



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

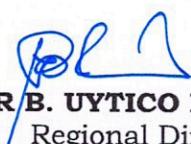
FEB 16 2026

REGIONAL MEMORANDUM
No. 171, s. 2026

**NEW SCHEDULE OF THE FINALIZATION WORKSHOP FOR THE DRAFT
POLICY ON THE IMPLEMENTATION OF EXTENDED LEARNING
OPPORTUNITIES (ELOs) IN BASIC EDUCATION**

To: Schools Division Superintendents
All Others Concerned

1. This Office, through the Education Support Services Division, disseminates the enclosed Advisory from **Hon. Malcolm S. Garma**, Undersecretary for Governance and Operations, on the new schedule of the training-workshop titled **“Finalization Workshop for the Draft Policy on the Implementation of Extended Learning Opportunities (ELOs) in Basic Education,”** which is self-explanatory.
2. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Reference: As Stated

Incl: As Stated

To be indicated in the Perpetual Index

under the following subjects:

WORKSHOPS

SEMINARS

FJS/ESSD/Rescheduling of the Finalization Workshop for the Draft Policy on the Implementation of Extended Learning Opportunities (ELOs)
in Basic Education
____/February 16, 2026



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Republika ng Pilipinas
Department of Education
OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

ADVISORY

February 6, 2026

This is in reference to the **Finalization Workshop for the Draft Policy on the Implementation of Extended Learning Opportunities (ELOs) in Basic Education** originally scheduled on **February 18-21, 2026** at Hotel Essencia, Dumaguete City.

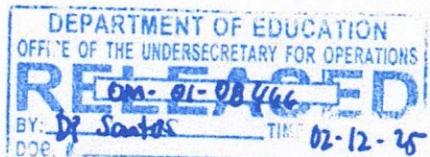
Please be advised that the workshop is hereby **rescheduled to March 10-13, 2026**, to be held at the same venue. The adjustment of dates is necessary to allow sufficient time for the completion of the required administrative clearances and the procurement processes relative to the use of the venue.

All other details pertaining to the activity remain the same unless otherwise communicated.

For guidance.

MALCOLM S. GARMA

Undersecretary for Governance and Operations





Republika ng Pilipinas
Department of Education

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

MEMORANDUM

OM-OUGOPS-2026-01-08466

FOR : ALL CONCERNED REGIONS

FROM


MALCOLM S. GARMA

Undersecretary for Governance and Operations

SUBJECT :

INVITATION FOR FIELD PERSONNEL TO SERVE AS RESOURCE PERSON/WRITERS TO THE FINALIZATION WORKSHOP ON THE DRAFT POLICY ON THE IMPLEMENTATION OF EXTENDED LEARNING OPPORTUNITIES (ELOs) IN BASIC EDUCATION ON FEBRUARY 18-21, 2026 IN DUMAGUETE CITY

DATE : February 3, 2026

DEPARTMENT OF EDUCATION
OFFICE OF THE UNDERSECRETARY FOR OPERATIONS

RELEASER
on-OUGOPS-01-08466
by: DR Santos TIME: 02-12-25



Pursuant to the establishment of the Technical Working Group (TWG) through OO-OSEC-2025-070 dated April 8, 2025, titled "Creation of a Technical Working Group for the Review of DepEd Order No. 66, s. 2017 or the Guidelines on the Conduct of Off-Campus Activities," the Office of the Undersecretary for Governance and Operations (OUGOPS) will conduct a **Finalization Workshop for the Draft Policy on the Implementation of Extended Learning Opportunities (ELOs) in Basic Education** that will be held on **February 18-21, 2026** in **Hotel Essencia, Dumaguete City** as part of the series of policy activities aimed at finalizing the provisions of the Policy on the Implementation of Extended Learning Opportunities (ELOs) in Basic Education (formerly the review of DepEd Order No. 66, s. 2017).

In this regard, **we would like to invite selected field personnel from your respective regions to serve as Resource Person/Writers in the Finalization Workshop for the draft policy on the Implementation of Extended Learning Opportunities (ELOs) in Basic Education**. Their expertise and contributions as representatives of their regions will be vital to the refinement of the draft policy. Attached as Annex A is the list of resource person/writers, Annex B is the Indicative Program of Activities, Annex C is the list of concerned regions, Annex D is the Supplemental Guidelines on the Utilization of funds for the Finalization Workshop on the Draft Policy on the Implementation of Extended Learning Opportunities (ELOs) and Annex E is the Allocation List for the Downloaded Funds.

Expenses relative to the attendance of the ELO secretariat and participants from the Central Office, and participants from the field such as board and lodging and travel expenses will be charged against AC-26-USEC-OPS-GASS-018 or the available funds allotted for the Office of the Undersecretary for Governance and Operations (OUGOPS) subject to existing accounting and auditing rules and regulations set by the Department. Please confirm your attendance on or before **February 12, 2026**.

Should you have any questions or require further details, please contact the Office of the Undersecretary for Operations at (02) 8633-5313 or via email at ouops@deped.gov.ph

ANNEX A**LIST OF RESOURCE PERSON/WRITERS FROM THE FIELD**

No.	Name	Region	Schools Division Office (SDO)
1	Domingo L. Laud	I	SDO San Carlos City
2	Dr. Maria Corazon Dumlao	I	SDO Ilocos Norte
3	Christian C. Echija	II	SDO Santiago City
4	Krister Jay Gangan	II	SDO Ilagan City
5	Jay-Ar D. Catabona	III	SDO Nueva Ecija
6	Allen C. Candelasa	III	SDO Tarlac Province
7	May Grace D. Salazar	IV-A	SDO Lucena City
8	Joseph Tito Ocampo	IV-A	SDO Cavite Province
9	Francoise Marie C. Gubatan	IV-B	SDO Oriental Mindoro
10	Marife Paredes	IV-B	SDO Occidental Mindoro
11	Maria Cristina Baroso	V	Regional Office - DepEd Region V
12	Roger Z. Rochar	VI	SDO Victorias City
13	Rhea T. Lizada	VI	SDO Bacolod City
14	Ma. Liya Cynthia B. Quejada	NIR	Regional Office - DepEd NIR
15	Prim Rose Therese Santiago	NIR	SDO Dumaguete City (Chaperone)
16	Johnnyline Jagdon	VII	Regional Office - DepEd Region VII
17	June Grace Cabrillos	VII	SDO Danao City
18	Eden Dadap	VIII	Regional Office - DepEd Region VIII

hr.

