



Republic of the Philippines
Department of Education
Region VI – Western Visayas
SCHOOLS DIVISION OF AKLAN

September 16, 2026

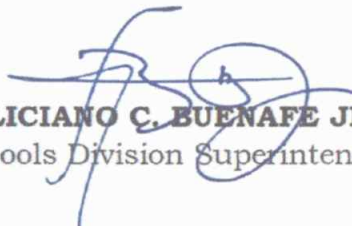
Division Memorandum

No. 537, s. 2026

**DISSEMINATION OF REGIONAL MEMORANDUM NO. 894, S. 2026 ON THE
CONDUCT OF THE NATIONAL TRAINING ON FILIPINO SIGN
LANGUAGE (FSL) AS MEDIUM OF INSTRUCTION
FOR DEAF LEARNERS (RA 11106)**

To: **Office of the Assistant Schools Division Superintendent**
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Principals/Head Teacher-In-Charge of the Districts
Heads of Public Elementary, Secondary and Integrated Schools
SNEd Coordinators
All Others Concerned

1. Attached is Regional Memorandum No. 894, s. 2026 dated September 4, 2026, from the Regional Office, regarding the Conduct of the National Training on Filipino Sign Language (FSL) as Medium of Instruction for Deaf Learners pursuant to Republic Act No. 11106.
2. For information and guidance of all concerned, the list of participants may be accessed at: <https://bit.ly/R6FSL>
3. Immediate dissemination of this Memorandum to all concerned and strict compliance therewith are earnestly desired.


FELICIANO C. BUENAFE JR. CESO V
Schools Division Superintendent

Encl.: As stated
Reference: Regional Memorandum No. 894, s. 2026
To be indicated in the Perpetual Index
Under the following subjects:

CURRICULUM INCLUSIVE EDUCATION LANGUAGE TRAINING PROGRAM

HST



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Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

SEPT 04 2026

REGIONAL MEMORANDUM
No. 894 , s. 2026

**CONDUCT OF THE NATIONAL TRAINING ON FILIPINO SIGN LANGUAGE (FSL)
AS MEDIUM OF INSTRUCTION FOR DEAF LEARNERS (RA11106)**

To: Schools Division Superintendents
All Others Concerned

1. Attached is Memorandum DM-LS-2026-307 from Carmela C. Oracion, Undersecretary for Learning Systems, regarding the Conduct of the National Training on Filipino Sign Language (FSL) as Medium of Instruction for Deaf Learners (RA11106), which is self-explanatory.
2. The list of participants is found in the link: <https://bit.ly/R6FSL>.
3. Immediate dissemination of and compliance with this Memorandum are desired.


CRISTITO A. ECO, CESO III
Regional Director

Encl.: As stated
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM
INCLUSIVE EDUCATION
LANGUAGE
TRAINING PROGRAMS

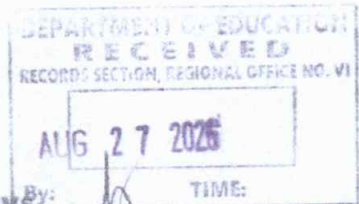
GET/CLMD-RM- Conduct of the National Training
264/September 2, 2026



Republic of the Philippines

Department of Education

OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS



MEMORANDUM
DM-LS-2026- 307

TO : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
ELEMENTARY AND SECONDARY SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : *Carmela C. Oracion*
CARMELA C. ORACION
Undersecretary for Learning Systems

SUBJECT : CONDUCT OF THE NATIONAL TRAINING ON FILIPINO
SIGN LANGUAGE (FSL) AS MEDIUM OF INSTRUCTION
FOR DEAF LEARNERS (RA 11106)

DATE : August 13, 2026

The Department of Education (DepEd), through the **Bureau of Learning Delivery – Student Inclusion Division (BLD-SID)**, will conduct the **National Training on Filipino Sign Language (FSL) as Medium of Instruction for Deaf Learners**, pursuant to Republic Act No. 11106 or the *Filipino Sign Language Act*. The training will be conducted in **two (2) clusters: Luzon and Visayas-Mindanao**, on the following dates and venues:

Cluster	Date	Venue
Luzon	September 7-11, 2026	Baguio City
Visayas-Mindanao	September 28-October 2, 2026	Cebu City

This capacity-building activity aims to **enhance the competency of teachers and field personnel in using FSL as the medium of instruction**, aligned with RA 11106 and DepEd's mandate to ensure inclusive and linguistically accessible education for Deaf learners.

