



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

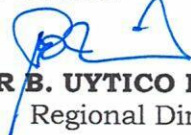
REGIONAL MEMORANDUM
No. 145, s. 2026

OCT 09 2026

**SUPPLEMENTAL SUPPORT AND OPERATIONAL GUIDELINES FOR THE FIELD
IMPLEMENTATION OF THE DEVELOPING ARTIFICIAL INTELLIGENCE (AI)
LITERACY CURRICULUM FOR GRADES 5-8**

To: Schools Division Superintendent of Bacolod City
All Others Concerned

1. Attached is the DepEd Advisory from the National Educators Academy of the Philippines (NEAP) titled Supplemental Support and Operational Guidelines for the Field Implementation of the Developing Artificial Intelligence (AI) Literacy Curriculum for Grades 5-8.
2. Immediate dissemination of this Memorandum is desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: As stated

Reference: As stated

To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM TRAINING

MMPR/CLMD-RM- Supplemental Support and Operational Guidelines for the Field Implementation of the Developing Artificial Intelligence (AI) Literacy Curriculum for Grades 5-8.
000/October 6, 2026



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Republika ng Pilipinas

Department of Education

NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

ADVISORY

September 16, 2026

Supplemental Support and Operational Guidelines for the Field Implementation of the Developing Artificial Intelligence (AI) Literacy Curriculum for Grades 5-8

In reference to Memorandum DM-OULS-2026-355 and following the conduct of the Training of Teacher-Implementers for Developing Artificial Intelligence (AI) Literacy for Grades 5–8 AI Curriculum held at the University of the Philippines National Institute for Science and Mathematics Education Development (UP NISMED) on September 8–12, 2026, this Advisory provides supplemental operational guidelines to support the **work application of the competencies gained from the training through the field implementation of the AI Literacy Curriculum during the Second Term.**

It consolidates implementation arrangements and clarifies the requirements for work application, scheduling, curricular integration, delivery modality, learner assessment, resource utilization, technical assistance, consultation and coaching, monitoring, documentation, and post-implementation reflection.

These guidelines shall be read together with existing DepEd policies, the approved AI Literacy Curriculum for Grades 5–8, official learning materials, and other applicable technical and operational guidance.

I. OBJECTIVES

The implementation shall aim to:

- facilitate the application of the knowledge, skills, pedagogical approaches, and responsible AI practices gained from the teacher-implementer training into actual classroom instruction;
- operationalize the approved Implementation Action Plans (IAPs) as the primary work application and implementation document of teacher-implementers;
- provide selected learners with foundational AI Literacy competencies through the five core AI Literacy lessons;
- enable teacher-implementers to demonstrate practical application of the training through classroom delivery, contextualization, learner engagement, use of appropriate resources, and responsible AI practices;
- provide a manageable and context-responsive implementation model that considers teacher workload, instructional time, learner needs, available devices, connectivity, and other school conditions;
- generate evidence on the transfer of training into practice, including implementation experiences, adaptations, challenges, and good practices; and

- g) use implementation evidence and feedback to inform succeeding iterations, technical assistance, curriculum refinement, and possible scaling of the AI Literacy initiative.

The OECD identifies Media and Artificial Intelligence Literacy (MAIL) as the innovative domain for PISA 2029. The MAIL framework emphasizes effective, ethical, and responsible engagement with digital content, media platforms, and AI systems.

II. SCOPE

The Advisory covers:

1. official teacher-implementers who completed the prescribed training;
2. pilot schools identified in **Enclosure No. 1**;
3. one pilot class per trained teacher-implementer/school, as applicable;
4. implementation of the five core AI Literacy lessons within the prescribed eight-week Second Term period; and
5. the **work application of training competencies** through classroom implementation, documentation, consultation, coaching, monitoring, and reflection.

III. MECHANICS OF IMPLEMENTATION

To guide all Regional Offices (RO), Schools Division Offices (SDO), and School Heads, the following comprehensive directives are hereby established to resolve teacher workload concerns, resource gaps, and documentation adjustments:

A. PRE-IMPLEMENTATION

a. Implementation Action Plan

The IAP shall serve as the official implementation and work application document of each teacher-implementer.

