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Republic of the Philippines
Department of Education
Region V– Bicol
SCHOOLS DIVISION OFFICE OF LIGAO CITY

Office of the Schools Division Superintendent

October 7, 2026

100726559

DIVISION MEMORANDUM
No. 0485 s.2026

DIVISION SELECTION OF THE 2026 OUTSTANDING ALS COMMUNITY LEARNING CENTER (CLC) FOR LITERACY ADVOCACY AWARD

TO : Assistant Schools Division Superintendent
Chief Education Supervisors, (CID & SGOD)
Division ALS Focal Person
Public Schools District Supervisors
Education Program Supervisors
Education Program Specialist II, ALS
ALS Teachers
All Others Concerned

1. Relative to Regional Memorandum No. 01265, s. 2026 titled **Selection of the 2026 Outstanding ALS Community Learning Center (CLC) for Literacy Advocacy Award**, the Schools Division Office announces the conduct of the Division-Level Search for 2026 Outstanding ALS Community Learning Center (CLC) on **October 12 - 16, 2026**.

2. This activity aims to:

   a. Recognize CLCs with outstanding contributions in the promotion of literacy, best practices, and delivery of quality ALS programs that significantly improve the learning outcomes of out-of-school youths and adults contributing to life-long learning.
   b. Inspire other ALS Implementors to adopt similar strategies and improve the quality of literacy education as anchored in the Program on Awards and Incentives for Service Excellence (PRAISE).

3. In line with the selection, a paper and on-site evaluation will be based on the following criteria:

   a. **Learning Reach** -CLC are either community-based or school based that caters to a number of learners that exceed the target.

Address: Binatagan Ligao City, 4504
Telephone: (052) 485-2496
Email-Address: ligao.city@deped.gov.ph
Website: https://depedligaocity.net

b. **Learner Achievement**. Direct evidence of success, such as A&E, employment, functional literacy gains.

c. **Promotion of Literacy and Lifelong Learning**. They deliver Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E) programs that help learners achieve literacy skills and formal-school equivalence (Elementary or Junior High School).

d. **Advocacy of Inclusion**- CLC reach disadvantage groups- IPs, persons with disabilities, working adults, and/or those in conflict areas.

e. **Partnership-driven** – Maintain strong partnership with LGUs, NGOs, and private partners who provide resources, venues, and support.

f. **Agents of Transformation** -It must be well- functioning CLC which doesn't just teach literacy, it fosters empowerment, social participation, and improved quality of life.

g. **Literacy Innovations**-Implement at least 1 innovative project along instruction, technology, community and partnership, curriculum, and materials, monitoring and motivation, which is approved by proper authorities, and submit accomplishment reports.

4. The SDO PRAISE committee composed of the following shall evaluate the nominees, to wit:

Chairperson: Melchizedek C. Tongco, ASDS
Co -Chairperson: Tita V. Agir - Chief Education Supervisor, CID
Members:

1. Alvin P. Pocua- PSDS / Division ALS Focal Person
2. Angelo C. Quintan- SEPS, M&E- SGOD
3. Alex M. Alano- PSDS
4. Joan B. Quipid- PSDS
5. Jose R. Nobela- EPS, AP

Support Staff:

1. Maribeth D. Villareal -EPS II, ALS
2. Geraldine R. Carillo- EPS II, ALS

5. Regional Memorandum No. 01265, s. 2026 is attached for reference and guidance, specifically the criteria for judging and nomination form/template, which will be the basis for declaring the winner.

6. The Division Level selection process shall be on October 16, 2026 after which one (1) winner shall be declared as the SDO winner. The CLC selected as Division winner shall advance to the Regional Level and the Regional Praise Committee shall confirm the Outstanding ALS CLC for Literacy Advocacy Awardees at the regional level on October 28, 2026.

