

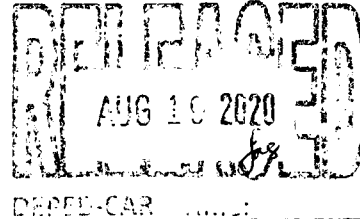


Republic of the Philippines  
**Department of Education**  
Cordillera Administrative Region

August 18, 2020

**REGIONAL MEMORANDUM**  
NO. 243.2020

To: Assistant Regional Director  
Regional Office Division Chiefs  
Schools Division Superintendents  
All Others Concerned  
All Divisions



**TASK OF THE ALTERNATIVE LEARNING SYSTEM IMPLEMENTERS AND LEARNERS BEFORE THE START OF SY 2020 - 2021**


1. The Department of Education, Cordillera Administrative Region (DepEd-CAR) through the Curriculum and Learning Management Division (CMLD) has identified the following tasks for the ALS implementers and learners to accomplish while waiting for the formal start of classes on October 5, 2020.
2. These are highly significant undertakings to ensure preparedness of ALS for SY 2020-2021:
  - a. Division Portfolio Assessment Team to finish the Portfolio Assessment of target AERT registrants with respective rating as a major requirement to AERT registration;
  - b. ALS teachers to distribute to their respective enrollees the Recognition of Prior Learning (RPL) Forms 1, 2, 3, and 4 through the learner's email accounts, messengers or through hand carry, for each enrollee to accomplish as bases of the teachers in preparing learning packages and activity sheets that should be ready when classes start through distance learning modalities;
  - c. ALS teachers should start accomplishing the Individual Learning Agreement (ILA) with each of their enrolled learners;
  - d. ALS teachers to download the ALS Learning Strand 6 - Digital Literacy Modules and send to their learners through their respective emails, messengers or hand carry with proper instructions on how to submit learner's outputs or accomplishments;
  - e. ALS teachers to submit the list of their learners with their respective LIS No., Mobile Phone No. or email accounts to the Division ALS Focal Person for submission to DepEd Regional Office, Curriculum Learning and Management Division (CLMD) as a basis of rendering Technical Assistance and Monitoring and Evaluation by the SDO and RO. Deadline of submission of the list of enrolment per ALS teacher will be on or before October 17, 2020.





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Cordillera Administrative Region

3. For queries and details, please contact the CLMD Chief, Mrs. Carmel F. Meris through her mobile phone no. 09205929554 or the EPS-ALS, Mrs. Angela K. Apopot, through her mobile phone no. 09309879256 (smart)/09672115293 (globe).
4. Immediate dissemination of and compliance with this Memorandum is directed.

  
**MAY BECLAR, Ph. D., CESO V**  
Regional Director

CLMD/CFM/aka





**ENCLOSURE NO. 2**

## **DOCUMENTATION OF LIFE EXPERIENCES (Recognition of Prior Learning)**

This form is an RPL record. It documents the life experiences that the Learner has had. These experiences are important to document fully as they provide information on the Learner's interests and what the Learner already knows and is able to do.

- The information on this form can be written in the Learner's first language, in Filipino, or in English.
- The Learning Facilitator can complete this form if the Learner is not confident to do so.
- The information in this form may add to the information collected by the Summary Record of Training/Skills form [ALS RPL Form 2].
- This form must be completed by the Learning Facilitator and Learner at enrolment or shortly after.
- The information in this form should be used by the Learning Facilitator to help the Learner develop the Learner's Individual Learning Agreement [ALS Assessment Form 1].
- The form must be included in the presentation portfolio.

### **How to Use this Form**

On this form, the Learner or the Learning Facilitator records the life experiences a Learner has had. This may be written in the Learner's first language, in Filipino, or in English. There are four (4) groups of information.

#### 1. Personal Information

- Fill in personal details and information about the Learner's family.

#### 2. Experiences

- Ask the Learner if he or she has had experiences like those that are listed below. For each experience, write
  - what experience the Learner had
  - when the Learner did this
  - where the Learner did this

Below are examples that will help Learners think about their experiences:

##### a. Experiences with equipment

- factory machines (e.g., sewing machine)
- tools (e.g., saw, iron)
- electronics (e.g., radio)
- office machines (e.g., xerox)
- vehicles (e.g., driving)

##### b. Experiences with money

- selling (e.g., shop)
- buying (e.g., house, car)
- budgeting (e.g., income)

##### c. Experiences with food

- cooking (e.g. for family, restaurant)