- i. Each teacher-implementer shall review and finalize the IAP with the School Head prior to implementation.
- ii. The IAP shall indicate the target class, implementation track, schedule, delivery modality, key learning activities, resources, expected learner outputs, monitoring arrangements, and evidence of work application.
- iii. The School Head shall review and approve the IAP prior to classroom implementation.
- iv. Teacher-implementers may make reasonable adjustments based on learner needs, class schedules, available resources, devices, connectivity, and other implementation conditions, provided that the prescribed objectives, competencies, core learning experiences, and five-module structure are maintained.
- v. The final IAP shall be endorsed through the SDO and signed/approved by the Schools Division Superintendent, as applicable.

- iv. provide opportunities for teachers to apply the pedagogical strategies and responsible AI practices gained from the training.

Implementation track and delivery modality shall be treated as distinct concepts:

- **Implementation Track** – where and within what instructional arrangement the AI Literacy Curriculum is positioned; and
- **Delivery Modality** – how the learning experience is delivered.

B. PILOT IMPLEMENTATION

a. Eight-Week Implementation

- i. The pilot shall be implemented over **eight (8) weeks during the Second Term**.
- ii. Each trained teacher-implementer shall implement the curriculum with one pilot class, as applicable.
- iii. The eight-week Budget of Work (BOW) developed by UP NISMED that shall serve as the primary reference for sequencing will be sent directly to all teacher implementers via email.
- iv. Schools may localize the timing and sequencing of activities within the eight-week period based on learner needs, class schedules, resources, and delivery modality.
- v. Such localization shall preserve the required competencies, core learning experiences, and five core lessons.
- vi. Teacher-implementers shall maintain appropriate evidence of **work application, implementation, learner participation, adaptations, and outputs** for monitoring and post-implementation analysis.

b. Learner Assessment and Completion

- i. No separate numerical grade shall be assigned for AI Literacy during the pilot.
- ii. AI Literacy shall not constitute an additional numerical grading component in TLE/EPP or any other regular learning area.
- iii. Where AI Literacy is integrated into an existing learning area, learner performance may be considered within the assessment of that learning area when appropriately aligned with its prescribed competencies and assessment requirements. No separate AI Literacy grade shall be given.
- iv. Learner outputs, participation, and other appropriate evidence shall be used to determine satisfactory completion consistent with the BOW and prescribed completion requirements.
- v. Satisfactory completion of the five core modules shall constitute completion of the pilot learning requirements.

c. Infrastructure, Devices, and Resource Provision

- i. Schools shall maximize available devices, connectivity, infrastructure, and learning resources and ensure equitable access among participating learners.

b. Implementation Track

Teacher-implementers may implement the AI Literacy Curriculum through either of the following tracks:

Option 1 – Specialized Learning Session

The five AI Literacy lessons may be delivered as an independent or extension learning session, subject to applicable policies, the approved IAP, available instructional time, and school arrangements.

Teacher-implementers shall:

- secure prior written parental/guardian consent for participating learners, where required;
- coordinate the schedule with the School Head;
- consider learner availability, needs, resources, and learning requirements; and
- apply the competencies and approaches gained from the training in designing and facilitating the learning sessions.

Option 2 – Curriculum Integration

The AI Literacy modules may be integrated into existing instructional time of an assigned learning area, subject to applicable curriculum standards and competencies.

Teacher-implementers shall:

- embed relevant AI competencies in appropriate lessons, activities, or performance tasks;
- apply AI Literacy concepts and responsible AI practices within the context of the assigned learning area;
- contextualize learning experiences based on learner needs and the learning area; and
- maintain the essential learning standards and expected outcomes of the assigned learning area.

The selected implementation track shall be reflected in the IAP.

c. Delivery Modality

The five lessons may be delivered through face-to-face, synchronous online, asynchronous, blended, or other appropriate modalities consistent with school conditions and applicable policies.

