



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM

CID-2024- *DJS*

To : CID Chief
Division ALS Focal Person
Education Program Specialists II
ALS Teachers
BP-OSA Learning Facilitators

Subject : CORRIGENDUM TO DIVISION MEMORANDUM CID-2024-056 RE:
CONDUCT OF CAPACITY BUILDING FOR THE ALTERNATIVE
LEARNING SYSTEM (ALS) TEACHERS

Date : March 1, 2024

In reference to Division Memorandum CID-2024-056, re: Conduct of Capacity Building for the Alternative Learning System (ALS) Teachers, this office informs the participants on the changes of activity.

Copy of the new matrix is attached.

For information, guidance, and compliance.

Melanie P. Estacio
MELANIE P. ESTACIO, PhD, CESO VI
OIC- Schools Division Superintendent *pe*

Schools Division Office - Digos City

Enclosed: As stated.
CID/ALS/grs

24-118726
DATE: MAR 07 2024
BY: *[Signature]*

Matrix of Activities

Time	Topic/Activity	Speaker/Facilitator	Venue
Day 1 – March 6, 2024			
7:30- 8:00 am	Registration	Officer of the Day	Megan Function Hall
8: 00 – 8: 30 am	Opening Program		
8:30 – 9:00 am	Plenary: Orientation of the data gathering procedure	Elvie E. Timon EPS II ALS	
9:00 am – 12:00nn	Data Gathering of the conducted intervention in reading in the community learning centers	Gervasio R. Salinas, Jr., PhD – PSDS Elvie E. Timon Cherry Lyne V. Gonzaga	Digos City NHS - AVR
12:00 nn – 1:00 pm	LUNCH BREAK		
1:00 – 3:00 pm	Data Gathering of the conducted intervention in assessment in the community learning centers	Gervasio R. Salinas, Jr., PhD – PSDS Elvie E. Timon Cherry Lyne V. Gonzaga	ALS Pilot CLC
3:00-5:00 pm	Post Conference: Discussion of findings		Megan Function Hall
Day 2: March 7, 2024			
8:00 – 8:15am	Management of Learning	Officer of the Day	Megan Function Hall
8:15 – 8:45 am	Quiz on the Curriculum of Language, Literacy, and Literature	Ernielyn S. Diaz Division Core of Trainer	
8:45 – 9:35 am	Lecture 1: The Domains of Language, Literacy and Literature	Ernielyn S. Diaz Division Core of Trainer	
9:35 – 10: 10 am	Lecture 2: Teaching Beginning Reading to Stage 1 Beginning Learners	Scarlet P. Presillas Regional Core of Trainer	
10:10 – 10:20 am	Health Break		
10:20- 11:10 am	Lecture 3: Teaching Beginning Reading to Stage 2 Learners	Rosemell L. Saavedra Division Core of Trainer	



11:00 – 12:00 am	Lecture 4: Teaching Beginning Reading in Filipino	Cheery Lyn N. Nemis Regional Core of Trainer
12:00 – 1:00 pm	Lunch Break	
1:00 – 1:10 pm	Energizer	Officer of the Day
1:10 – 2:00 pm	Lecture 5: Teaching Beginning Reading to Stage 3 Learners; Teaching Beginning Reading in English	Cristine I. Josol Division Core of Trainer
2:00 – 2:50 pm	Fuller Approach	Sheryl P. Bendisula Division Core of Trainer
2:50 - 3:00 pm	Health Break	
3:00 – 3:50 pm	Four-Pronged Approach in Teaching Reading	Dennis Salarda Division Core of Trainer
3:50 – 4:40pm	Lecture 6: Teaching Beginning Reading to Adult Learners	Manuel A. Caniban Jr. Division Core of Trainer
4:40 - 5:00pm	Plans	
Day 3 – March 8, 2024		
8: 00 – 8: 15 am	Management of Learning	Officer of the Day
8: 00 – 8: 15 am	Management of Learning (Digos South District)	Officer of the Day
8:15 – 9:15 am	- Assessment for ALS Entry Level	Joselito L. Lim Division Core of Trainer
9:15 – 10:15 am	Teacher - Made Assessment - Formative Assessment Summative Assessment	Cherry Lyne V. Gonzaga Regional Core of Trainer
10:15 – 10:25 am	Health Break	
10:25 – 10:50 am	Developing Teacher-Made Assessment in ALS	
10:50 – 11:30 am	Performance Rubrics Understanding Rubrics	Jiemart S. Estrada Division Core of Trainer
11:30- 12:00 nn	Crafting a Rubrics	

12:00 – 1:00 pm	Lunch Break		
1:00 – 1:10 pm	Energizer	Officer of the Day	
1:10 – 2: 10 pm	Work Samples The Work Sample	Cherry Lyne V. Gonzaga	
2:10 – 2:20 pm	Health Break		
2:20 – 3:20 pm	The Parts of Work Sample Guide		
3:20 – 4:00 pm	Crafting the Work Sample		
4:00 – 4:30 pm	Presentation of Work Sample		
4:30 – 5:00 pm	Closing Program	Officer of the Day	