7. A **2-3 minute video clip** of the winning CLC, its initiatives, and best practice activities shall be submitted to the Schools Division Office through the Division ALS Focal Person on October 19, 2026, and which shall then be submitted to the Regional Office not later than 5:00 p.m. on October 23, 2026.

8. The travel, meals, and other expenses of the Division validation team relative to the conduct of this search shall be charged against the ALS PSF and other available funds subject to the usual accounting and auditing rules and regulations.

9. Immediate and widest dissemination and compliance with this Memorandum is desired.

NYMPHA D. GUEMO
Schools Division Superintendent

Republic of the Philippines
Department of Education
REGION V - BICOL

Records Section. Regional Office No. V
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16517
By: Date: SEP 22 2026

21 September 2026

REGIONAL MEMORANDUM
No. 01265 s. 2026

SELECTION OF THE 2026 OUTSTANDING ALS COMMUNITY LEARNING CENTER (CLC) FOR LITERACY ADVOCACY AWARD

To : Assistant Regional Director
Schools Division Superintendents
Regional Chiefs of Functional Divisions/Sections/Units
Regional and Division ALS Focal Persons
All Concerned

1. In consonance with the objectives of the National Literacy Awards by the Literacy Coordinating Council (LCC), which is about sharing best practices employed by outstanding literacy program implementers and to inspire others to adopt similar strategies and improve the quality of literacy education on a broader scale, and as anchored in the Program on Awards and Incentives for Service Excellence (PRAISE) of the Civil Service Commission (CSC), and DepEd Order No. 9, s. 2002, establishing PRAISE in DepEd, this Office, through Curriculum and Learning Management (CLMD)-Alternative Learning System (ALS) will recognize the **2026 Outstanding Community Learning Centers (CLCs) for Literacy Advocacy Award**.

2. In line with this activity, School Division Offices shall conduct paper and on-site evaluation to select the 2026 Outstanding Community Learning Center (CLC) for Literacy Advocacy Awardee based on the following criteria:

a. **Learning Reach**. CLCs are either community-based or school-based that caters to number of learners that exceed the target.
b. **Learner Achievement**. Direct evidence of success, such as A&E, employment, functional literacy gains.
c. **Promotion of Literacy and Lifelong Learning**. They deliver Basic Literacy Programs (BLP) and Accreditation & Equivalency (A&E) programs that help learners achieve literacy skills and formal school equivalence (Elementary or Junior High School).
d. **Advocacy of Inclusion**. CLCs reach disadvantaged groups such as the indigenous peoples, persons with disabilities, working adults, or those in conflict areas.
e. **Partnership-Driven**. Success depends on strong community partnerships with local governments, NGOs, and private partners, who provide resources, venues, and support.
f. **Agents of Transformation**. It must be a well-functioning CLC doesn't just teach literacy; it fosters empowerment, social participation, and improved quality of life.
g. **Literacy Innovations.** The CLC implements at least 1 innovative project along instruction, technology, community and partnership, curriculum and materials, and monitoring and motivation, which is approved by proper authorities, and submitted accomplishment reports.

Address: Regional Center Site, Rawis, Legazpi City, 4500
Telephone Nos.: 0969 516 9555
Email Address: region5@deped.gov.ph
Website: https://region5.deped.gov.ph/

3. The SDO PRAISE committee composed of the following shall evaluate the nominees in the SDO, to wit:

Chairperson: Assistant Schools Division Superintendent
Co-Chairperson: Chief Education Supervisor -CID
Members: Division ALS Focal Person
1 Education Program Specialist II-ALS
1 Representative from SGOD (SEPS or Planning Officer or EPS II)

4. The selection process in the SDO level shall be from September 21 to October 16, 2026, and they shall declare one (1) winner.

5. Attached is the template for the evaluation of the Community Learning Centers (CLCs), which will be the basis for declaring the winner in the SDO.

6. The duly accomplished template, with a 2–3-minute video clip regarding the winning CLC and its activities will be submitted to the DepEd Regional Office V c/o Regional ALS Focal Person on or before 5:00 p.m. of October 23, 2026.