The selected modality shall:

- i. support the intended competencies and learning experiences;
- ii. be indicated in the IAP;
- iii. consider available devices, connectivity, learning resources, and learner access; and

- ii. Where the number of functioning devices is insufficient, schools may adopt rotation schemes and plugged, unplugged, or offline learning activities.
- iii. Offline activities may include paper-based exercises, machine-learning logic activities, scenario analysis, guided discussions, simulations, and other curriculum-aligned activities using official or appropriately localized resources.
- iv. Reproduction and procurement of materials shall comply with applicable budgeting, procurement, accounting, auditing, and other relevant rules.
- v. School Heads may utilize School MOOE or other authorized resources for essential consumables such as printing and reproduction, subject to existing rules.
- vi. Resource and device arrangements that materially affect implementation shall be reflected in the IAP and documented as part of implementation evidence.

IV. MONITORING, TECHNICAL ASSISTANCE, CONSULTATION, AND COACHING

Monitoring and technical assistance shall be undertaken **throughout the eight-week pilot** to determine how effectively the training is being translated into classroom practice and to provide timely support to teacher-implementers.

a. Monitoring and Technical Assistance

Monitoring shall focus on:

- i. application of competencies, strategies, and responsible AI practices gained from the training;
- ii. fidelity to the approved AI Literacy Curriculum, BOW, and IAP;
- iii. quality and feasibility of classroom implementation;
- iv. learner engagement and participation;
- v. teacher experience, confidence, and emerging support needs;
- vi. adequacy and utilization of devices, infrastructure, and learning resources;
- vii. feasibility of the selected implementation track and delivery modality;
- viii. challenges, adaptations, innovations, and good practices; and
- ix. curriculum, policy, professional development, and program improvement concerns.

NEAP and UP NISMED may conduct onsite or remote monitoring, while RO and SDO personnel may monitor and provide support within their respective mandates. NEAP personnel's onsite monitoring and evaluation through school visits will be charged against the NEAP's HRD Fund.

Monitoring findings shall be used primarily to provide timely technical assistance and strengthen the work application of teacher-implementers.

b. Consultation and Coaching

Consultation and coaching shall be conducted throughout the pilot to:

- i. monitor teacher progress and emerging implementation needs;
- ii. support the application of training competencies in actual classroom situations;
- iii. provide instructional, technical, and pedagogical assistance;
- iv. clarify curriculum, competency, activity, and implementation concerns;
- v. support appropriate localization and adaptation;
- vi. facilitate peer learning and sharing of implementation experiences; and
- vii. document challenges, solutions, innovations, and lessons learned.

Communication groups may be used for routine and urgent concerns. Formal consultation and coaching sessions shall be conducted through appropriate synchronous platforms.

Initial scheduled consultation and coaching sessions shall be conducted during the **third week of October 2026** and **third week of November 2026**, unless otherwise adjusted through official communication.

c. Technical Assistance and In-School Support

Technical assistance and in-school support shall be provided through a coordinated governance structure. Each level shall provide support within its mandate, with concerns addressed at the lowest appropriate level and escalated when necessary.

i. Teacher-implementers shall:

- apply the knowledge, skills, pedagogical approaches, and responsible AI practices gained from the training in implementing the five core AI Literacy lessons;
- translate the approved IAP into actual classroom practice;
- contextualize learning activities, resources, and strategies based on learner needs and school conditions;
- facilitate learner participation, activities, and outputs;
- demonstrate responsible and appropriate use of AI consistent with applicable guidance;
- document work application, implementation experiences, learner participation, adaptations, challenges, and good practices;
- participate in monitoring, consultation, coaching, and technical assistance activities; and
- raise concerns beyond their authority to the School Head and appropriate SDO focal person.

ii. Peer Support Among Teacher-Implementers

Where two or more trained teacher-implementers are assigned in a pilot school, they shall provide peer support by:

- coordinating implementation schedules and sharing classroom experiences;
- exchanging strategies, resources, and localized materials;
- assisting one another in addressing routine implementation concerns; and
- elevating concerns requiring administrative, technical, curricular, or policy intervention.