- decorating (e.g., cakes)
  - measuring or weighing food
- d. Experiences with the environment
- animals (e.g., feeding, breeding)
  - plants (e.g., gardening)
- e. Experiences with materials
- wood (e.g., carving, building)
  - rattan (e.g., furniture)
  - metal (e.g., building)
  - textiles (e.g., sewing)
  - leather (e.g., craft, clothing)
- f. Experiences with art
- music (e.g., singing, guitar)
  - dance
  - drama (e.g., acting)
  - painting
  - jewelry making (e.g., beading)
- g. Experiences with people
- talking on the telephone
  - caring for others (e.g., parents, sick)
  - helping children (e.g., homework)
- h. Experiences with information
- find information by reading (e.g., paper)
  - find information by talking
  - work with numbers (e.g., time, counting)
  - writing information (e.g., note taking)
- i. Experiences with community activities
- church
  - barangay
  - politics
  - environment
  - schools
3. Interests and hobbies
- Learners write here what they like doing and what they do well. For example, they might like sewing and be good at playing football.
4. About Me
- Learners write down what they think their best personal feature is. For example, they might work hard, or be kind to older people. They also write down what they hope to do when they finish their studies.

# DOCUMENTATION OF LIFE EXPERIENCES

## (1) Personal information

Name ..... Community Learning Center.....

Address .....



Tell me about your family and where you live .....

.....  
.....  
.....  
.....



## (2) Experiences

On the spaces provided, write down the experiences you have had.

Experiences can be in:

- paid work
- unpaid work
- voluntary activities
- the home
- your family

For each type of experience write about:



**What** experience you had.



**When** you did this.



**Where** you did this.



### a.) Experiences with equipment

.....  
.....  
.....  
.....



### b.) Experiences with money

.....  
.....  
.....  
.....



### c.) Experiences with food

.....  
.....  
.....  
.....



### d.) Experiences with the environment

.....  
.....  
.....  
.....



**e.) Experiences with materials**

.....  
.....  
.....



**f.) Experiences with art**

.....  
.....  
.....



**g.) Experiences with people**

.....  
.....  
.....



**h.) Experiences with information**

.....  
.....  
.....



**i.) Experiences with community activities**

.....  
.....  
.....



**(3) Interests and hobbies**

• I like doing: .....

.....  
.....  
.....

• I think I am good at: .....

.....  
.....  
.....

**(4) About me**

• The best thing about me is: .....

.....  
.....  
.....

• When I finish my studies, I want to: .....

.....  
.....  
.....



Learner ..... Learning Facilitator .....

Date: ..... Date: .....

## ENCLOSURE No. 3

**RECORD OF TRAINING/SKILLS**

This form is an RPL record. It documents formal training that the Learner has had. The formal training will normally be work-related. It does not include schooling.

- Not all Learners will have had formal training. If Learners do not have formal training, they do not complete this form.
- The information on this form can be written in the Learner's first language, in Filipino, or in English.
- The Learning Facilitator can complete this form if the Learner is not confident to do so.
- The information in this form adds to the information collected by the Documentation of Life Experiences form [ALS RPL Form 1].
- It should be completed by the Learning Facilitator and Learner at enrolment or shortly after.
- The information in this form should be used by the Learning Facilitator to help the Learner develop the Individual Learning Agreement.
- The form must be included in the presentation portfolio.

**How to Use this Form**

On this form, the Learning Facilitator or Learner records what training the Learner has done. This training may be work-related or may have been carried out in the community. This may be written in the Learner's first language, in Filipino, or in English.

**Column 1:** write the name of the training the learner did. (e.g. typing)

**Column 2:** write the main skills the Learner developed. (e.g. touch typing, business letters)

**Column 3:** write when the training happened.

**Column 4:** write how the Learner has used these skills. (e.g. working in an office)



## RECORD OF TRAINING/SKILLS

Learner's Name: .....

Community Learning Center: .....

Level: .....

Learning Facilitator's Name: .....

Title of Training Program	Skills/ Competencies Learned	Dates of Training	Use of Skills Gained

Certification by Learning Facilitator: ..... (Name)

Date: .....

..... (Signature)

## ENCLOSURE No. 4

**SUMMARY OF WORK HISTORY**

This form is an RPL record. It documents all the formal work that the Learner has completed. Not all Learners will have completed formal work. If Learners have not done any formal work, they do not complete this form.

- The information on this form can be written in the Learner's first language, in Filipino, or in English.
- The Learning Facilitator can complete this form if the Learner is not confident to do so.
- The information in this form adds to the information collected by the Documentation of Life Experiences form [ALS Form RPL1] and Summary Record of Training/Skills form [ALS Form RPL 2].
- It should be completed by the Learning Facilitator and Learner at enrolment or shortly after.
- The information in this form should be used by the Learning Facilitator to help the Learner develop the Individual Learning Agreement.
- The form must be included in the presentation portfolio.

**How to Use this Form**

On this form, the Learning Facilitator or Learner records what formal work the Learner has done. This formal work may be paid or voluntary. This may be written in the Learner's first language, in Filipino, or in English.