19	Chelo T. Tolcidas	VIII	SDO Northern Samar
20	Rosana A. Wooton	IX	SDO Zamboanga Sibugay
21	Bobby Glen Casanos	X	SDO Bukidnon
22	Rhoda Peral Herrera	X	SDO Iligan
23	Warlito Hua	XI	Regional Office - DepEd Region XI
24	Marilyn Palo	XI	SDO Tagum City
25	Ramel Palapo	XII	SDO Cotabato
26	Augie Pearl Simangan	CAR	SDO Baguio City
27	Vince Jhon B. Yanga	NCR	SDO Malabon City

Six (6) additional slots are proposed to be allocated to the Negros Island Region (NIR), specifically for the Schools Division Office (SDO) of Dumaguete, for the following purposes:

Field Participants from NIR	No. of requested field participants
Regional Youth Formation Coordinator	1
Current Regional Federation of Supreme Secondary Learner Government (RFSSLG) President	1
Chaperone of the Current RFSSLG President	1
Former National Federation of Supreme Secondary Learner Government (NFSSLG) Officer	1
Personnel from the Regional Office or SDO Dumaguete City to serve as secretariat	2

ANNEX B

INDICATIVE PROGRAM OF ACTIVITIES

Day 1 – Opening Program		
Time	Activity	Lead / In-Charge
9:00-10:00	Distribution of Workshop Kits	Secretariat
10:00-12:00	Registration of Participants	Secretariat
12:00-13:00	Lunch Break	-
13:00-13:15	Opening Program - National Anthem - Invocation	Core Team
13:15-13:20	Opening Message	Usec. Malcolm S. Garma <i>Undersecretary</i>
13:20-14:00	Program Overview • Objectives • Program Flow • House Rules and Expectation Setting	Core Team
14:00-15:00	Session 1: Validation Process • Background • Presentation ◦ Key Findings (Gap Analysis based on the Policy Feedback Form) ◦ Legal Review • Presentation by Committee Chairs of and Feedback on Committee Reports	Danpaul H. Santos <i>Executive Assistant IV</i>
15:00-15:15	Presentation of Policy Feedback from Validation Participants	-
15:15-16:00	Session 2: Small Group Activity	Facilitators
16:00-17:00	• Validation Process and Mechanics • Committee Memberships • Small Group Activity	Danpaul H. Santos <i>Executive Assistant IV</i>
Day 2 – Committee Sessions		
8:00-10:00	Session 2: Parliamentary Procedures and Rules of Procedures	Resource Person
10:00-10:15	Health Break	-
10:15-12:00	Committee Session and Workshop on Draft DO Provisions	Committee Officers
12:00-13:00	Lunch Break	-
13:00-15:00	Committee Hearings	Committee Officers
15:00-15:15	Health Break	-
15:15-17:00	Continuation of Committee Hearings Finalization of Committee Reports	Committee Officers
Day 3 – Opening of Plenary Session		
08:00-8:15	• Preliminaries • Submission of Committee Reports to the Plenary	Plenary Officers

8:15-12:00	Plenary Session 1 <ul style="list-style-type: none"> Assignment of Proposed Provisions per Committee 	Plenary Officers
12:00-13:00	Lunch Break	
13:00-17:00	Plenary Session 2 <ul style="list-style-type: none"> Period of Sponsorship Period of Interpellation 	Plenary Officers
Day 4 – Continuation of Plenary Session and Closing Program		
08:00-08:15	Preliminaries <ul style="list-style-type: none"> Invocation Energizer 	Core Team
08:15-09:45	Continuation of 2nd Reading	Plenary Officers
09:45-12:00	3rd Reading: Period of Amendments and Voting	Plenary Officers
12:00-13:00	Lunch Break	-
13:00-14:00	Closing Program <ul style="list-style-type: none"> Awarding of Certificates Closing Remarks Photo Opportunity 	Core Team
14:00 onwards	Travel Time	

ANNEX C

LIST OF ALL CONCERNED REGIONS TO BE INVITED TO THE VALIDATION WORKSHOP

TOLENTINO G. AQUINO

Regional Director, DepEd Region I

BENJAMIN D. PARAGAS

Regional Director, DepEd Region II

RONNIE S. MALLARI

Regional Director, DepEd Region III

ALBERTO T. ESCOBARTE

Regional Director, DepEd Region IV-A

NICOLAS T. CAPULONG

Regional Director, DepEd Region IV-B

GILBER T. SADSAD

Regional Director, DepEd Region V

CRISTO A. ECO

Officer-in-Charge, Regional Director, DepEd Region VI

RAMIR D. UYTICO

Regional Director, DepEd Negros Island Region

SALUSTIANO T. JIMENEZ

Regional Director, DepEd Region VII

RONELO AL K. FIRMO

Officer-in-Charge, Regional Director, DepEd Region VIII

RUTH L. FUENTES

Regional Director, DepEd Region IX

ARTURO B. BAYOCOT

Regional Director, DepEd Region X

ALLAN G. FARNAZO

Regional Director, DepEd Region XI

CARLITO D. ROCAFORT

Regional Director, DepEd Region XII

JOCELYN DR ANDAYA

*Regional Director, NCR, concurrent Officer-in-Charge,
Office of the Assistant Secretary for Operations – School Operations*

ESTELA P. CARINO

Regional Director, DepEd CAR

ANNEX D

SUPPLEMENTAL GUIDELINES ON THE UTILIZATION OF FUNDS FOR THE FINALIZATION WORKSHOP ON THE DRAFT POLICY ON THE IMPLEMENTATION OF EXTENDED LEARNING OPPORTUNITIES (ELOS)

To support the participation of identified personnel and ensure the proper implementation of the activity, funds shall be released by the Central Office through the issuance of a **Sub-Allotment Release Order (Sub-ARO), subject to processing by the Finance Strand and availability of funds**. These supplemental guidelines provide the process on utilization of said funds upon release.

The allocation for the Negros Island Region (NIR), as host region, shall cover board and lodging requirements of participants, including accommodation, meals, and necessary venue-related expenses for the duration of the workshop. It shall likewise include travel expenses and other allowable expenses for authorized participants identified under the approved list.

For other concerned regions, the allocation shall cover travel expenses and other allowable expenses of authorized participants attending the workshop. These may include round-trip transportation expenses through the most economical and efficient mode of travel, terminal fees, local transportation, and other necessary incidental expenses directly related to official participation in the activity.

All expenses shall be incurred strictly in connection with the conduct of the workshop on March 10-13, 2026. Utilization of funds shall be subject to existing budgeting, accounting, auditing, and procurement laws, rules, and regulations, including applicable issuances of the Department of Education and the Department of Budget and Management.

Only expenses supported by complete documentary requirements shall be allowed. These include, but are not limited to, approved Travel Authority, Itinerary of Travel, boarding passes for air travel, official receipts, attendance sheets, and Certificate of Appearance or Participation.

Funds shall not be used for personal side trips, unofficial extensions of stay, purchase of equipment not directly related to the activity, or any expense outside the approved purpose of the workshop. Any realignment of funds across major expense items shall require prior written authority from this Office.

Concerned Regional Offices shall ensure proper obligation and disbursement of funds upon receipt of the Sub-ARO. Liquidation shall be completed in accordance with existing financial management policies. A Financial Utilization Report, together with all supporting documents, shall be submitted to the Office of the Undersecretary for Governance and Operations within fifteen (15) working days after the activity is conducted.

Any excess or unutilized funds shall be reverted in accordance with existing government rules and regulations.

