



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

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Office of the Schools Division
Superintendent

Division Memorandum No.: 606 s. 2026

October 19, 2026

**DIVISION GUIDELINES ON THE ROLLOUT AND SYSTEMATIC
IMPLEMENTATION OF THE ALS MICRO-CERTIFICATION OF LIFE SKILLS**

To: Assistant Schools Division Superintendent
Chief Education Supervisors – CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Education Program Specialist II for ALS
Master Teacher-ALS
ALS Learning Strand Subject Matter Experts
All ALS Teachers

All Others Concerned

1. Pursuant to Republic Act No. 11510, otherwise known as the Alternative Learning System (ALS) Act, and its corresponding Implementing Rules and Regulations (IRR), the Department of Education (DepEd) is mandated to operationalize the micro-certification of specific competency subsets derived from the ALS K to 12 Basic Education Curriculum (BEC). This directive aims to provide flexible, responsive, and inclusive credentialing opportunities for all ALS learners.
2. To actualize this mandate, the **ALS Micro-Certification of Life Skills** is introduced to formally recognize and validate the foundational competencies acquired and demonstrated by our learners. This initiative zeroes in on four critical 21st-century capabilities: **Communication, Teamwork and Cooperation, Leadership, and Problem Solving**. Ultimately, this endeavor is designed to bolster learner confidence, boost employability, foster workplace productivity, and open doors to further education and other productive avenues. Consequently, to guarantee its seamless rollout across the Division, comprehensive orientation and technical capacity-building interventions for field implementers and key stakeholders shall be conducted.
3. In view of the foregoing, this Office hereby issues the enclosed guidelines to ensure the systematic, efficient, coherent, and quality-assured implementation of the **ALS Micro-Certification of Life Skills across all schools and community learning centers in the Division.**



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4. Specifically, these guidelines are crafted to:
 - a. institutionalizes a systematic and highly efficient implementation mechanism for the ALS micro-certification process;
 - b. clearly delineates the roles, functions, and responsibilities of all ALS implementers, Learning Strand Subject Matter Experts and partner stakeholders;
 - c. enforces quality assurance standards in the areas of assessment, documentation, and reporting; and
 - d. provides a formal mechanism for the recognition and validation of the life skills competencies demonstrated by the learners
5. This Memorandum shall apply to all ALS implementers and stakeholders within the Division. This includes, but is not limited to, Chief, Curriculum Implementation Division, ALS Focal Person, the Education Program Specialist (EPSA) for ALS, Master Teacher of ALS, Learning Strand Subject Matter Experts, ALS Teachers, Community Learning Centers (CLCs), nominated raters, ALS learners, and all other personnel directly or indirectly involved in the initiative.
6. For the operational details, encompassing the implementation workflow, timeline, the implementation guidelines, and the roles and responsibilities, please refer to the attached Enclosure.
7. All expenditures incident to the implementation of this initiative, such as the reproduction of assessment materials, acquisition of necessary scanning equipment, and data processing, shall be charged against the ALS Program Support Fund, subject usual accounting and auditing rules and regulations.
8. This Memorandum shall take effect immediately upon its issuance.
9. For immediate and wide dissemination, and strict compliance thereto.

[Redacted]
MARCIANO U. SORIANO JR. PhD, CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent
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ENCLOSURE NO. 1

**GUIDELINES ON THE IMPLEMENTATION OF ALS MICRO-CERTIFICATION OF
LIFE SKILLS IN THE SCHOOLS DIVISION**

I. OBJECTIVES

This Memorandum aims to achieve the following objectives:

