct of literacy mapping.

To support this initiative, BAE technical personnel will conduct monitoring and evaluation of the pilot implementation to:

1. ensure the effective and efficient mapping of Out-of-School Children in Special Cases, Youth, and Adults (OSCYA);
2. evaluate the functionality and utilization of the mapping tool in capturing OSCYA data;
3. assess the accuracy, completeness, and timeliness of the data collected;
4. validate field implementation, including household visits, community engagement, and data recording;
5. identify implementation issues, challenges, and emerging good practices;
6. provide technical assistance and immediate feedback to SDOs; and
7. generate policy and program recommendations to strengthen the ALS Mapping and Referral Mechanism for OSCYA.



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In this regard, all Regional ALS Focal Persons and concerned Division ALS Focal Persons are requested to support BAE personnel during the monitoring and evaluation activities and provide the necessary technical assistance to ensure the achievement of the objectives.

For reference, the list of identified Schools Division Offices (SDOs) and designated BAE monitors is attached. The BAE monitors shall coordinate with the Regional ALS Focal Persons regarding the schedule of their field visits.

For further details or clarifications, you may contact the BAE via email at bae.od@deped.gov.ph, with copy furnished to bae.pqad@deped.gov.ph and Ms. Annalyn A. Aquino, Senior Education Program Specialist at annalyn.aquino@deped.gov.ph.

Copy furnished:

MALCOLM S. GARMA
Undersecretary for Operations



Republic of the Philippines
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OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

Attachment to DM-OULS-2026 - 499

List of Identified Pilot Schools Division Offices (SDOs) for the Monitoring and Evaluation of the Alternative Learning System (ALS) Literacy Mapping Using the Enhanced ALS Mapping Tool in Selected SDOs

Region	Schools Division Office	Number of ALS Teachers	Monitor	Date
I	Pangasinan 1	70	Jonathan Caracas	between May 18 – 29, 2026
II	Quirino	33	Jonathan Caracas	
III	Baliwag City	7	Anna Lourdes Falcon	
CALABARZON	Cabuyao City	8	Michelle Mejia	May 18-20, 2026
MIMAROPA	Puerto Prinsesa City	17	Judy Mendoza	between May 18 – 29, 2026
V	Catanduanes	65	Kristine Lee Lumanog	
CAR	Benguet	47	Annalyn Aquino	May 20-22, 2026
NCR	Manila City	110	Jonathan Caracas	between May 18 – 29, 2026
VI	Capiz	49	Judy Mendoza	
NIR	La Carlota City	17	Roderick Corpuz	
VIII	Maasin City	20	David Kyle Laggui	
VII	Bohol	123	Annalyn Aquino	
IX	Zamboanga City	30	Michelle Bautista	
X	Cagayan de Oro	31	Brenfel Hajan	
XI	Davao de Oro	84	Mark Timothy Manaois	
XII	General Santos City	35	Michelle Mejia	
Caraga	Cabadbaran City	12	Anna Lourdes Falcon	May 26 – 28, 2026
Total		758		



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**MONITORING TOOL FOR THE ALTERNATIVE LEARNING SYSTEM (ALS)
 LITERACY MAPPING USING THE ENHANCED ALS MAPPING TOOL**

(To be accomplished by the Division/Regional Monitoring Team)

School/CLC Name: _____ School ID: _____
 School Head: _____ Contact No. : _____
 School Address: _____ District: _____
 Division: _____

Number of Mapped Learners with Disabilities in ALS		
Male	Female	Total Number of Learners