ANNEX E**ALLOCATION LIST OF THE DOWNLOADED FUNDS**

Region	Item	No. of Pax	Amount	Total
NIR	Board and Lodging	50	2,000.00	400,000.00
	Travel Expenses and other allowable expenses	9	2,0000.00	18,000.00
Region I	Travel Expenses and other allowable expenses	2	12,500.00	25,000.00
Region II	Travel Expenses and other allowable expenses	2	13,000.00	26,000.00
Region III	Travel Expenses and other allowable expenses	2	12,500.00	25,000.00
Region IV-A	Travel Expenses and other allowable expenses	2	12,500.00	25,000.00
Region IV-B	Travel Expenses and other allowable expenses	2	12,500.00	25,000.00
Region V	Travel Expenses and other allowable expenses	1	12,500.00	12,500.00
Region VI	Travel Expenses and other allowable expenses	2	12,500.00	25,000.00
Region VII	Travel Expenses and other allowable expenses	2	10,500.00	21,000.00
Region VIII	Travel Expenses and other allowable expenses	2	10,900.00	21,800.00
Region IX	Travel Expenses and other allowable expenses	1	13,000.00	13,000.00
Region X	Travel Expenses and other allowable expenses	2	13,000.00	26,000.00
Region XI	Travel Expenses and other allowable expenses	2	11,000.00	22,000.00
Region XII	Travel Expenses and other allowable expenses	1	10,000.00	10,000.00
CAR	Travel Expenses and other allowable expenses	1	12,500.00	12,500.00
NCR	Travel Expenses and other allowable expenses	1	12,000.00	12,000.00

**FINALIZATION WORKSHOP FOR THE REVISION OF THE DRAFT POLICY ON
EXTENDED LEARNING OPPORTUNITIES (ELOs) IN BASIC EDUCATION**

CONCEPT NOTE

I. Background

The Department of Education (DepEd) recognizes the value of educational field trips in enriching classroom learning through real-world experiences. DepEd Order No. 66, s. 2017, currently serves as the primary policy guiding the conduct of off-campus activities, promoting safety, curriculum alignment, and learner protection.

However, challenges in its implementation have emerged over the years. Stakeholders have pointed out gaps in the policy—such as the need for clearer guidance on allowable destinations, financial accessibility for all learners, and enhanced safety protocols including transportation standards and emergency preparedness. These concerns highlight the necessity of updating the policy to reflect current realities and ensure consistent application across schools and regions.

In response, DepEd is revising the aforementioned DO to address the identified gaps. Through the OO-OSEC-2025-070, signed by Usec. Fatima Lipp D. Panontongan and Usec. Malcolm S. Garma, a Technical Working Group was created for this purpose. Further, a series of consultative meetings with various stakeholders and a writeshop were conducted to elicit inputs informing the drafting of the proposed revision.

Current calendar activities during the school year revealed that learning activities conducted extends beyond the classroom with activities such as immersions, community-based activities, academic enrichment, international exchange and engagement, and other experiential learning programs. In view of this, a broader Extended Learning Opportunities (ELO) Policy aims to provide comprehensive and updated guidance on allowable destinations, financial accessibility, and learner safety, including transportation standards and emergency preparedness, to ensure uniform and responsive implementation across all schools and regions.

With a proposed policy drafted, a **finalization workshop** will be conducted to ensure that the draft addresses the identified gaps and accurately reflects the insights and recommendations of concerned offices as it underwent their review and inputs. This activity aims to verify the alignment of the proposed amendments with stakeholder input and comments from relevant Central Office Strands, and to confirm that all suggested improvements—particularly those addressing policy clarity, safety protocols, educational value, and equity—are effectively integrated into the draft policy.

II. Objectives

At the end of the validation workshop, the participants shall be able to:

- a. Verify the integration of stakeholders' inputs and recommended provisions into the Draft DepEd Order;
- b. To ensure the clarity, consistency, and applicability of the proposed policy provisions; and
- c. To gather final feedback from key stakeholders to further refine and finalize the draft before endorsement and issuance.

III. Program Design

A. Availability of Funds

The expenses related to the conduct of the activities will be charged against the GASS-MOOE-2025 or the available funds allotted for the Office of the Undersecretary for Governance and Operations (OUGOPS) subject to existing rules and regulations set by the Department. This will include travel expenses, board and lodging, supplies, meals, and other related expenses. Please refer to the Attached Budget Estimates in Annex A for your reference.

B. Target Participants

The target participants are regional representatives who have insights on preparing, implementing and monitoring of off-campus activities. Two (2) representatives per region will be invited. Representatives from select DepEd CO will also be invited. Annex B provides the list of target participants.

C. Indicative Program of Activities

The activity will be conducted from **February 18-21, 2026** in **Dumaguete City**. The indicative program is as follows:

Day 1 – Opening Program		
Time	Activity	Lead / In-Charge
Morning	Travel Time	-
11:00- 12:00	Registration of Participants	Secretariat
12:00- 13:00	Lunch Break	-
13:00- 13:15	Opening Program - National Anthem - Invocation	Core Team

13:15- 13:20	Opening Message	Usec. Malcolm S. Garma <i>Undersecretary</i>
13:20- 14:00	Program Overview - Objectives - Program Flow - House Rules and Expectation Setting	Core Team
14:00- 15:00	Session 1: Validation Process - Background - Validation Process and Mechanics - Presentation of and Feedback on Committee Reports	Danpaul H. Santos <i>Executive Assistant IV</i>
15:00- 15:15	Health Break	-
15:15- 16:00	Session 2: Small Group Activity	Facilitators
16:00- 17:00	Candidates' Forum	Danpaul H. Santos <i>Executive Assistant IV</i>

Day 2 - Committee Sessions

8:00- 10:00	Session 2: Parliamentary Procedures and Rules of Procedures	Resource Person
10:00- 10:15	Health Break	-
10:15- 12:00	Committee Session	Committee Officers
12:00- 13:00	Lunch Break	-
13:00- 15:00	Committee Hearings	Committee Officers
15:00- 15:15	Health Break	-
15:15- 17:00	Continuation of Committee Hearings	Committee Officers

Day 3 - Opening of Plenary Session

08:00- 10:30	1st Reading: Assignment of Proposed Provisions per Committee and Adoption for 2nd Reading	Plenary Officers
10:30- 17:00	2nd Reading: Period of Sponsorship and Interpellation (including clarification of proposed provisions and improvements)	Plenary Officers

Day 4 - Continuation of Plenary Session and Closing Program

08:00- 08:15	Preliminaries - Invocation - Energizer	Core Team
08:15- 09:45	Continuation of 2nd Reading	Plenary Officers
09:45- 12:00	3rd Reading: Period of Amendments and Voting	Plenary Officers

12:00- 13:00	Lunch Break	-
13:00- 14:00	Closing Program - Awarding of Certificates - Closing Remarks - Photo Opportunity	Core Team
14:00 onwards	Travel Time	