A formal LAC session shall not be required solely for the pilot unless the School Head determines that it is necessary or beneficial.

iii. School Head

The School Head shall:

- review and approve the teacher-implementer's IAP;
- provide administrative and instructional support for work application;
- facilitate feasible scheduling and delivery arrangements;
- facilitate access to appropriate learning spaces, devices, connectivity, materials, and other resources;
- monitor teacher implementation and address school-level concerns;
- facilitate communication with learners, parents/guardians, and concerned offices as necessary; and
- refer unresolved or higher-level concerns to the SDO.

iv. Schools Division Office

The SDO shall:

- provide division-level technical assistance and implementation support;
- monitor implementation and identify emerging concerns;
- assist schools in resolving concerns beyond the school level;
- coordinate with the RO, NEAP, and UP NISMED on concerns requiring higher-level intervention;
- consolidate school-level implementation updates, evidence, concerns, and good practices; and
- submit required division-level reports and recommendations to the RO and/or NEAP, as applicable.

v. Regional Office

The RO, through the HRDD, CLMD, and designated focal persons, shall:

- provide division-level technical assistance and a. provide regional-level technical assistance, coordination, and implementation support;
- monitor implementation across participating divisions;
- facilitate resolution of concerns elevated by SDOs;
- coordinate with NEAP and UP NISMED on technical, curricular, pedagogical, and implementation concerns requiring national-level intervention;
- consolidate division-level updates, findings, and good practices; and
- submit regional-level updates and recommendations to appropriate Central Office units and NEAP.

vi. National Educators Academy of the Philippines

NEAP, through the designated AI Curriculum National Technical Working Group, shall provide national program leadership and coordination by:

- providing overall national program direction and operational guidance;
- coordinating with UP NISMED and concerned DepEd offices;
- providing or facilitate national-level technical assistance, consultation, coaching, and monitoring;
- addressing concerns elevated through the governance structure that require national program intervention;
- consolidating implementation evidence on the work application of teacher-implementers;
- analyzing challenges, adaptations, innovations, and good practices;
- using implementation evidence to inform professional development, program refinement, succeeding implementation phases, and possible scaling; and
- facilitating recognition and certification upon fulfillment of prescribed requirements.

vii. UPNISMED

UP NISMED, as the curriculum and technical partner, shall:

- provide curriculum, pedagogical, and content-related technical guidance;
- provide the official eight-week BOW and corresponding learning resources;
- provide technical assistance on delivery, localization, sequencing, and learning activities;
- participate in consultation and coaching on curriculum, competencies, pedagogy, and learning experiences;
- review relevant implementation feedback and evidence; and

- collaborate with NEAP in identifying curriculum refinements and technical recommendations.

viii. Learners

Participating learners shall:

- actively participate in the prescribed learning experiences;
- complete the five core AI Literacy lessons;
- accomplish required learning activities and outputs; and
- demonstrate satisfactory completion based on the approved BOW and applicable completion requirements.

ix. Shared Accountability and Escalation

All governance levels shall exercise shared accountability within their respective mandates.

Teacher-implementers shall not be expected to independently resolve concerns involving system-level resources, infrastructure, policy interpretation, curriculum decisions, or matters beyond their authority.

The general escalation pathway shall be:

Teacher-Implementer/Peer Support → School Head → SDO → RO → NEAP/UP NISMED, as applicable

Curriculum, pedagogy, competencies, learning resources, and AI content concerns shall be coordinated with **NEAP and UP NISMED**, while administrative, operational, governance, and policy concerns shall be addressed through the appropriate **DepEd governance level**.

V. POST-IMPLEMENTATION ACTIVITIES

A. Consolidation and Analysis of Implementation Results

Following completion of the eight-week pilot, NEAP, in coordination with UP NISMED and concerned governance levels, shall consolidate and analyze evidence on:

- a. the extent to which training competencies were applied in actual classroom practice;
- b. completion of the five core lessons;
- c. learner participation and completion;
- d. teacher experience, application, and support needs;
- e. feasibility of the selected implementation tracks and modalities;
- f. adequacy of resources, devices, and infrastructure;
- g. challenges, adaptations, and innovations;
- h. good practices and lessons learned; and

- i. recommendations for curriculum refinement, technical assistance, professional development, implementation arrangements, and succeeding phases.