- a) To establish a unified and learner-centered framework that guides the Schools Division Office, district offices, and Community Learning Centers (CLCs) in the seamless and inclusive implementation of the **ALS Micro-Certification of Life Skills**.
- b) To provide accessible procedures for the recruitment, registration, assessment, and certification of ALS learners, ensuring that every step of their educational journey is properly documented, supported, and hassle-free.
- c) To clearly delineate roles and foster collaborative partnerships among DepEd personnel, ALS implementers, nominated raters, and the learners themselves, ensuring a coordinated, transparent, and highly accountable implementation.
- d) To ensure the fair, accurate, and proper administration of assessment tools that measure the learners' holistic development in the **four core life skills: Communication, Teamwork and Cooperation, Leadership, and Problem Solving**.
- e) To institute robust and systematic data management mechanisms, from collection and scanning to validation and analysis, safeguarding the accuracy, completeness, and integrity of every learner's certification data.
- f) To empower and strengthen the technical and professional capacity of ALS teachers, Community ALS Implementers (CAIs), and other stakeholders through continuous guidance, mentorship, and capability-building interventions.
- g) To embed a culture of continuous improvement by establishing responsive quality assurance, monitoring, and reporting mechanisms that actively support the field implementers throughout the entire certification cycle.
- h) To ultimately recognize and celebrate the learners' acquired life skills by providing them with a formal credential that opens doors to meaningful employment, higher education, and a brighter, more productive future.

II. SCOPE

These Implementing Guidelines encompass the rollout of the ALS Micro-Certification of Life Skills in the Division. It is designed to guide and apply to all dedicated personnel, ALS learners, and nominated raters who are integral to the success of this micro-certification journey.



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Specifically, the scope of these Guidelines covers the following key phases and components:

- **Learning Activity Training Workshop** - Conducting a comprehensive training workshop for ALS implementers, Learning Strand Subject Matter Experts, and ALS teachers to deepen their understanding of the ALS Micro-certification Program, including its purpose, policies, procedures, implementation processes, assessment tools, and competency standards. The activity aims to equip participants with the necessary knowledge and practical skills to effectively implement, facilitate, assess, and support micro-certification initiatives that provide flexible, competency-based recognition of learning for ALS learners.
- **Learner Recruitment and Registration** - Systematically identifying, encouraging, and registering qualified ALS learners, including the secure assignment of unique learner identifiers to properly track their participation and progress.
- **Rater Recruitment, Registration and Orientation** - Carefully nominating, qualifying, and orienting a pool of dedicated raters tasked with fairly and accurately assessing the learners' demonstrated capabilities.
- **Preparation and Distribution of Assessment Materials** - Meticulously preparing, reproducing, packaging, and distributing the prescribed Teacher, Learner, and Rater Kits to ensure all assessment tools are readily available, secure, and properly accounted for.
- **Assessment Administration** - Facilitating the proper, secure, and learner-friendly administration of the assessment instruments designed to measure Communication, Teamwork and Cooperation, Leadership, and Problem Solving.
- **Collection and Submission of Assessment Materials** - Efficiently retrieving, verifying, consolidating, and submitting all accomplished assessment materials in strict adherence to prescribed protocols and timelines.
- **Data Processing and Quality Assurance** - Conducting rigorous sorting, scanning, data cleaning, and validation processes to guarantee the integrity, accuracy, and readiness of the data for subsequent analysis.
- **Data Analysis and Certification** - Analyzing the assessment results to accurately determine competency mastery, culminating in the formal awarding and issuance of micro-certificates to deserving and qualified learners.
- **Monitoring, Documentation, and Reporting** - Continuously monitoring the implementation, documenting both best practices and encountered



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challenges, and submitting comprehensive reports to ensure transparency and continuous improvement.

- **Roles and Responsibilities** – Clearly delineating the specific functions and collaborative accountabilities of the Regional and Division ALS Focal Persons, Chief, Education Program Supervisor, the Education Program Specialist II for ALS, Master Teacher, Learning Strand Subject Matter Experts, ALS Teachers/Community ALS Implementors, learners, raters, and all other partner stakeholders.