D. Tasking

NO.	NAME	ROLE	RESPONSIBILITIES
1	Danpaul H. Santos <i>Executive Assistant</i> <i>IV</i>	Lead	<ul style="list-style-type: none"> • Serve as the lead of the program management team • Lead the activity planning (i.e., setting objectives, designing work plan, identifying stakeholders) • Oversee the preparation of necessary administrative and logistical preparation • Oversee the preparation of post-activity documentation
2	Rhenell A. Cayabyab <i>Technical Assistant</i> <i>II</i>	Coordinator	<ul style="list-style-type: none"> • Assist the Lead in overseeing the preparations • Assist the Lead in technical preparations (e.g., presentations, worksheets) • Assist the Lead in handling correspondences including but not limited to invitations, memoranda, advisories, and activity briefers, among others
3-4	Marian Jezel A. Pamati-an <i>Technical Assistant</i> <i>II</i> One representative from PEO	Secretariat	<ul style="list-style-type: none"> • Prepare administrative documents and facilitate their processing (e.g., ATC, financial documents) • Prepare necessary logistical arrangements (e.g., coordinating with venue, setting up venue, distribution of participants' kits) • Monitor and report actual attendance during the activity

4	Pauline Grace S. Martinez Jessica Brillantes	Facilitators	<ul style="list-style-type: none"> • Facilitate the small group activity • Assist the participants in addressing their concerns • Assist the Coordinator in technical preparations (e.g., presentations, worksheets) • Assist the Coordinator in handling correspondences including but not limited to invitations, memoranda, advisories, and activity briefers, among others
5	Lesle Glen G. Guisansana <i>Technical Assistant II</i>	Documenters	<ul style="list-style-type: none"> • Assist the Lead in preparing comprehensive documentation of the activity through post-activity report, and photo documentation, among others • Support the Lead in compiling detailed records of all sessions, including written summaries, attendance logs, and visual documentation. • Assist the Coordinator in technical preparations (e.g., presentations, worksheets) • Assist the Coordinator in handling correspondences including but not limited to invitations, memoranda, advisories, and activity briefers, among others

Draft DO as of
December 2025 subject
for 2026 Finalization

POLICY ON THE IMPLEMENTATION OF EXTENDED LEARNING OPPORTUNITIES IN BASIC EDUCATION

I. RATIONALE

1. The Department of Education (DepEd), pursuant to Republic Act No. 9155, or the *Governance of Basic Education Act of 2001*, upholds its duty to ensure that all learning experiences—whether conducted within or beyond school premises—promote the right of every learner to accessible, inclusive, quality, and relevant education. Central to this is the recognition that learning does not occur solely within the four walls of the classroom. Emerging educational models increasingly emphasize experiential, community-based, cultural, and global learning as essential complements to formal instruction.
2. In recent years, DepEd has issued DepEd Order No. 66, s. 2017, *“Implementing Guidelines on the Conduct of Off-Campus Activities”*, and DepEd Order No. 30, s. 2017, *“Guidelines for Work Immersion for the Senior High School Program”*. These policies set standards for two specific modalities of extended learning: off-campus activities and workplace-based immersion, respectively. While both policies offer valuable procedural guidance for implementing these learning engagements, they exist as standalone frameworks and are limited in scope. Each treats a particular type of learner activity in isolation, without an overarching policy that connects them to broader curricular goals or governance structures.
3. Moreover, DepEd currently lacks a national policy that governs the participation of Filipino basic education learners in international learning activities. At present, such engagements are only supported through DepEd Memoranda, or by guidelines issued at the regional or schools division level, often in response to external invitations. This absence creates inconsistencies in approval processes, learner safety measures, parental engagement, and curriculum alignment. Similarly, there is no unified set of criteria to guide the planning, classification, and evaluation of other forms of educational experiences—such as academic enrichment, co-curricular programs, or cultural immersions—despite their increasing frequency and value in learner development.
4. This DO introduces the concept of Extended Learning Opportunities (ELOs) as a comprehensive term to encompass all learner engagements that take place outside conventional classroom instruction and are designed to enhance educational outcomes, competencies, or values formation. ELOs are not new in practice—but they are new in policy articulation within DepEd. This issuance aims to provide the first integrated, sector-wide framework that collectively defines, classifies, and governs these diverse activities under one set of inclusive and coherent guidelines.

5. This policy responds to critical gaps in the current system:
 - 5.1. The fragmentation of existing policies which do not recognize the interrelatedness of off-campus, community-based, workplace-based, and international learning activities;
 - 5.2. The absence of a national policy framework for DepEd learner travel abroad;
 - 5.3. The lack of consistent standards for safety, equity, inclusivity, and curriculum integration across varied forms of extended learning;
 - 5.4. The need to institutionalize shared accountability across governance levels and partner institutions.
6. These guidelines do not amend or supersede existing DepEd Orders. Rather, they reinforce the procedural foundations already laid down in DepEd Order No. 66, s. 2017 and DepEd Order No. 30, s. 2017, while introducing a collective policy lens for all extended learning modalities. By doing so, DepEd seeks to institutionalize safe, meaningful, and inclusive learner engagements across all educational contexts—academic, cultural, technical-vocational, community-based, and international—grounded in sound planning, learner protection, and curriculum relevance.

II. SCOPE OF THE POLICY

1. This policy shall apply to all public elementary and secondary schools including Community Learning Centers (CLCs) in the planning, approval, conduct, and evaluation of Extended Learning Opportunities (ELOs). It covers all learner activities conducted beyond regular classroom instruction that are intended to enrich the curriculum, support holistic development, and cultivate real-world skills. These include, but are not limited to, academic enrichment programs, off-campus co- and extra-curricular activities, community-based and cultural engagements, career exposure and work immersion, and international learning experiences. Regardless of whether these are initiated by the school, the Division, the Region, the Central Office, or external partners, all ELOs must comply with the policy's provisions on curriculum alignment, risk assessment, learner protection, and governance.
2. These guidelines also encourage private schools, state and local universities and colleges (SUCs/LUCs), and Philippine schools overseas offering basic education to adopt or align their internal guidelines with the provisions herein to promote a coherent and learner-centered approach across all education sectors. Field offices at all levels are likewise mandated to provide oversight, technical assistance, and capacity support to ensure that the implementation of ELOs upholds DepEd's standards for safety, inclusion, and educational value.