B. Consolidation of Documentation and Repository Submission

Teacher-implementers shall consolidate and submit required implementation evidence through: tinyurl.com/DAILRepository

C. The repository submission may include:

- a. approved IAP;
- b. localized implementation schedule;
- c. selected learning materials and adaptations;
- d. evidence of work application and classroom implementation;
- e. learner outputs, subject to data privacy and child protection requirements;
- f. monitoring, consultation, and coaching records;
- g. teacher reflection on the application of training competencies;
- h. challenges encountered and corresponding solutions;
- i. good practices and innovations; and
- j. other prescribed implementation evidence.

D. All documentation shall comply with applicable data privacy, child protection, intellectual property, and information security requirements.

E. Documentation and Sharing of Good Practices

Implementation experiences shall be documented throughout the pilot, with selected good practices considered for presentation during the Day of AI and other official activities.

Non-selected teacher-implementers may prepare a poster following the prescribed format and specifications for possible exhibition or sharing.

F. Recommendations for Succeeding Implementation

Implementation results shall inform recommendations concerning:

- i. curriculum refinement;
- ii. implementation arrangements and scheduling;
- iii. teacher professional development and continuing technical assistance;
- iv. resource, device, and infrastructure requirements;
- v. consultation, coaching, and peer support mechanisms;
- vi. monitoring and assessment arrangements; and
- vii. expansion and scaling.

G. Recognition and Certification

Upon satisfactory completion of the Second Term pilot and fulfillment of prescribed requirements, NEAP shall facilitate:

- i. Certificate of Recognition – Teacher-Implementers;

- ii. Certificate of Recognition – Pilot Schools; and
- iii. Certificate of Completion – Participating Learners.

The learner certificate shall recognize satisfactory completion of the pilot learning requirements and shall not constitute a numerical grade or separate grading component.

VI. SCHEDULE OF ACTIVITIES

Activity	Schedule	Participants	Platform/Venue
Orientation on Program Implementation	September 19, 2026 – 9:00 AM	Teacher-Implementers; School Heads; SDO and RO Focal on AI Literacy	MS Teams – tinyurl.com/PilotAICurriculumOrientation
School-Level Preparation and IAP Finalization	September 21-25, 2026	Teacher-Implementers; School Heads; SDO Focal Persons	School/ appropriate platform
Pilot Implementation	Second Term – Eight (8) Weeks (September 28 – November 20, 2026)	Teacher-Implementers; Pilot Learners; School Heads	School/approved modality
Consultation and Coaching Session 1	October 14, 2026 Group 1 – 10:00 AM – 12:00 NN Group 2 – 1:00 PM – 3:00 PM Group 3 – 3:00 PM – 5:00 PM	Teacher-Implementers; NEAP/Technical Team	MS Teams – tinyurl.com/AICCoachingSession
Consultation and Coaching Session 2	November 12, 2026 Group 1 – 10:00 AM – 12:00 NN Group 2 – 1:00 PM – 3:00 PM Group 3 – 3:00 PM – 5:00 PM	Teacher-Implementers; NEAP/Technical Team	MS Teams – tinyurl.com/AICCoachingSession
Submission and Consolidation of Implementation Documentation	November 27, 2026	Teacher-Implementers; School Heads; SDO/RO Focal Persons	tinyurl.com/DAILRepository

Activity	Schedule	Participants	Platform/Venue
Consolidation and Analysis of Results	After Completion	NEAP; UP NISMED; RO/SDO Focal Persons	Appropriate platform
Day of AI / Presentation of Good Practices	To be announced	Selected Participants	To be announced

Schedules may be adjusted through official communication as necessary.

VII. LIST OF ENCLOSURES

Enclosure 1: Official List of Teacher Implementers and Schools

VIII. PROGRAM SUPPORT AND COMMUNICATION

For concerns related to the implementation and work application requirements, teacher-implementers and concerned personnel may coordinate with:

National Educators Academy of the Philippines – Professional Development Division (NEAP-PDD)

Email: neap.pdd@deped.gov.ph

Landline: (02) 8715-9919

For immediate dissemination, guidance, and compliance.