Presented below is the allocated number of participants from each cluster:

Luzon Cluster

Region	Regional SNED Focal Person	Division SNED Focal Person	School Head	SNED Teachers Handling Deaf Learners	General Education Teacher	Total
I	1	5	3	10	10	29
II	1	3	2	7	7	20
III	1	4	3	18	18	44
CALABARZON	1	5	3	23	23	55
MIMAROPA	1	4	2	6	6	19
V	1	5	2	10	10	28

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Region	Regional SNED Focal Person	Division SNED Focal Person	School Head	SNED Teachers Handling Deaf Learners	General Education Teacher	Total
NCR	1	4	2	6	6	19
CAR	1	4	2	13	13	33
Total Number of Participants						247

Visayas and Mindanao Cluster

Region	Regional SNED Focal Person	Division SNED Focal Person	School Head	SNED Teachers Handling Deaf Learners	General Education Teacher	Total
VI	1	3	2	7	7	20
VII	1	5	3	10	10	29
VIII	1	6	3	10	10	30
NIR	1	4	2	7	7	21
IX	1	4	2	13	13	33
X	1	3	2	13	13	32
XI	1	3	2	10	10	26
XII	1	4	2	7	7	21
CARAGA	1	5	3	10	10	29
BARM	1	3	1	5	5	15
Total Number of Participants						256

Kindly submit the names of the identified participants on or before **September 1, 2026** through this link <https://tinyurl.com/NationalFSLTraining>. For reference and guidance, the Indicative Program Matrix and Workshop Mechanics are attached. A separate advisory will be posted for the exact venue.

Board and lodging of all participants shall be charged against BLD-SID funds. Travel expenses and other allowable costs of the participants shall be charged to the **Program Support Fund (PSF)** downloaded to the regions or other available local funds, **subject to the usual government accounting and auditing rules and regulations.**

For other concerns, please contact Ms. Erlinda F. Leva, Supervising Education Program Specialist of BLD-SID, through email at bld.sid@deped.gov.ph copy furnished erlinda.leva@deped.gov.ph.

Det

Copy furnished

OFFICE OF THE SECRETARY

MALCOLM S. GARMA

Undersecretary for Governance and Operations

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PROGRAM MATRIX

**National Training on Filipino Sign Language (FSL)
 as Medium of Instruction for Deaf Learners (RA 11106)**

September 7-11, 2026 (Luzon Cluster); Baguio City
 September 28- October 2, 2026 (Visayas-Mindanao Cluster); Cebu City

Duration: 5 Days (40 Hours)

Target Participants: Regional SNED Focal Person, Division SNED Focal Person
 School Head, SNED Teachers, General Education Teacher Handling Deaf Learners

Mode: Face-to-Face

Implementing Office: Bureau of Learning Delivery- Student Inclusion Division

Objectives

At the end of the training, participants shall be able to:

- Demonstrate basic receptive and expressive skills in Filipino Sign Language (FSL) aligned with the Philippine Registry of Interpreters for the Deaf (PRID) Basic Syllabus;
- Apply FSL as the primary medium of instruction consistent with RA 11106;
- Manifest understanding of Deaf culture, identity, and ethics in educational settings; and
- Demonstrate basic classroom communication using FSL through guided practice and performance tasks.

TIME	DAY 1 Monday	DAY 2 Tuesday	DAY 3 Wednesday	DAY 4 Thursday	DAY 5 Friday
7:45-8:00		MOL	MOL	MOL	MOL
8:00AM-12:00AM	Travel time Registration Orientation and Foundations - Opening Program - Overview of RA 11106 and Legal Basis of FSL as MOI - Deaf Awareness: Culture and Identity - History of FSL and Parameters of Sign Language	Core Language Skills 1 - Alphabet and Numbers - Time Concepts (Days, Months, Adverbs of Time) - Receptive & Reverse Interpreting Drills	Core Language Skills 2 - Greetings and Polite Expressions - Personal Information, Family, and Relationships - Classroom-based Signing Practice	Core Language Skills 3 - Question Words, Pronouns, Auxiliary Verbs - Basic Action Words and Adjectives - Syntax in Deaf Perspective	Integration and Assessment - Mock Teaching using FSL as MOI - Performance Assessment (Expressive & Receptive) - Culminating Activity
12:00-1:00PM	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break

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1:00PM 5:00PM	Workshop and Guided Practice - House Rules and FSL Classroom Norms - Introduction of Self using FSL - Assigning Deaf Buddy Sessions - Prayer in Sign Language	Workshop and Practice - Guided vocabulary drills - Reverse interpreting activities - Deaf Buddy One-on-One Interaction	Workshop and Practice - Small-group signing conversations - Song Interpretation (Instructional Use) - FGD and feedback with Deaf Trainers	Workshop and Practice - Classroom discourse simulations using FSL - Lesson delivery practice (micro-teaching) - Feedback and refinement	Final Outputs and Closing - Final Demonstration Teaching - Evaluation and Reflection - Next Steps and Closing Program
Output	Orientation participation; basic self-introduction in FSL	Demonstrated signing of alphabets, numbers, time	Signed personal information and classroom exchanges	Signed lesson components using proper syntax	Final performance output using FSL as MOI