AREAS	CRITERIA	OBSERVED	COMMENTS/OBSERVATIONS
Pre-Implementation	The enumerator conducted targeted Coordination Meetings with Local Government Units (LGUs) and other community stakeholders.	☐ YES ☐ NO	
	The enumerator executed Advocacy Campaigns and Social Mobilization initiatives prior to mapping.	☐ YES ☐ NO	
Preliminary Protocols & Consent	The enumerator conducts face-to-face household interviews and record details directly at the site.	☐ YES ☐ NO	
	The enumerator introduced themselves and the DepEd ALS mandate properly.	☐ YES ☐ NO	
	The enumerator clearly explained the objectives of the mapping/profiling project to the respondent.	☐ YES ☐ NO	
	The enumerator assured the respondent of data privacy and confidentiality rules.	☐ YES ☐ NO	
	The enumerator asked the qualifying question	☐ YES	

	regarding out-of-school target learners in the household.	☐ NO	
	The enumerator secured formal written consent(signature/thumbmark) from the proper entity (parent/guardian or target adult learner) before proceeding.	☐ YES ☐ NO	
Tool Functionality	The mapping tool has complete pages and is clear and legible.	☐ YES ☐ NO	
	The mapping tool successfully captures all required data fields.	☐ YES ☐ NO	
Respondent & Learner Profile Identification	The enumerator indicated accurately who answered the interview (Self vs. Proxy)	☐ YES ☐ NO	
	The enumerator tracked specific relationship statuses correctly if a proxy was used (Mother, Father, or Guardian).	☐ YES ☐ NO	
	The enumerator recorded complete demographic tracking fields (Full names of learner, mother, father, and guardian).	☐ YES ☐ NO	
	The enumerator captured accurate contact information and complete permanent/temporary address details.	☐ YES ☐ NO	
Child Functioning Assessment Administration	The enumerator read aloud the official opening transition statement for the Child Functioning section.	☐ YES ☐ NO	
	The enumerator systematically assessed all mandatory functional domains (Seeing, Hearing, Mobility, Self-Care, Communication, Learning, Remembering, Concentrating, Accepting Change, Controlling Behavior, Making Friends, Anxiety, Depression).	☐ YES ☐ NO	

	The enumerator effectively applied standard scaling choices (e.g., No difficulty to Cannot do at all).	☐ YES ☐ NO	
	The enumerator adhered strictly to skip-logic indicators based on respondent's answers (e.g., skipping specific vision or hearing sub-questions if no assistive device is used).	☐ YES ☐ NO	
In-Depth Learner Demographics	The enumerator verified the child's demographic information.	☐ YES ☐ NO	
	The enumerator accurately captured Indigenous Cultural Community (ICC) memberships and specified the exact cultural group if applicable.	☐ YES ☐ NO	
	The enumerator recorded the student's exact highest educational attainment and checked all applicable reasons for dropping out.	☐ YES ☐ NO	
Future Schooling Intentions	The enumerator clearly asked if the learner plans to enroll in the upcoming school year.	☐ YES ☐ NO	
	If enrolling in Formal Education: Captured the target school name and intended grade level accurately.	☐ YES ☐ NO	
	If enrolling in ALS: Documented the preferred Community Learning Center (CLC) and specified the programmatic track (BLP, A&E Elem, A&E JHS, or ALS SHS).	☐ YES ☐ NO	

	If not enrolling: Logged the relevant localized push/pull reasons (financial, health, conflict, work, etc.).	☐ YES ☐ NO	
Data Management and Closing Protocols	The submitted data forms contain zero blank mandatory fields and are uploaded within the prescribed submission deadline.	☐ YES ☐ NO	
	The enumerator recorded the Unique ID consistently across the header areas where required.	☐ YES ☐ NO	
	The enumerator documented qualitative notes/issues/concerns shared contextually during the interview process.	☐ YES ☐ NO	
	The enumerator delivered the formal Closing Statement appreciating the stakeholder's time and input.	☐ YES ☐ NO	
	The enumerator managed data physical handling safely (remembering to detach restricted demographic sheets post-encoding as required).	☐ YES ☐ NO	

General Findings/Observations/Problems Encountered:

Actions Taken:

Recommendations:

Monitored and Evaluated by:

Division/Regional Monitor
Date Signed: _____

Noted by:

Division Coordinator
Date Signed: _____