7. The Regional PRAISE Committee shall confirm the Outstanding ALS CLC for Literacy Advocacy Awardees at the regional level on October 28, 2026.

8. Winners in the 13 SDOs will be awarded during the **EducConverge 2026: Reform, Strengthen and Empower** which will be announced in a separate issuance.

9. For queries and related concerns, contact Jay S. Oliquino, Regional ALS Focal Person at 09778167060 or through this email: jay.oliquino@deped.gov.ph.

10. Immediate and widest dissemination of this Memorandum is desired.

GILBERT T. SADSAD
Regional Director

CLMD/jso
09/21/2026

Republic of the Philippines
Department of Education
REGION V - BICOL

Attachment to Regional Memo No. 1265, s. 2026

EVALUATION TOOL

Selection for 2026 Outstanding ALS Community Learning Center (CLC) for Literacy Advocacy Award

Schools Division: _____

Nominee Information:

Name of ALS CLC:	
Category:	☐ School-Based Learning Center ☐ Community-Based Learning Center
Type of CLC:	☐ Type 3 ☐ Type 4 ☐ Type 5
Address of the CLC:	
Contact Person:	
Position of the Contact Person:	
Cellphone Number:	
DepEd Email Address:	

Direction: The evaluators shall check the corresponding column that best represents the CLC's demonstrated level of performance for each indicator. Ratings must be assigned in strict accordance with the prescribed scale, ensuring objectivity, consistency, and alignment with standards.

10 - Excellent – Performance of the indicator consistently exceeds expectations; outputs are exemplary and sustainable.

8 - Very Good – Performance of the indicator meets expectations with strong results; minor improvements may be needed.

6 - Good – Performance of the indicator is adequate; requirements are met but with noticeable gaps.

4 - Fair – Performance of the indicator is weak; significant deficiencies are evident in outputs or processes.

2 - Poor – Performance of the indicator is unsatisfactory; standards are not met and corrective action is required.

For each criterion, count the number of checks in every column. Multiply each count by the numerical value indicated at the top of the column. Add all the products (totals per column) to obtain the Total Score for the criterion. Multiply the Total Score by the assigned weight of the criterion. This gives the Points for the specific criterion. Add the points from all criteria to arrive at the Final Score of the CLC.

A. Learning Reach. CLCs are either community-based or school-based that caters to number of learners that exceed the target.

Learners' Reach (15%)	10	8	6	4	2
1. Mapping of potential learners in the community, with corresponding updated ALS Form 1.					
2. Tracking and analyzing the yearly average of 75 learners/per ALS Teacher or 25 learners/per CAI for the last three years					
3. Keeping records of the total number of learners served annually, disaggregated by age, gender, and learner type (out-of-school youth, adults, indigenous peoples, persons with disabilities).					
4. Including disadvantaged or marginalized groups in the programs.					
5. Keeping data of the percentage of learners who remain active and complete literacy or equivalency programs.					
6. Tracking learners who move on to higher education, vocational training, or employment.					
7. Keeping record of geographic coverage such as number of barangays, sitios, or communities reached by the CLC's programs.					
8. Designing a Program Diversity Range for literacy, life skills, vocational, and digital learning programs offered to meet varied learner needs.					
9. Analyzing the consistency of learner reach over at least three years, showing growth or stability.					
10. Putting up a system to monitor attendance, progress, and learner outcomes (databases, portfolios, digital apps).					
TOTAL POINTS					
Total Points X 15%					