III. DEFINITION OF TERMS

1. *Extended Learning Opportunities (ELOs)*— Structured learning experiences conducted beyond conventional classroom instruction, intentionally designed to enrich the curriculum, promote holistic learner development, and cultivate 21st-century skills, values, and competencies.
2. *Academic Enrichment Programs*— Activities that enhance or remediate learner competencies aligned with the K to 12 curriculum, such as academic fairs, competitions, remedial instruction, or research-based projects.
3. *Career Exposure and Work-Based Learning*— Off-campus engagements that expose learners to workplace environments, career pathways, and technical-vocational skills, including work immersion, industry visits, job shadowing, and entrepreneurial exercises.
4. *Off-Campus Co- and Extra-Curricular Activities*— School-sanctioned learner activities conducted outside the school premises that promote leadership, civic participation, and life skills, such as scouting, student government events, sports, journalism, and cultural showcases.
5. *Community-Based and Cultural Engagements*— Immersive activities conducted in local communities to strengthen citizenship, cultural identity, and social awareness, including community service, heritage mapping, environmental programs, and engagements with Indigenous Peoples (IP) communities.
6. *International Learning Engagements*— Educational, cultural, or academic programs hosted outside the Philippines, including international competitions, youth summits, exchange programs, and cross-cultural forums.
7. *Policy Engagements and Learner Participation in Governance*— Opportunities for learners to participate in consultative and decision-making processes in education and local governance, including Local School Board sessions, youth development planning, and DepEd policy consultations.
8. *School Governance Council (SGC)*— A school-based body established under DepEd Order No. 26, s. 2022, which promotes transparency, accountability, and inclusive decision-making, and is mandated under this policy to provide oversight, consultation, and support in the planning and implementation of ELOs.
9. *ELO Technical Working Group (ELO TWG)*— A multi-level (Central, Regional, Division, and School) mechanism established under this policy to coordinate, monitor, and evaluate the planning and implementation of ELOs across governance levels.
10. *Chaperone*— A DepEd personnel or authorized adult designated to supervise learners during the conduct of ELOs, ensuring safety, child protection, and learner engagement.

11. *Stay-in ELOs*— Extended or overnight learning activities requiring learner accommodation outside their homes, including camps, immersions, and multi-day summits.
12. *Risk Assessment*— A structured process to identify, evaluate, and address potential risks to learner safety, security, and well-being before, during, and after the conduct of ELOs.
13. *Parental Consent*— The written and informed permission required from a learner's parent or legal guardian for participation in any ELO, using the standardized consent form prescribed under this policy.
14. *Eligible Expenses*— Costs that may be legally charged to DepEd fund sources in support of ELO implementation, as defined under Section VII.C of this policy.
15. *Special Education Fund (SEF)*— A local government fund authorized under the Local Government Code and relevant Joint Circulars, which may be allocated by Local School Boards to support ELO implementation in line with DepEd guidelines.

IV. POLICY STATEMENT

1. The Department of Education (DepEd) establishes this policy to institutionalize Extended Learning Opportunities (ELOs) as a unified and inclusive framework for learner engagements. ELOs encompass a range of activities—whether academic, cultural, technical-vocational, civic, or international in nature—that deepen learning, promote holistic development, and foster real-world skills among Filipino learners. These engagements aim to complement formal instruction and prepare learners to be self-directed, socially aware, environmentally responsible, and globally competitive.
2. ELOs are defined as structured learning experiences that occur beyond conventional classroom instruction and are intentionally designed to enhance the curriculum, support learners' holistic development, promote values formation, and cultivate 21st-century competencies.
3. Grounded in DepEd's core values—*Maka-Diyos, Maka-Tao, Makakalikasan, and Makabansa*—this policy supports the development of empowered individuals who embody the vision of the K to 12 Basic Education Program. ELOs are therefore framed not as add-ons but as integral, context-responsive learning extensions.

V. IMPLEMENTING GUIDELINES

1. The policy is grounded in the following guiding principles:

- 1.1. *Rights-Based, Inclusive and Child-Centered Approach*— All ELOs shall adhere to the principles of DepEd Order No. 31, s. 2022 (*Adopting the Rights-Based Education Framework*), and DepEd Order No. 44, s. 2021 (*Programs and Services for Learners with Disabilities*). Activities must integrate *Universal Design for Learning (UDL)* principles and

provide reasonable accommodation to ensure full participation of learners regardless of backgrounds.

- 1.2. *Anti-Bullying and Safe Learning Environments*— All activities must comply with RA 10627 (Anti-Bullying Act of 2013), DepEd Order No. 55, s. 2013, and DepEd Order No. 40, s. 2012 (*Child Protection Policy*) ensuring safe, respectful, and non-discriminatory spaces. Incidents of bullying, harassment, or exclusion during ELOs shall be addressed promptly and formally.
- 1.3. *Curriculum Alignment and Relevance*— All ELOs must support the development of learner competencies and include mechanisms for translating outputs into formative assessments or learner portfolios. These must contribute to the intended learning outcomes as set forth in DepEd Order No. 8, s. 2015 (*Policy Guidelines on Classroom Assessment*) and DepEd Order No. 21, s. 2019 (*Policy Guidelines on the K to 12 Basic Education Program*). Furthermore, ELOs should align with the multi-year school calendar and activity guidelines outlined in DepEd Order No. 12, s. 2025.
- 1.4. *Partnership Engagement* - The Department of Education (DepEd), at all levels of governance, central, regional, division, and school may establish partnerships with Local Government Units (LGUs), National Government Agencies (NGAs), Non-Government Organizations (NGOs), development partners, Civil Society Organizations (CSOs), and other relevant stakeholders to enhance its capacity in implementing Extended Learning Opportunities (ELO).
- 1.5. All partnerships shall be formalized through legally binding instruments, such as but not limited to Joint Memorandum Circular (JMC) or a Memorandum of Agreement (MOA). These agreements must clearly outline the specific terms, conditions, and responsibilities of each party in the implementation of ELO-related programs, projects, and activities. All partnership instruments shall conform to existing laws, DepEd policies, and relevant issuances.
 - 1.5.1. Partner Mapping and Profiling: All DepEd governance levels may identify potential partners across sectors by gathering and analyzing relevant information through available sources. Partners shall be screened and prioritized based on established criteria, including their alignment with ELO objectives and compliance with minimum partnership requirements.
 - 1.5.2. Initial Engagement: The initiating office shall conduct exploratory meetings with qualified potential partners to discuss proposed areas of collaboration, clarify shared objectives, and explore feasible contributions to ELO initiatives. These engagements should involve representatives from other relevant DepEd governance offices to ensure coordination and alignment.
 - 1.5.3. Partnership Development and Formalization: All information gathered during the engagement process shall be consolidated

to support the drafting of a standard MOA, to be led and developed by the Central Office. This standard MOA shall serve as the reference document for all field implementers and must undergo review and approval by the appropriate DepEd offices to ensure policy coherence, legal compliance, and uniformity in implementation.