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM

CID-2024-*UST*

To : CID Chief
Division ALS Focal Person
Education Program Specialists II
ALS Teachers

Subject : CONDUCT OF CAPACITY BUILDING FOR THE ALTERNATIVE
LEARNING SYSTEM (ALS) TEACHERS

Date : February 20, 2024

In line with the MATATAG agenda of the Department of Education to which the herewith attached Approved Project Proposal is anchored, all ALS Teachers are hereby directed to attend the said activity on March 6-8, 2024 at Megan Function Hall, Corner Lim Bataan Street, Digos City.

The activity aims to

- capacitate ALS Teachers and Community ALS implementers on Beginning Reading, Assessment in ALS, and Online Teaching;
- enhance teaching strategies through approaches relevant to the learners' needs; and
- integrate technology into teaching and learning process anchored to the changing needs of the learners.

Participants are required to bring their laptops for the activities during the training.

Meals and snacks of the participants are chargeable to downloaded Program Support Fund (PSF) 2023 subject to the usual government accounting and auditing rules and regulations.

For information, guidance, and compliance.

Melanie P. Estacio
MELANIE P. ESTACIO, PhD, CESO VI
OIC- Schools Division Superintendent

24
Enclosed: As stated.
CID/ALS/ors



Address: Roxas Street cor. Lopez Jaena Street, Zone II, Digos City 8002
Telephone No: (082)553-8396 | (082)553-8376 | (082)553-9170
| (082)553-8375



Matrix of Activities

Time	Topic/Activity	Speaker/Facilitator
Day 1 – March 6, 2024		
7:30- 8:00 am	Registration	Officer of the Day
8: 00 – 8: 30 am	Opening Program	
8:30 – 8:45 am	on the Curriculum of Language, Literacy, and Literature	Ernielyn S. Diaz Division Core of Trainer
8:45 – 9:35 am	The Domains of Language, Literacy and Literature	Ernielyn S. Diaz Division Core of Trainer
9:35 – 10: 10 am	Teaching Beginning Reading to Stage 1 Beginning Learners	Scarlet P. Presillas Regional Core of Trainer
10:10 – 10:20 am	Health Break	
10:20-11:10 am	Teaching Beginning Reading to Stage 2 Learners	Rosemell L. Saavedra Division Core of Trainer
11:00 – 12:00 am	Teaching Beginning Reading in Filipino	Cheery Lyn N. Nemis Regional Core of Trainer
12:00 – 1:00 pm	Lunch Break	
1:00 – 1: 10 pm	Energizer	Officer of the Day
1:10 – 2:00 pm	Teaching Beginning Reading to Stage 3 Learners; Teaching Beginning Reading in English	Cristine I. Josol Division Core of Trainer
2:00 – 2:50 pm	Fuller Approach	Sheryl P. Bendisula Division Core of Trainer
2:50 - 3:00 pm	Health Break	
3:00 – 3:50 pm	Four-Pronged Approach in Teaching Reading	Dennis Salarda Division Core of Trainer
3:50 – 4:40pm	Lecture on Teaching Beginning Reading to Adult Learners	Manuel A. Caniban Jr. Division Core of Trainer
4:40 - 5:00pm		
Day 2 – March 7, 2024		
8: 00 – 8: 15 am	Management of Learning	Officer of the Day
8:15 – 9:15 am	Assessment for ALS Entry Level	Joselito L. Lim Division Core of Trainer
9:15 – 10:15 am	Teacher - Made Assessment - Formative Assessment - Summative Assessment	Cherry Lyne V. Gonzaga Regional Core of Trainer
10:15 – 10:25 am	Health Break	



Republic of the Philippines
Department of Education
 REGION XI
 SCHOOLS DIVISION OF TAGUM CITY

GAD Checklist for Project Identification and Designing

NAME OF THE PROGRAM Alternative Learning System **BUDGET:** P394,382.00
NAME OF THE PROGRAM OWNER Gervasio R. Salinas, Jr.
SCHOOL/OFFICE: ()
DURATION January-December, 2024
DESCRIPTION Utilization of Program Support Fund for ALS Activities