JOSEPH G. DELA CRUZ
 Director IV

National Educators Academy of the Philippines

Enclosure 1: Official List of Teacher Implementers and Schools

**Official List of Implementing Schools and
Teacher Implementers**

Name	Position	School	Region
Eric S. Viernes	Master Teacher I	Shamrock	I
Jonas G. Salvador	TEACHER III	Elementary School	
Melo P. Padilla	TEACHER III	Tuguegarao City	
Manuel T. Addatu	Teacher III	Science High School	II
Jeffrey Paul Laudat	Master Teacher II	Epza Resettlement	III
Josephine G. Monares	Master Teacher II	Elementary School	
Scott Ralph B. Paña	Teacher II	Francisco P. Felix	
Ma. Anna Joylyn R. Medina	MASTER TEACHER II	Memorial National High School	IV-A
Mary Diane F. Hernandez	Teacher VI	Adriatico Memorial	IV-B
Lenevi H. Festijo	Master Teacher I	School	
Sherwin C. Maningas	MASTER TEACHER II	Juan Sumulong	NCR
Paul R. Regino	Teacher II	High School	
Herminio Victor R. Valdemoro, III	TEACHER II	Aroroy National	V
Archimedes M. Labor	Teacher I	High School	
Ronel P. Albason	Teacher VI	President Manuel A Roxas Memorial	VI
Rofe E. Severino	Teacher-VI	Integrated School-South	
Angel Mae A. Saballa	Teacher 1	Cebu City National	VII
Ruphy Renante T. Repoledon	Teacher III	Science High School	
Myco B. Pedrera	Teacher III	Alangalang I	VIII
Joselito C. Ranes Jr.	TEACHER III	Central School	
Joven L. Colantro	Teacher 1	Alangalang I	NIR
Rezsa C. Torbela	TEACHER III	Central School	
Dan Aeshly Joel B. Peñaflor	Teacher III	Education And Training Center	IX
Sairene E. Caballero	Teacher VI	School-I	
Margelina T. Tabian	Teacher V	Tukuran Technical	X
Niña D. Leyson	Master Teacher II	Vocational High School	
April Laine Palermo	TEACHER II	Kauswagan	XI
Jay Ann Q. Atillo	MASTER TEACHER I	Central School	
Botayna P. Ablona	Teacher III	Daniel R. Aguinaldo National	XII
Jennifer S. Santa Cruz	Teacher V	High School	
Rinard V. Silvosa	Teacher VI	Koronadal Central	CARAGA
Jhison M. Longos	Teacher II	Elementary School-1	
		Taft National High School	



Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR LEARNING SYSTEMS

MEMORANDUM
DM-OULS-2026-355

TO : **Regional Directors**
Schools Division Superintendents
CLMD Chiefs
HRDD Chiefs / NEAP R Focal Persons
All Others Concerned

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

SUBJECT : **SELECTION AND ATTENDANCE TO THE TRAINING OF**
TEACHER-IMPLEMENTERS FOR THE DEVELOPING
ARTIFICIAL INTELLIGENCE LITERACY FOR GRADES 5-8 AI
CURRICULUM

DATE : August 17, 2026

1. The rapid expansion of artificial intelligence in the educational landscape has necessitated the establishment of clear policy guidance to ensure its utilization remains safe, ethical, and aligned with national development goals. Under the mandates established in DepEd Order 003 s. 2026, the National Educators Academy of the Philippines (NEAP) is responsible for leading the design, development, and quality assurance of AI literacy professional development for all teaching personnel.
2. In line with this, NEAP, in partnership with University of the Philippines National Institute for Science and Mathematics Education Development (UPNISMED), will conduct the Training of Teacher-Implementers for the **Developing Artificial Intelligence Literacy for Grades 5-8 AI Curriculum** on September 8-12, 2026 (*inclusive of travel dates*), at UP NISMED, Quezon City.
3. This program serves as a strategic intervention to address the critical gap in teacher capacity, which is identified as a primary obstacle to successful technology integration in the classroom. By cultivating a pilot cohort of implementers, the initiative ensures that AI functions as a human-centered tool that augments rather than replaces the essential role of the educator. Furthermore, the program directly supports the current NEAP framework by providing a structured mechanism to move educators across the four AI Training Progression Tiers, ranging from foundational readiness to systemic leadership and curriculum innovation.
4. To ensure that the pilot results provide a representative sample of the basic education system, participation is stratified by region. NEAP designates specific regions to endorse primary school teachers for Grades 5-6, while the remaining