B. Learner Achievement. Direct evidence of success, such as A&E, employment, functional literacy gains.

Learners' Achievement (20%)	10	8	6	4	2
1. Increasing percentage of learners who pass the Accreditation & Equivalency Test.					
2. Improving completion rate or the proportion of learners who complete Alternative Basic Literacy modules					
3. Improving Presentation Portfolio Assessment (PPA) Results on the average rating of learner portfolios based on reflection, outputs, and evidence of growth.					
4. Demonstrating attendance consistency in terms of percentage of learners attending ALS sessions.					
5. Participating in learning activities through the number of learners actively engaged in group work, discussions, and projects.					
6. Applying the skills in real Life such that learners demonstrate literacy/numeracy in daily tasks (e.g., budgeting, reading instructions), and measured through performance tasks.					
7. Improving project completion and quality as gauged through the percentage of learners who complete assigned projects with satisfactory ratings.					
8. Increasing the transition outcomes or the number of learners who successfully transition to higher education, vocational training, or employment.					
9. Improving communication proficiency learners such as achieving at least 75% proficiency in oral presentations, written essays, and A&E communication tasks.					
10. Receiving awards such as commendations, certificates, or awards for due to learners' outstanding performance in ALS or community					

programs, curricular, co-curricular and extra-curricular activities.					
TOTAL POINTS					
Total Points X 20%					

C. Promotion of Literacy and Lifelong Learning. They deliver Basic Literacy Programs (BLP) and Accreditation & Equivalency (A&E) programs that help learners achieve literacy skills and formal school equivalence (Elementary or Junior High School).

Promotion of Literacy and Lifelong Learning (20%)	10	8	6	4	2
1. Catering Basic Literacy Programs for the foundational reading, writing, and numeracy programs for out-of-school youth and adults.					
2. Enhancing delivery of Accreditation & Equivalency (A&E) Programs-Elementary Level					
3. Enhancing delivery of Accreditation & Equivalency (A&E) Programs-Elementary Level					
4. Supporting for the delivery of the ALS - Senior High School Program					
5. Providing Functional Education and Literacy Programs for learners to apply literacy skills in everyday life such as financial literacy, health literacy, and civic participation.					
6. Integrating lifelong learning opportunities through skills training, vocational courses, and community education programs that extend beyond basic literacy.					
7. Enhancing the development of digital literacy skills through training in computer use, internet navigation, and mobile learning apps to prepare learners for modern workplaces.					
8. Optimizing the delivery of Life Skills Development Programs on communication, problem-solving, critical thinking, and social-emotional learning.					

9. Implementing the Work-Based Learning/Be Your Own Boss (WBL/BYOB) such as apprenticeships, livelihood training, and entrepreneurship programs linked to local economic opportunities.					
10. Tracking and assessing through mechanisms to monitor learner progress, retention, completion, and transition outcomes.					
TOTAL POINTS					
Total Points X 20%					

D. Advocacy of Inclusion. CLCs reach disadvantaged groups such as the indigenous peoples, persons with disabilities, working adults, or those in conflict areas.

Advocates of Inclusion (15%)	10	8	6	4	2
1. Ensuring that programs are available to all learners regardless of age, gender, ethnicity, disability, or socio-economic status.					
2. Providing specific efforts to include indigenous peoples, persons with disabilities, out-of-school youth, and working adults.					
3. Tailoring learning materials and methods to diverse learner needs, including IPED (Indigenous Peoples Education) and SNED (Special Needs Education).					
4. Providing safe, secure, and disability-friendly learning spaces with appropriate equipment and resources.					
5. Collaborating with local governments, NGOs, and private partners to support inclusion initiatives.					
6. Attending to training of teachers and volunteers on inclusive education practices, cultural sensitivity, and differentiated instruction					
7. Designing a system to monitor participation, retention, and progress of marginalized learners to ensure they are not left behind.					

8. Advocating inclusion through campaign and community activities that promote inclusion, diversity, and respect for all learners.					
9. Enhancing delivery of Accreditation & Equivalency (A&E) Programs-Elementary Level to achieve formal school equivalence (Elementary or Junior High School level)					
10. Complying with the structural design suited for elderly and persons with disabilities					
TOTAL POINTS					
Total Points X 20%					

E. Partnership-Driven. Success depends on strong community partnerships with local governments, NGOs, and private partners, who provide resources, venues, and support.