**Column 1:** write the name or the description of the work the Learner completed. (e.g. typist)

**Column 2:** write where the Learner did this work.

**Column 3:** write how long the Learner did this work. If the Learner knows when he or she started and finished the work write these dates.

**Column 4:** write the skills and understandings that the Learner used in this work.

### SUMMARY OF WORK HISTORY

Learner's Name: .....

Community Learning Center: .....

Level: .....

Learning Facilitator's Name: .....

Name or description of the work you did	Where you did this work and/or the name of your employer	How long you did this work for	The skills and understandings you needed for this work

Certification by Learning Facilitator: ..... (Name)

Date: .....

..... (Signature)

**ENCLOSURE NO. 5****LEARNER'S CHECKLIST OF SKILLS**

This form is used to assess the learner's skills/competencies in Communication Skills, Problem Solving and Critical Thinking, Sustainable use of Resources and Productivity, Development of Self and a Sense of Community and Expanding One's World Vision as the basis for their Individual Learning Agreement.

This is completed as part of the development of the Individual Learning Agreement at the start of Learning Group Sessions. It should be kept in the learner's Individual Work Folder and be updated monthly.

Part I asks the learner to tell in his/her own words the reason/s for joining the ALS Accreditation and Equivalency (ALS A&E) System.

Part II contains a list of skills and competencies based on the five (5) learning strands of the ALS A&E Curriculum Framework. The learners with the help of the Learning Facilitator will discuss the skills and competencies learners already possess and identify those which the learner wishes to learn.

The Learning Facilitator and Learner should read through the list of competencies and check the column (A, B, C and D) which best matches the learner's current abilities and interests.

A	-	I can do this well
B	-	I can do this but I want to learn more and improve
C	-	I want to learn to do this
D	-	I want to learn to do this but not now

Each month the Learning Facilitator and the Learner should review this list of learning goals along with other contents of the Learner's Work Folder and determine what progress has been made by the learner in developing the skills and competencies which checks in columns B and C.

The final column of the form should be used to record any remarks and comments by the Learning Facilitator regarding the status of the learner's current competencies/skills.

Part III of the form required the learner to review the list of competencies with B and C checks and prioritize the two and three most important competencies he/she wishes to start learning as part of his/her Individual Learning Agreement. These priorities should be reviewed with the Learning Facilitator and updated each month as part of the review of the Individual learning Agreement, Review of Learning Goals and Weekly Learning Log.

The Learner and Learning Facilitator should also identify any problems, and obstacles experienced while accomplishing his/her individual learning goals and actions taken to address these problems.

The Learner and Learning Facilitator sign their name.

**How to Use this Form**

1. This form is completed as part of the development of the Individual Learning Agreement at the start of Learning Group Sessions. It should be kept in the learner's Individual Learning Portfolio and be updated monthly.

Part I – The learner must tell in his/her own words the reason/s for joining the ALS Accreditation and Equivalency (ALS A&E) System.

2. The learners with the help of the Learning Facilitator will discuss the skills and competencies learners already possess and identify those which the learner wishes to learn.

The Learning Facilitator and Learner should read through the list of competencies and check the column (A, B, C and D) which best matches the learner's current abilities and interests.

A	-	I can do this well
B	-	I can do this but I want to learn more and improve
C	-	I want to learn to do this
D	-	I want to learn to do this but not now

3. Review this list of learning goals with the Learners along with other contents of the Learner's Work Folder and determine what progress has been made by the learner in developing the skills and competencies which checks in columns B and C. This should be done at least once a month.
4. If the learner feels that he/she has successfully accomplished the listed competency very well, this should be reflected in the Review of Learning Goal's form.
5. If a competency was originally rated as letter D and the learner now changes his/her mind and wishes to start learning this competency, a new Individual Learning Agreement should be prepared.
6. In the final column of the forms the Learning Facilitator should write any remarks and comments regarding the current skills/competencies of learners and what needs to be done.

7. The learner and Learning Facilitator should sign their names at the bottom of the form with the specific date the form was accomplished.

## LEARNER'S CHECKLIST OF SKILLS/COMPETENCIES

Learner's Name: \_\_\_\_\_

Learning Facilitator's Name: \_\_\_\_\_

Community Learning Center: \_\_\_\_\_

Here is a checklist of skills. Please tick [✓] the appropriate column A, B, C or D against each. Use the Remarks/Comments column if you wish to write something.