regions will focus on secondary school teachers for Grades 7-8, thereby ensuring balanced implementation data from both elementary and high school environments.

Assigned Grade Level	Region
Primary (Grades 5-6)	Regions I, III, IV-B, VI, VIII, X, XII, CAR, and NIR
Secondary (Grades 7-8)	Regions II, IV-A, V, VII, IX, XI, CARAGA, and NCR

5. Regional Offices (RO) are requested to **endorse one school per region, providing two teacher-participants from the selected school** to foster internal collaboration and peer support. Endorsed participants must explicitly commit to implementing the five core AI lessons during the Second Term of the School Year. As part of this commitment, participants will be required to develop a Workplace Application Plan for the second term, which will assist NEAP and UPNISMED in monitoring the curriculum rollout and making necessary benchmarking adjustments. The Focal Persons from the RO, Schools Division Office (SDO), and the concerned School Head will be convened for an orientation through a separate Advisory.

6. Endorsements shall be submitted through the following link: **tinyurl.com/EF5to8Alliteracy**, where the endorsing office must specify the school from which the target participants will be coming. Please see enclosure for the details of participant selection.

7. All participating educators are required to bring their own laptops to the training venue. To ensure full participation in the hands-on machine learning activities, neural network simulations, and AI tool explorations, these devices must have stable processing capabilities and be capable of connecting to the provided internet laboratory facilities.

8. Expenses for accommodation and meals for the duration of the training at UPNISMED will be charged directly to UPNISMED. Travel expenses and per diem of the teacher-participants shall be charged to the local funds of their respective RO/SDO/School, subject to the usual accounting and auditing rules and regulations.

9. For reference, the following enclosures are attached:

- Enclosure 1** : Terms of Reference - Institutional Roles and Responsibilities
- Enclosure 2** : Terms of Reference - Stakeholder Accountability and Implementation Framework
- Enclosure 3** : Qualification Standards for Participating Schools
- Enclosure 4** : Teacher Competency and Selection Standards
- Enclosure 5** : Indicative Program of Activities

10. For immediate dissemination and appropriate action.



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NATIONAL EDUCATORS ACADEMY OF THE PHILIPPINES

Enclosure 1: Terms of Reference - Institutional Roles and Responsibilities

TERMS OF REFERENCE Institutional Roles and Responsibilities

Office	Roles and Responsibilities
UPNISMED	Primary training coordinator responsible for the logistical and administrative management of the intensive training program. This office acts as the lead program designer for the curriculum-specific training modules and hands-on activities tailored for the pilot implementation. Provides the main source of resource persons and facilitators who will lead live demonstrations and technical discussions on AI concepts. A dedicated program management team from this office shall supervise the daily conduct of the training and manage the provision of meals and accommodation.
NEAP	Serves as co-program designers to ensure training content aligns with the four AI Training Progression Tiers. Assists in the overall program management and registration of participants through the NEAP Professional Development Division. Designates staff to act as process observers and monitors to evaluate the effectiveness of the training delivery and technical engagement. Leads the assessment of Workplace Application Plans to track implementation progress within the pilot schools.
BLD	Collaborate with NEAP in the assessment of Workplace Application Plans to track implementation progress within the pilot schools. Lead in monitoring the implementation of the program and in the provision of feedback to the program.