- 1.6. All partnership shall be governed by existing laws, regulations and DepEd issuances.
- 1.7. To ensure effective and strategic partnership engagement, DepEd governance offices is encouraged to implement the following process:
- 1.8. *Multi-sectoral and Stakeholder Engagement*— All ELOs shall be implemented through active collaboration among schools, learners, parents, communities, government agencies, and private institutions. Partnerships must comply with the standards set by the following:
 - 1.8.1. DepEd Order No. 40, s. 2015 (*Guidelines on K to 12 Partnerships*) – ensuring proper screening, documentation, monitoring, and alignment of partnerships with curriculum and learner outcomes;
 - 1.8.2. DepEd Order No. 13, s. 2022 (PTA Guidelines) – regulating the participation of parent organizations; and
 - 1.8.3. DepEd Order No. 26, s. 2022 (School Governance Councils) – promoting school-level transparency, accountability, and inclusive decision-making.
- 1.9. *Security, Risk Reduction and Resilience*— All ELOs must follow risk-informed planning and integrate the principles of DepEd Order No. 37, s. 2015 (*Comprehensive Disaster Risk Reduction and Management Framework in Basic Education*) and DepEd Order No. 21, s. 2015 (*Disaster Risk Reduction and Management Coordination and Information Management Protocol*), ensuring preparedness, learner safety, security and continuity of learning during disruptions.
- 1.10. *Shared Governance and Coherence*— Clear roles and responsibilities shall be established across governance levels—Central Office, Regional Office, Schools Division Office, and school—to ensure coherent implementation, proper vetting of partners, aligned decision-making, and adequate technical support.
- 1.11. *Equity in Access and No Learner Left Behind*— Consistent with DepEd Order No. 19, s. 2008 (Implementation of the No Collection Policy), participation in any ELO shall remain voluntary and must not result in undue financial burden on learners or their families. No learner shall be excluded from learning benefits due to socioeconomic status, location, disability, gender, or cultural background. Schools shall ensure the provision of alternative or parallel activities for non-participants where applicable.

To further strengthen equity and access, schools and field offices shall provide funding support and reasonable accommodation for marginalized learners who may otherwise be unable to participate in ELOs due to their circumstances. Marginalized learners, as defined in DepEd Order No. 44, s. 2021, include, among others: learners with disabilities; out-of-school children, youth, and adults; indigenous peoples; Muslim learners; children in situations of armed conflict; street children; and children in conflict with the law. Inclusive practices may include, but are not limited to, the provision of food allowance, transportation support, insurance coverage, and other necessary resources to enable the participation of marginalized learners in ELOs. Schools must proactively identify barriers to access and implement measures to ensure that all learners, regardless of circumstance, are able to benefit from ELOs in a safe, inclusive, and equitable manner.

- 1.12. *Gender Sensitivity*— All ELO Activities must reflect the provisions of DepEd Order No. 32, s. 2017 (Gender-Responsive Basic Education Policy), ensuring that ELO activities are free from discrimination and responsive to the needs of learners across all gender identities.
- 1.13. *Cultural Responsiveness*— ELOs must be sensitive to and respectful of cultural and community contexts, particularly for Indigenous Peoples (IP) learners. In line with DepEd Order No. 62, s. 2011 (Adopting the National Indigenous Peoples Education Policy Framework) and DepEd Order No. 32, s. 2015 (Adopting the Indigenous Peoples Education Curriculum Framework), schools must ensure that ELOs involving IP communities or IP learners promote cultural integrity, uphold indigenous knowledge systems, and foster mutual respect.
- 1.14. *Prohibition of Partnerships with Tobacco and Alcohol Industries*— Per DepEd Order No. 6, s. 2012 and DepEd Order No. 48, s. 2015, no partnerships may be made with companies involved in tobacco, alcohol, or related industries for any ELO activity, directly or indirectly.
- 1.15. *Legal and Institutional Accountability*— In line with Articles 218–219 of the Family Code and Article 2176 of the Civil Code, school personnel hold special parental authority during ELOs and may be held liable for acts or omissions causing harm, even in the absence of formal contracts.
- 1.16. *Compliance with Labor and Training Guidelines*— ELOs involving career immersion or employment exposure must follow the standards of DepEd Order No. 30, s. 2017, as well as guidelines from DOLE and TESDA, ensuring legal compliance and learner protection.

2. The ELO operational framework places “Holistic Learning for All Learners” at its core and positions ELOs as a means to extend meaningful learning beyond the classroom. It is anchored on four key pillars: Learning Enrichment, which aligns activities with the curriculum while nurturing

interests, talents, and 21st-century skills through experiential learning; Safety and Security, which require insurance, risk assessments, safe transport and venues, and clear emergency protocols; Accessibility and Inclusivity, which uphold voluntary participation, remove financial barriers, and ensure gender, culture, and child responsiveness; and Monitoring and Governance, which provide accountability through structured approvals, diverse funding sources, inter-agency coordination, and incident and post-activity reporting.

Together, these pillars ensure that ELOs enrich learning, protect and include all participants, and are implemented through transparent and accountable systems, enabling every learner to benefit from safe, relevant, and equitable educational experiences.

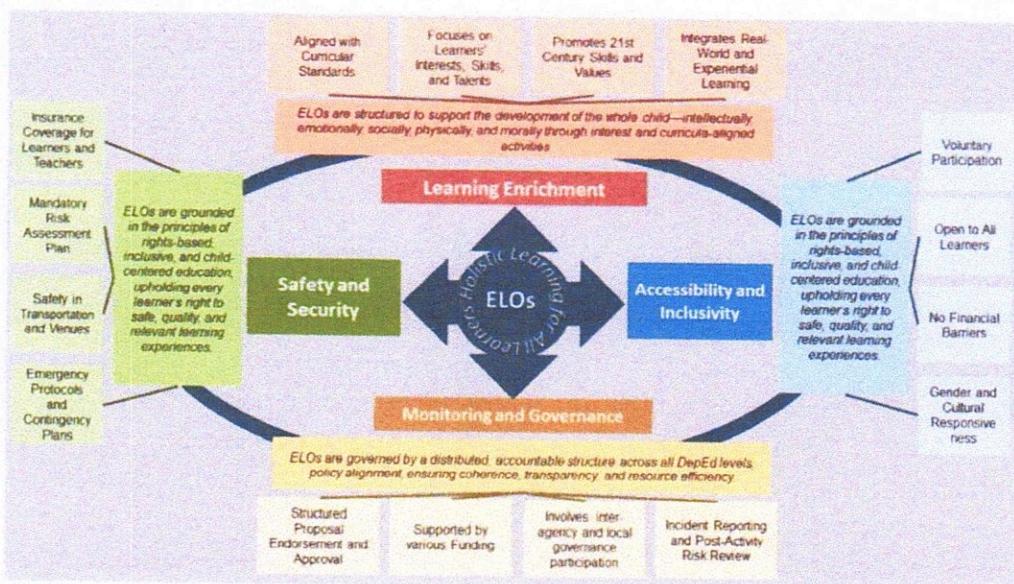


Figure 1: ELO Operational Framework

3. The following classification shall guide the planning, regulation, and reporting of all ELOs:

3.1. **Academic Enrichment Programs**— These refer to structured learning experiences designed to enhance, extend, or remediate learner competencies aligned with the K to 12 curriculum. These engagements must demonstrate clear academic purpose, target specific competencies, and be reflected in lesson plans and post-activity assessments. Activities under this category may include:

- 3.1.1. Academic fairs, exhibits, and competitions (science, math etc).
- 3.1.2. Community-based academic research.
- 3.1.3. Remedial or advanced instruction outside the classroom.
- 3.1.4. Learning camps conducted off-campus, provided they adhere to the provisions under DepEd Order No. 18, s. 2025 (*Implementing Guidelines of the Academic Recovery and Accessible Learning [ARAL] Program*).