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Workshop Mechanics
National Training on Filipino Sign Language (FSL)
as Medium of Instruction for Deaf Learners (RA 11106)

I. Workshop Design and Approach

This national training adopts a competency-based, Deaf-centered, and experiential learning approach, ensuring that participants develop functional proficiency in Filipino Sign Language (FSL) as the primary medium of instruction (MOI) for Deaf learners, consistent with the mandate of Republic Act No. 11106.

The workshop integrates:

- Guided instruction by Deaf trainers and FSL experts
- Demonstration and direct observation
- Reverse interpreting and receptive drills
- Deaf Buddy One-on-One Sessions
- Performance-based assessments and culminating outputs

II. Grouping of Participants

Participants shall be grouped to promote maximum language exposure and interaction, following these guidelines:

- Groups shall consist of 40-50 participants
- Each group shall be assigned:
 - One Deaf Trainer (primary language model)
 - One Hearing FSL Facilitator (support and clarification)

Grouping may be based on:

- Teaching assignment (elementary / secondary)
- Experience in handling Deaf learners
- Regional or school-based representation, as determined by the organizers

III. Roles and Responsibilities

1. Deaf Trainers

- Serve as primary language models and content experts
- Facilitate FSL vocabulary, syntax, and discourse
- Lead Deaf Buddy sessions and provide corrections grounded in Deaf perspective
- Participate in feedback and assessment sessions

2. FSL Facilitators / Trainers

- Support instruction and manage workshop flow
- Assist in scaffolding learning without replacing Deaf authority
- Document outputs and group progress

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3. Participants

- Actively engage using FSL as the primary language
- Observe visual-access norms (eye contact, turn-taking, visibility)
- Participate in all drills, workshops, and assessments
- Complete required daily and culminating outputs

IV. Workshop Flow and Mechanics per Day

Day 1: Orientation and Foundations

- Registration and orientation on workshop norms and visual-access rules
- Presentation on:
 - RA 11106 and legal basis of FSL as MOI
 - Deaf culture, identity, and awareness
 - History and parameters of FSL
- Guided self-introduction using FSL
- Assignment of Deaf Buddy schedules
- Output: Basic self-introduction in FSL

Day 2: Core Language Skills 1

- Demonstration and drills:
 - Alphabet and Numbers
 - Time Concepts (days, months, adverbs of time)
- Receptive practice through reverse interpreting
- Deaf Buddy One-on-One interaction
- Output: Demonstrated signing of alphabet, numbers, and time concepts

Day 3: Core Language Skills 2

- Guided practice on:
 - Greetings and Polite Expressions
 - Personal Information, Family, and Relationships
- Small-group conversational signing
- Introduction to song interpretation as a pedagogical and linguistic exercise
- Focus Group Discussion (FGD) with Deaf trainers
- Output: Signed personal information and classroom exchanges

Day 4: Core Language Skills 3

- Instruction on:
 - Question Words, Pronouns, Auxiliary Verbs
 - Basic action words and Adjectives
 - Syntax from the Deaf perspective
- Classroom discourse simulations using FSL
- Micro-teaching sessions with feedback
- Output: Signed lesson components using appropriate syntax

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Day 5: Integration, Assessment, and Culminating Activity

- Mock teaching demonstration using FSL as medium of instruction
- Performance-based evaluation (expressive and receptive skills)
- Presentation of final outputs
- Reflection, synthesis, and next steps
- Closing program
- Output: Final FSL-based teaching performance output

V. Language Use Policy During the Workshop

- FSL shall be used as the primary language of instruction and interaction throughout the training.
- Spoken language may be used only when necessary for clarification, and always secondary to FSL.
- Visual-access protocols (clear sightlines, lighting, turn-taking) shall be strictly observed.

VI. Assessment and Evaluation

Participants shall be assessed through:

- Direct observation by Deaf trainers
- Participation in drills and workshops
- Performance tasks and micro-teaching
- Final demonstration teaching (treated as culminating assessment)

Evaluation shall focus on:

- Expressive signing accuracy
- Receptive comprehension
- Appropriate use of FSL syntax and discourse
- Cultural appropriateness and Deaf-centered communication

VII. Outputs

The required outputs include:

- Daily demonstrated communicative tasks
- Participation in Deaf Buddy sessions
- Micro-teaching using FSL as MOI
- Final performance output during the culminating activity

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