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Enclosure 2

**TERMS OF REFERENCE –
STAKEHOLDER ACCOUNTABILITY AND IMPLEMENTATION FRAMEWORK**

Stakeholder	Roles and Responsibilities
Teacher-Participant	The teacher-participant is responsible for active engagement in all hands-on activities and live demonstrations to master the five core AI lessons. Participants must formalize their commitment to the pilot rollout by accomplishing a School Teacher Commitment Form and a Workplace Application Plan during the training. The teacher shall implement the localized AI lessons in their respective classes during the second term and provide critical feedback for pilot monitoring. Participants are encouraged to document best practices to be given the opportunity to present their outcomes during the National Day of AI event in December 2026.
School Head	The School Head ensures the availability of computer laboratories and reliable internet connectivity to support the technological requirements of the curriculum. This officer supports the teacher-participants in the execution of their Workplace Application Plans while ensuring minimal disruption to school operations. The School Head shall monitor the classroom progress of the AI lessons and coordinate with the SDO regarding instructional or technical challenges encountered.



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Schools Division Office	The SDO, through the Curriculum Implementation Division and its Focal Person on AI, provides technical assistance to ensure AI lessons are effectively integrated into class schedules. The Human Resource Training and Development (HRTD) unit is specifically charged with the close monitoring of the WAPs and the regular reporting of school-level progress to ensure the fidelity of the pilot implementation. This office is responsible for monitoring the progress of the pilot implementation and consolidating reports for the Regional Office.
Regional Office	The Regional Office, through the HRDD and CLMD, is responsible for the official endorsement of one school and two teachers based on stratification guidelines. The RO ensures that the participation of teachers is supported by local funds for travel expenses and that their attendance is properly authorized. The HRDD and CLMD shall take an active role in closely monitoring the implementation progress by teachers in the selected school during the second term.



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Enclosure 3

QUALIFICATION STANDARDS FOR PARTICIPATING SCHOOLS

The selection of the pilot school per region is critical to the success of this technology-intensive program. Endorsing offices must ensure that selected schools meet the following criteria:

1. The school must have a functional computer laboratory equipped with a sufficient number of devices to accommodate learners during hands-on AI sessions.
2. There must be stable and reliable internet connectivity within the school premises to support the use of various online generative AI platforms.
3. The school administration must demonstrate an explicit commitment to host the pilot implementation of the AI curriculum for Grades 5-8 during the second term.
4. The school must be able to nominate two teachers who can collaborate and support one another throughout the implementation phase.
5. Preference shall be given to schools that have demonstrated readiness in integrating digital literacy into their existing instructional environment.



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Enclosure 4

TEACHER COMPETENCY AND SELECTION STANDARDS

Teacher-implementers will act as the primary advocates for AI literacy within their respective regions. Nominated teachers should meet the following competency standards:

1. The participant must be a permanent teaching personnel who has a strong background on ICT and Artificial Intelligence and is teaching any learning area, preferably specializing in Information and Communications Technology, Technology and Livelihood Education, or Edukasyong Pantahanan at Pangkabuhayan.
2. The teacher must possess advanced technological skills and a functional understanding of digital platforms and generative AI tools.
3. Candidates must demonstrate efficient facilitation and presentation skills, as they will lead the instructional delivery of core AI concepts in their schools.
4. There must be a documented commitment to implement the five core AI lessons and develop a corresponding Workplace Application Plan for the second term.
5. Teachers who exhibit exemplary performance during the pilot implementation will be given the opportunity to present their best practices during the Day of AI.



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Enclosure 5

INDICATIVE PROGRAM OF ACTIVITIES

Developing Artificial Intelligence Literacy for Grades 5-8 AI Curriculum

September 8-12, 2026

UPNISMED, UP Diliman Campus, Quezon City

Date	Activity
Day 0 September 8, 2026	Ingress
Day 1 September 9, 2026	Opening Program Lesson 1 Discussion and Workshop Lesson 2 Discussion and Workshop
Day 2 September 10, 2026	Lesson 3 Discussion and Workshop Lesson 4 Discussion and Workshop Lesson 5 Discussion and Workshop
Day 3 September 11, 2026	Open Forum Work Application Plan and School Commitment Form
Day 4 September 12, 2026	Egress