- 3.1.5. Other off-site instructional activities integrated into lesson planning
- 3.2. **Career Exposure and Work-Based Learning**— This category includes all off-campus activities that promote learner awareness of career pathways, workplace environments, and technical-vocational competencies. All activities must be age-appropriate, aligned with the curriculum, and vetted through proper partnership protocols and risk assessments. These include:
 - 3.2.1. Work Immersion under DepEd Order No. 30, s. 2017.
 - 3.2.2. Industry visits, job shadowing, and company exposure programs.
 - 3.2.3. Special Program for Employment of Students (SPES), subject to **separate implementing guidelines to be issued by BLSS in coordination with relevant agencies (DOLE etc.).**
 - 3.2.4. Career simulation exercises and entrepreneurial engagements conducted in external settings.
- 3.3. **Off-Campus Co-Curricular and Extra-Curricular Programs and Activities**— These activities must adhere to the provisions of DepEd Order No. 66, s. 2017 and be scheduled within the approved school calendar in accordance with DepEd Order No. 12, s. 2025. Participation must be voluntary, developmentally appropriate, and guided by child protection and safety protocols. These include school-sanctioned, off-campus activities that promote leadership, talent development, civic engagement, or life skills enhancement, including:
 - 3.3.1. Co-curricular club activities conducted off-campus (e.g., science camps, journalism training).
 - 3.3.2. Extra-curricular programs:
 - 3.3.2.1. Youth camps, inter-school intramurals/ laro ng lahi, advocacy activities, or service learning.
 - 3.3.2.2. School- or division-led leadership summits or cultural showcases.
 - 3.3.2.3. Scouting and youth formation programs held in external venues (e.g., Jamborees, learner's convergence)
 - 3.3.3. Student competitions or exhibits conducted outside the school premises (e.g., division/ regional meets/ palarong pambansa, festival of talents, schools press conferences).
- 3.4. **Community-Based and Cultural Engagements**— These refer to activities that immerse learners in the social, cultural, environmental, or civic realities of their local communities, with the goal of deepening awareness, citizenship, and cultural identity. Activities under this category must be coordinated with relevant community partners and

local government units, with respect for local customs and protocols, and in alignment with DepEd Order No. 62, s. 2011 and DepEd Order No. 32, s. 2015 where applicable. These may include:

- 3.4.1. Community service programs
- 3.4.2. Environmental protection drives
- 3.4.3. Local heritage and cultural mapping
- 3.4.4. Immersions with Indigenous Peoples (IP) or local knowledge holders
- 3.4.5. Barangay-level advocacy or awareness campaigns

3.5. **International Learning Engagements**— This includes learner participation in educational, cultural, or academic programs hosted outside the Philippines. The detailed operational guidelines and requirements for these activities **shall be issued through a separate issuance by the International Cooperation Office (ICO)**. Schools must coordinate all international engagements with the appropriate DepEd governance levels, comply with immigration and diplomatic protocols, and ensure the protection and well-being of participating learners. These may take the form of:

- 3.5.1. International academic competitions
- 3.5.2. Cross-cultural exchange programs
- 3.5.3. Global youth forums or environmental summits
- 3.5.4. International study visits or exhibitions

3.6. **Policy Engagements and Learner Participation in Governance**— This category includes learner participation in structured policy consultation, civic deliberation, or governance processes that promote democratic values, critical thinking, and policy awareness. These engagements must be non-partisan, values-driven, and designed to elevate student voice and civic engagement without disrupting regular academic responsibilities. Activities under this category include:

- 3.6.1. Participation in DepEd or partner-led policy consultations, stakeholder engagements, or public dialogues as part of official policy development processes, aligned with DepEd Order No. 13, s. 2015 (*Establishment of a Policy Development Process at the Department of Education*).
- 3.6.2. Participation in local governance mechanisms such as:
 - 3.6.2.1. Local School Boards and other Sectoral committees
 - 3.6.2.2. Local Development Councils
 - 3.6.2.3. Youth development planning sessions
- 3.6.3. Involvement in consultative processes for educational legislation, local education planning, or community-based program design

4. **Governance and Accountability Structure:** This policy adopts a distributed structure, where responsibilities are not only assigned but shared and

reinforced across levels. To operationalize this, the governance and accountability for ELOs shall be structured along the following components:

- 4.1. **ELO Technical Working Groups (TWGs)**— To guide, harmonize, and monitor the implementation of this policy, ELO Technical Working Groups (TWGs) shall be constituted at the Central Office (CO), Regional Offices (ROs), and Schools Division Offices (SDOs). These TWGs serve as the inter-office mechanism for policy rollout, technical support, inter-agency engagement, and monitoring and evaluation of ELO implementation.

4.1.1. **Central Office (CO) Level—**

- 4.1.1.1. The CO ELO National TWG shall be chaired by the Undersecretary for Governance and Operations.
- 4.1.1.2. The Secretariat shall be the BLSS, which will coordinate across involved bureaus, including the Bureau of Curriculum Development (BCD), Bureau of Learning Delivery (BLD), Disaster Risk Reduction and Management Service (DRRMS), Private Education Office (PEO), Legal Service (LS), Planning Service (PS), External Partnerships Service (EPS), International Cooperation Office (ICO), Bureau of Human Resource and Organizational Development (BHROD) and other relevant units.
- 4.1.1.3. The CO TWG shall provide policy direction, national-level coordination, and capacity development support.
- 4.1.1.4. The formal composition and terms of reference (TOR) of the CO TWG shall be defined in a separate issuance.

4.1.2. **Regional and Division Levels—**

- 4.1.2.1. Regional and SDO ELO TWGs shall mirror the CO structure and shall be composed of representatives from curriculum, governance, legal, DRRM, and partnership focal units.
- 4.1.2.2. These TWGs shall oversee contextualization, validation of proposals, support for schools, documentation, and reporting.
- 4.1.2.3. They serve as accountability hubs and are expected to conduct regular reviews of compliance, effectiveness, and alignment of ELOs with DepEd policies.
- 4.1.3. The representation of the ELO governance structure is provided in **Annex A**.