III. IMPLEMENTATION WORKFLOW AND TIMELINE

To ensure a seamless and quality-assured rollout, the micro-certification process shall follow this structured operational matrix. *(Note: Specific dates shall be finalized and communicated by the SDO ALS Team)*

Implementation Phase & Key Activities	Target Timeline	Lead Implementers & Partners	Expected Outputs & Milestones
1. Learning Activity Training Workshop	October 29, 2026	SDO ALS Team; Learning Strand Subject Matter Experts, ALS Teachers	Empowered and thoroughly oriented ALS implementers
2. Strategic Recruitment & Digital Registration	As scheduled	SDO ALS Team; Learning Strand Subject Matter Experts, ALS Teachers	Consolidated and verified registry of participating teachers, learners, and qualified raters via the official SDO portal/forms.
3. Stakeholder Mapping & Industry Partner Engagement	As scheduled	SDO ALS Team; Learning Strand Subject Matter Experts, ALS Teachers	Curated directory of committed community and industry partners for assessment support and future learner linkages.
4. Preparation & Reproduction of Assessment Instruments	As scheduled	SDO ALS Team; Learning Strand Subject Matter Experts, ALS Teachers	Securely packaged and complete Assessment Kits (Teacher, Learner, and Rater versions) ready for deployment.



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5. Strategic Distribution of Assessment Kits	As scheduled	SDO ALS Team; Learning Strand Subject Matter Experts, ALS Teachers	Accounted, documented, and successfully distributed assessment materials
6. Holistic Assessment Administration	As scheduled	SDO ALS Team; Learning Strand Subject Matter Experts, ALS Teachers	Properly accomplished, confidential, and securely sealed assessment portfolios.
7. Systematic Retrieval & Consolidation of Materials	As scheduled	SDO ALS Team; Learning Strand Subject Matter Experts, ALS Teachers	Verified monitoring sheets and securely surrendered assessment kits turned over to the SDO.
8. Data Digitization, Sanitization & Quality Assurance	As scheduled	SDO ALS Team; Learning Strand Subject Matter Experts, ALS Teachers	Digitized, cleaned, and validated datasets securely uploaded to the designated SDO repository.
9. Competency Data Analysis & Evaluation	As scheduled	SDO ALS Team; Learning Strand Subject Matter Experts, ALS Teachers	Generated capability score reports and validated learner competency profiles ready for certification.
10. Formal Recognition & Awarding of Micro-Certificates	To Be Announced (TBA)	SDO Top Management ; SDO ALS Team	Officially awarded micro-certificates celebrating the learners' validated life skills and competencies.

IV. IMPLEMENTATION GUIDELINES

A. Identification and Selection of Raters

- Each learner shall nominate two (2) to four (4) raters for the assessment of their demonstrated competencies.
- Raters shall possess adequate and direct knowledge of the learner's demonstrated competencies to ensure the credibility, reliability, and validity



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of the assessment. To uphold the principles of objectivity and integrity, individuals with personal relationships that may influence their judgment, including family members, classmates, and close personal acquaintances, shall not be qualified to serve as raters.

- Qualified raters may include supervisors, co-workers, mentors, former teachers, and community members or community group leaders who have regular interaction with the learner and are in a position to assess the learner's demonstrated competencies.

B. Assessment Guidelines

- The prescribed standardized assessment tools shall be utilized, namely: **Self-Rating, Teacher Assessment, and Rater Assessment.**
- All participants shall comply with the established assessment procedures by accomplishing the prescribed assessment tools within the authorized assessment period, placing completed forms in sealed envelopes to ensure confidentiality, and consistently using the assigned Unique Identification Codes throughout the assessment process.

C. Collection and Submission of Assessment Documents

- ALS Teachers/Learning Facilitators shall verify the completeness, accuracy, and proper organization of all required documents and assessment materials prior to submission.
- All prescribed documents and accomplished assessment materials shall be collected, consolidated, and submitted in accordance with the established guidelines and prescribed schedule.