Learning Goals/Skills/Competencies/	Learning Goals				Remarks/Comments
	A	B	C	D	
	I can do this well	I can do this but want to learn more	I want to learn to do this	I want to learn this but not now	
<b>1 Communication Skills</b>					
Relay messages, commentaries and news accounts correctly					
Fill out forms accurately like bio-data (EL&SL)					
Follow oral instructions or directions					
Participate in daily conversations using basic grammar in the acquired language					
Compare new information gathered with information previously learned (EL & SL)					
Conduct interviews (EL & SL)					
Express ideas clearly in at least two languages					
Use appropriate idiomatic expressions					
Give constructive oral feedback (EL&SL)					
Interpret newspaper headlines (EL&SL)					
Identify important points in commonly found written materials at home or community					
Give opinion on materials read					
Interpret common written abbreviations and acronyms					
Locate needed information in newspaper and magazines					
Read and interpret maps					
Sequence steps or events from print or non-print materials					
Describe cause and effect of relationship derived from written passages about common problems					
Analyze data from graphs, charts					
Read various sections of the newspaper					

Learning Goals/Skills/Competencies/	Learning Goals				Remarks/Comments
	A	B	C	D	
	I can do this well	I can do this but want to learn more	I want to learn to do this	I want to learn this but not now	
Identify different Filipino & English literary forms					
Write for personal purposes					
Write for business or community participation purposes					
Describe projects clearly through narrative presentations					
Present an argument or position persuasively					
<b>2 Problem Solving and Critical Thinking</b>					
Solve problems in real life situation using the four fundamental operations (addition, subtraction, multiplication and division) on the following:					
▪ whole numbers (0 - 900 up to million)					
▪ fractions					
▪ decimals					
▪ time					
▪ percent and percentage					
▪ ratio and proportion					
▪ positive and negative integers					
▪ electric and water consumption					
Solve problems involving geometric figures with the use of the corresponding formula					
▪ measurement of angles					
▪ perimeter					
▪ area					
▪ circumference					
▪ weight					
Analyze and interpret statistical data presented on tables, graphs, charts, maps and scales					
Record, organize and analyze data gathered in a simple survey conducted in one's community					
Compute for the following statistical data with the application of the corresponding formula					
▪ mean					
▪ median					
▪ mode					
▪ range					
Estimate the probability of occurrence of everyday events					
Apply scientific thinking in daily life situations					

Learning Goals/Skills/Competencies/	Learning Goals				Remarks/Comments
	A	B	C	D	
	I can do this well	I can do this but want to learn more	I want to learn to do this	I want to learn this but not now	
<ul style="list-style-type: none"> <li>▪ scientific method of food preservation</li> <li>▪ common diseases and how to prevent them (EL &amp; SL)</li> <li>▪ keeping the different systems of the body healthy (EL &amp; SL)</li> <li>▪ simple techniques in the preparation of medicine from herbs growing in the community</li> <li>▪ proper ways of caring for and conserving the environment</li> <li>▪ use of common healthful medicines available in the community for common illness</li> <li>▪ prepare and cope eyes with weather changes, calamities, and other hazards</li> <li>▪ make something new from something old using local materials (EL &amp; SL)</li> <li>▪ identify contributions of local scientists in improving life situations in the community</li> </ul>					
<b>3 Sustainable Use of Resources and Productivity</b>					
Keep farmland productive, reduce farm costs					
Prepare a plan to form a cooperative					
Understand the prevention of AIDS					
Understand work related health					
Prepare a plan for setting up a small business					
Learn about Philippines labor laws					
Prepare a plan for an income generating project					
Improve productivity at work					
Manage one's time better					
Undertake the proper procedures in looking for a job					
Use alternative technologies at work					
Reduce wastage of resources at home and work					
Undertake recycling of waste					
Use composting					
Undertake segregation in waste disposal					
<b>4 Development of Self and Sense of Community</b>					
Enumerate the factors that influence oneself					
Identify ways of controlling negative feelings and put them into practice					
Enumerate different social issues in the community					



Learning Goals/Skills/Competencies/	Learning Goals				Remarks/Comments
	A	B	C	D	
	I can do this well	I can do this but want to learn more	I want to learn to do this	I want to learn this but not now	
Explain the roles/duties of each member of the family					
Identify things needed to have good relationship with others					
Describe the changing roles of family members					
Give examples of Filipino traits, values and traditions					
Give examples of Filipino traits, values and traditions					
Identify the good and bad traits and practices					
Enumerate and describe the various indigenous peoples in the country					
Name local and national heroes and their contributions					
Identify agencies that protect the civil and political rights of Filipinos					
<b>5 Expanding One's World Vision</b>					
Describe other cultures, customs and traditions in other communities and neighboring countries					
Give the benefits of different cultures to everyone					
Tell the effects among people when there is no difference in culture					
List situations showing the presence and absence of peace and the factors that contribute to it					
Resolve conflicts peacefully at home and at work					
Tell something about the contributions of well-known peacemakers					
Locate places on a map or on globe					
Tell something about the relationship with the other parts of the world					
Identify international organizations of which the Philippines is a member					

Learner's Signature: \_\_\_\_\_

Learning Facilitator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_