Element and item/question (col. 1)	DONE? (col. 2)			Score for an Item/Element	Gender issue identified/Remarks
	NO (2a)	PARTLY YES (2b)	YES (2c)		
1.0 Involvement of women and men (max score: 2; for each item, 1)				2.00	
1.1 Participation of women and men in beneficiary groups in problem identification (possible scores: 0, 0.5, 1.0)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	
1.2 Participation of women and men in beneficiary groups in project design (possible scores: 0, 0.5, 1.0)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	
2.0 Collection of sex disaggregated data and gender related information (possible scores: 0, 1.0, 2.0)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1.00	
3.0 Conduct of gender analysis and identification of gender issues (max score: 2; for each item, 1)				2.00	
3.1 Analysis of gender gaps and inequalities related to gender roles, perspectives and needs, or access to and control of resources (possible scores: 0, 0.5, 1.0)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1.0	
3.2 Analysis of constraints and opportunities related to women and men's participation in the project (possible scores: 0, 0.5, 1.0)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1.0	
4.0 Gender equality goals, outcomes, and outputs (possible scores: 0, 1.0, 2.0)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2.00	
Does the project have clearly-stated gender equality goals, objectives, outcomes or outputs?					
5.0 Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2.00	
Do the strategies and activities match the gender issues and gender equality goals identified?					
6.0 Gender analysis of early impacts of the project (max score: 2; for each item, 0.67)				2.00	

10:25 – 10: 50 am	Developing Teacher-Made Assessment in ALS	
10:50 – 11:30 am	Performance Rubrics Understanding Rubrics	Jiemart S. Estrada Division Core of Trainer
11:30-12:00 nn	Crafting a Rubrics	
12:00 – 1:00 pm	Lunch Break	
1:00 – 1:10 pm	Energizer	Officer of the Day
1:10 – 2: 10 pm	Work Samples The Work Sample	Cherry Lyne V. Gonzaga Regional Core of Trainer
2:10 – 2:20 pm	Health Break	
2:20 – 3:20 pm	The Parts of Work Sample Guide	
3:20 – 4:00 pm	Crafting the Work Sample	
4:00 – 5:00 pm	Presentation of Work Sample	
Day 3 – March 8, 2024		
8: 00 – 8: 15 am	Management of Learning (Digos South District)	Officer of the Day
8:15 – 9:15 am	Mobile Technology for Teachers (MT4T) - Project Overview LAC Resource Package Overview	Cheery Lyn N. Nemis Regional Core of Trainer
9:15 – 10:15 am	Enhancing Digital Citizenship Through Mobile Technology for Teachers' Toolkit	Cristine I. Josol Division Core of Trainer
10:15 – 10:25 am	Health Break	
10:25 – 11: 10 am	- Contextualization of MT4T e-citizenship Learning Packets -The Whys of Contextualization	Joselito L. Lim Division Core of Trainer
11:10 – 12:00 am	- Contextualization of MT4T e-citizenship Learning Packets -The Hows of Contextualization	Cherry Lyne V. Gonzaga Regional Core of Trainer
12:00 – 1:00 pm	Lunch Break	
1:00 – 1:10 pm	Energizer	Officer of the Day
1:10 – 1: 40 pm	Online Teaching (Methods)	Cherry Lyne V. Gonzaga Regional Core of Trainer
1:40 – 2:20 pm	Synchronous Online Teaching	Sheryl P. Bendisula Division Core of Trainer
2:20 – 3:00 pm	Digitization (Asynchronous)	Joselito L. Lim Division Core of Trainer
3:00 – 3:30 pm	Video Lesson (Asynchronous)	Sheryl P. Bendisula Division Core of Trainer
3:30 – 4:00 pm	Closing Program	



Republic of the Philippines
Department of Education
 REGION XI
SCHOOLS DIVISION OF TAGUM CITY

Element and Item/question (col. 1)	DONE? (col. 2)			Score for an Item/Element	Gender-responsive Identified/Remarks
	NO (2a)	PARTLY YES (2b)	YES (2c)		
9.0 Resources (max score: 2, for each item, 1)				2.0	
9.1. Is the budget allotted by the project sufficient for gender equality promotion or integration? OR, will the project tap counterpart funds from LGUs/partners for its GAD efforts? (possible scores: 0, 0.5, 1.0)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1.0	
9.2. Does the project have the expertise to promote gender equality and women's empowerment? OR, is the project committing itself to invest project staff time in building capacities within the project to integrate GAD or promote gender equality? (possible scores: 0, 0.5, 1.0)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1.0	
10.0 Relationship with the agency's GAD efforts (max score: 2, for each item or question, 0.67)				2.00	
10.1 Will the project build on or strengthen the agency/NCRFW/ government's commitment to the empowerment of women? (possible scores: 0, 0.33, 0.67) IF THE AGENCY HAS NO GAD PLAN: Will the project help towards the formulation of the implementing agency's GAD plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0.67	
10.2 Will it build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0.67	
10.3 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	0.67	
TOTAL GAD SCORE - PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in the thickly bordered cells.)				18.00	Gender-responsive
Percentage of GAD Budget to the Agency's AD Budget				100%	

Budget Available: ₱ 34,310.00
 GAD Budget: ₱ 3,431.00
 Percentage: 10.00%

Assessed by:

RONILYN P. NIEVES
 Chairperson, GFPS M&E Committee

14/2024