D. Data Processing, Consolidation, and Reporting

- The Division ALS Team shall undertake the sorting, scanning, validation, and cleaning of all assessment data to ensure its accuracy, completeness, and consistency.
- All processed and validated files shall be uploaded to the designated platform in accordance with the prescribed data management procedures.



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- The Division ALS Team shall consolidate and prepare the required assessment reports for submission to the appropriate office within the prescribed timeline.

E. Quality Assurance

- Conduct validation and spot-checking.
- Ensure data accuracy and completeness.
- Monitor compliance with prescribed standards and procedures.

F. Assessment Areas

- Communication
- Teamwork and Cooperation
- Leadership
- Problem Solving

V. ROLES AND RESPONSIBILITIES

1. Chief Education Supervisor (CID Chief)

- Provides overall instructional leadership, technical guidance, and supervisory oversight in the implementation of the ALS Micro-Certification Program within the Schools Division.
- Reviews and evaluates implementation plans, progress reports, and program outputs submitted by the Division ALS Focal Person, Education Program Specialist II for ALS, and ALS Master Teacher to ensure alignment with established policies, standards, and program objectives.
- Monitors compliance with prescribed quality standards and procedures in the administration of assessments, documentation, data processing, consolidation, and reporting.
- Provides policy guidance and recommends appropriate measures to strengthen implementation, address operational concerns, and ensure the continuous improvement of the program.
- Coordinates with the Schools Division Superintendent and concerned functional divisions to facilitate strategic planning, resource mobilization,



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technical support, and informed decision-making for effective program implementation.

2. Division ALS Focal Person

- Oversees and coordinates the implementation of the ALS Micro-Certification Program and ensures adherence to established guidelines, implementation procedures, and prescribed timelines.
- Provides technical supervision, coordination, and appropriate technical assistance to concerned personnel to facilitate the effective and consistent implementation of program activities.
- Ensures the accuracy, completeness, and timely submission of required reports, assessment documents, and other program outputs.
- Facilitates coordination and collaboration with relevant stakeholders and partner institutions to support program implementation and sustainability.

3. Education Program Specialist II (ALS)

- Provides technical assistance and conducts regular monitoring of ALS Micro-Certification implementation to ensure adherence to established guidelines and procedures.
- Undertakes quality assurance activities to verify compliance with prescribed standards, assessment protocols, and documentation requirements.
- Supports the conduct of capability-building activities and assists in the analysis, consolidation, and interpretation of assessment data, as well as in the preparation of required reports.

4. Master Teacher in ALS

- Provides instructional leadership and technical assistance to ALS Teachers/Learning Facilitators in implementing ALS Micro-Certification assessment procedures.
- Guides and mentors ALS implementers on the proper administration of assessment tools and documentation of results.



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- Monitors the quality and consistency of assessment practices and verifies the completeness and accuracy of assessment documents before submission.
- Assists in capability-building activities and recommends improvements to strengthen assessment implementation.

5. Learning Strand Subject Matter Experts

- Collaborate with the ALS Master Teacher in providing technical and instructional support for the implementation of ALS Micro-Certification.
- Review and validate assessment tools and competency standards within their respective learning strands.
- Provide technical guidance to ALS Teachers/Learning Facilitators on competency-based assessment and the evaluation of learner outputs.
- Assist in quality assurance and recommend improvements to ensure the validity, reliability, and alignment of assessment practices with prescribed standards.

6. ALS Teachers/Community ALS Implementors

- Orient learners and assist in recruitment, registration, and rater nomination.
- Facilitate the distribution and proper use of assessment tools.
- Monitor assessment completion within the prescribed timeline.
- Collect, verify, and submit completed assessment documents.

7. ALS Learners

- Register and participate in the ALS Micro-Certification process.
- Nominate two (2) to four (4) qualified raters.
- Accomplish the prescribed self-assessment tools.
- Submit all required documents within the prescribed timeline.

8. Raters

- Assess the learner's demonstrated competencies objectively based on their direct knowledge and relevant observations.
- Accomplish and submit the prescribed rating forms within the established timeline.