Partnerships-Driven (10%)	10	8	6	4	2
1. Collaborating with Local Government Units for support in terms of funding, venues, and policy alignment.					
2. Partnering with non-government organizations for program delivery, advocacy, and resource mobilization.					
3. Involving businesses for sponsorships, livelihood training, or ICT resources.					
4. Collaborating with schools, universities, and training centers for curriculum development, teacher training, and learner transition.					
5. Engaging local volunteers, parents, and youth groups in program facilitation and learner support.					
6. Sharing facilities, equipment, and materials through partnerships.					
7. Joining in training programs for facilitators and staff to strengthen inclusive and innovative practices.					
8. Involving external partners in the tracking of learner outcomes and program effectiveness					

9. Mapping of potential stakeholders for support					
10. Conducting activities such as stakeholder's forum and convergence to establish partnerships.					
TOTAL POINTS					
Total Points X 10%					

F. Agents of Transformation. It must be a well-functioning CLC doesn't just teach literacy; it fosters empowerment, social participation, and improved quality of life.

Agents of Transformation (10%)	**10**	**8**	**6**	**4**	**2**
1. Designing programs on the empowerment of learners such as on building confidence, leadership, and self-reliance among learners.					
2. Initiating community development programs that strengthen local communities through livelihood projects, civic participation, and collective action.					
3. Encouraging learners to engage in community decision-making, volunteerism, and advocacy.					
4. Providing economic Upliftment Skills training, entrepreneurship, and work-based learning that improve employment opportunities and income.					
5. Integrating cultural preservation such as indigenous knowledge, traditions, and local culture into learning.					
6. Utilizing new technologies, teaching methods, and creative approaches to solve community challenges.					
7. Promoting environmental awareness, sustainable livelihoods, and long-term program continuity.					
8. Utilizing a system that monitor the learners' lives improvement, from literacy gains to employment, civic engagement, and quality of life.					
9. Integrating Peace Education in lessons and in activities					

10. Ensuring the compliance of activities relevant to Disaster Rosk Reduction Management					
TOTAL POINTS					
Total Points X 10%					

G. Literacy Innovations. The CLC implements at least 1 innovative project along instruction, technology, community and partnership, curriculum and materials, and monitoring and motivation, which is approved by proper authorities, and submitted accomplishment reports.

Literacy Innovations (10%)	**10**	**8**	**6**	**4**	**2**
1. Addressing the actual needs of learners, such as functional literacy, digital skills, or livelihood-related competencies.					
2. Accessing marginalized groups (indigenous peoples, persons with disabilities, out-of-school youth, adults).					
3. Using creative methods such as mobile libraries, flexible schedules, blended learning, or community-tailored curricula.					
4. Integrating technology such as adoption of ICT tools, mobile apps, or digital platforms to enhance literacy learning and tracking.					
5. Applying structured literacy approaches, formative assessments, and proven teaching strategies.					
6. Involving local stakeholders, volunteers, and families in literacy initiatives to ensure ownership and sustainability.					
7. Documenting learner progress, retention, completion, and transition outcomes.					
8. Possessing the characteristic of scalability and replicability by other communities or CLCs.					
9. Demonstrating continuity over time, supported by partnerships and resource mobilization.					
10. Utilizing the results for the improvement of ALS Program Delivery					

TOTAL POINTS					
Total Points X 10%					

SUMMARY

Criteria	Weight in Percent	Points Earned	Points Earned x Weight in Percent
Learning Reach	15		
Learner Achievement.	20		
Promotion of Literacy and Lifelong Learning	20		
Advocacy of Inclusion	15		
Partnership-Driven	10		
Agents of Transformation	10		
Literacy Innovations	10		
	100		

Other Findings: _____

_____

_____

_____

Evaluated by:

_____ _____

_____ _____

_____