4.2. **School-Level Governance and Expanded Role of SGC**— These guidelines reinforces and expands upon the mandates of School

Governance Councils (SGCs) as defined under DepEd Order No. 26, s. 2022, by integrating Extended Learning Opportunities (ELOs) into the participatory governance functions of schools. SGCs are envisioned not only as consultative and oversight bodies but also as enablers of innovative, inclusive, and community-linked learning opportunities for all learners. To effectively implement ELOs at the school level, the following provisions shall apply:

- 4.2.1. *Integration of ELO Oversight into the SGC Mandate*— The SGC shall incorporate ELO implementation oversight into its planning, consultation, monitoring, and evaluation functions. This includes ensuring that ELOs are inclusive, curriculum-aligned, and compliant with child protection, safety, and risk protocols.
- 4.2.2. *Expansion of SGC Membership to Support ELOs*— Schools may expand the composition of the SGC to include representatives from learner organizations, co-curricular clubs, local community-based organizations, and ELO-relevant stakeholders (e.g., alumni, cultural practitioners, local industries, IP elders, etc.) who can contribute to activity design, delivery, and assessment.
- 4.2.3. *Creation of a Dedicated ELO Committee under the SGC*— The SGC may constitute a dedicated ELO Committee, composed of teachers, parents, learner representatives, and community partners. This committee shall:
 - 4.2.3.1. Review and recommend school-initiated ELO proposals to the school head
 - 4.2.3.2. Assist in stakeholder engagement and resource mobilization
 - 4.2.3.3. Support the documentation, monitoring, and post-activity reflection processes
 - 4.2.3.4. Coordinate with the SDO for technical guidance and report submissions
- 4.2.4. *School Head Authority and Oversight*— The School Head retains full authority and accountability over the approval, safety, and quality assurance of ELOs. The SGC serves in an advisory and support capacity and cannot implement activities without the School Head's final approval.
- 4.2.5. *Alignment with School Improvement Plans and AIP*— ELOs must be integrated into the School Improvement Plan (SIP) and the Annual Implementation Plan (AIP), including clear objectives, indicators, funding sources, and timelines. The SGC shall assist in aligning ELOs with school goals, learner needs, and available community resources.

- 4.2.6. *Capacity Building and Empowerment of SGC Members*— SGC members, especially those involved in the ELO Committee, shall be provided with orientation and training on relevant DepEd policies, including child protection, safety protocols, inclusive education, and risk management.
- 4.2.7. *Documentation and Transparency*— The SGC shall ensure that all ELO-related planning, deliberations, and decisions are properly documented through minutes, resolutions, and consolidated reports. These records must be available for validation by the SDO during monitoring and evaluation
- 4.3. Interface and Vertical Accountability— To ensure coherence and flow of information across governance levels:
 - 4.3.1. Schools report ELO proposals, implementation updates, and evaluation results to the SDO through the SGC/ school heads.
 - 4.3.2. SDOs consolidate school-level reports, validate compliance, and submit division-level analyses to the Regional Office.
 - 4.3.3. ROs synthesize regional data, provide policy feedback, and submit annual implementation reviews to the Central Office.
 - 4.3.4. The CO TWG shall periodically convene with RO and SDO focal points to assess policy implementation, address gaps, and recommend adjustments.
- 4.4. Accountability Mechanisms— To uphold the integrity of this policy, the following accountability measures shall be instituted:
 - 4.4.1. Each TWG shall maintain a registry of approved, disapproved, and pending ELO proposals for audit and transparency.
 - 4.4.2. Field offices must conduct random validations, spot checks, or technical assistance missions to ensure compliance.
 - 4.4.3. Partner institutions and service providers engaged in ELOs shall be subject to DepEd's vetting and blacklisting protocols, especially in cases of learner safety violations or contractual breaches.
 - 4.4.4. Schools and field offices that fail to comply with this policy may be subject to administrative actions, in accordance with DepEd rules and civil service regulations.
- 4.5. Grievance Redress Mechanism— Each governance level shall establish a grievance redress system to address concerns, violations, or disputes related to ELOs. Specifically:
 - 4.5.1. Schools shall designate a grievance focal person within the SGC or ELO Committee to receive and respond to concerns from learners, parents, and staff.

4.5.2. SDOs and ROs must ensure that complaints are acted upon within reasonable timeframes, with escalation protocols in place for unresolved cases.

4.5.3. DepEd Legal and Child Protection units shall provide technical assistance in handling sensitive or high-risk grievances.

4.6. **Capacity Development**— To build strong implementation systems, the CO TWG shall lead the development of a multi-level capacity building plan for ELO implementers. This includes:

- 4.6.1. National and regional training programs for school heads, teachers, and SGC members
- 4.6.2. Orientation for partners and providers on DepEd standards and protocols
- 4.6.3. Development of toolkits, learning resources, and process guides
- 4.6.4. Periodic knowledge-sharing forums for cross-learning across regions and divisions

5. Academic and Development Relevance: All ELOs, as classified in **Section V.3**, shall be designed and delivered in a manner that supports the progressive growth of learners from foundational understanding in early grades to career readiness and civic engagement in senior high school. ELOs must be developmentally appropriate in content, duration, complexity, and learner roles.

5.1. To guide this alignment, the table below contextualizes each ELO classification across the four key stages of basic education:

Table 1. ELO Alignment with Key Stages and Learner Development

Key Stage	Grade Levels	Developmental Focus	Relevant ELO Classification	Illustrative Activities
Key Stage 1	Kindergarten to Grade 3	Foundational learning, curiosity, sensory engagement, social-emotional development	Academic Enrichment Programs Off-Campus Co- and Extra-Curricular Activities	Nature walks and local environmental exposure Community storytelling or reading camps Learning camps School-initiated field exposure (e.g., post office, fire station)

Key Stage	Grade Levels	Developmental Focus	Relevant ELO Classification	Illustrative Activities
Key Stage 2	Grades 4 to 6	Application of basic concepts, teamwork, creativity, early identity formation	Academic Enrichment Programs Community-Based and Cultural Engagements Off-Campus Co- and Extra-Curricular Activities	Inter-school quiz bees or science fairs Exposure to cultural sites, community traditions Local governance simulations School journalism training camps
Key Stage 3	Grades 7 to 10	Citizenship, values development, leadership, critical thinking	Community-Based and Cultural Engagements Policy Engagements and Learner Participation in Governance Off-Campus Co- and Extra-Curricular Activities	Youth leadership camps Participation in policy consultations Participation in Local School Board or Council sessions Community immersion and service programs
Key Stage 4	Grades 11 to 12	Career readiness, social responsibility, real-world integration, life planning	Work Immersion (DOI, s. 2017) Career Exposure and Work-Based Learning International Learning Engagements	Industry exposure, job shadowing, entrepreneurship camps Participation in international academic competitions

Key Stage	Grade Levels	Developmental Focus	Relevant ELO Classification(s)	Illustrative Activities
			Policy Engagements and Governance Community and Cultural Engagements	DepEd or LGU-led SPES Programs Local government consultations Service-learning in civic programs

5.2. Alignment with Learning Competencies and Developmental Focus

- 5.2.1. All ELOs must be aligned with the Most Essential Learning Competencies (MELCs) or program-specific outcomes as required under DepEd Order No. 21, s. 2019.
- 5.2.2. Activity proposals must identify the target learning domains (e.g., knowledge, skills, values) and how the activity supports developmental milestones specific to each key stage, as defined in Table 1.
- 5.2.3. For Work Immersion programs, the activity must meet the criteria under DepEd Order No. 30, s. 2017, including alignment with the learner's track and strand.

5.3. Contextualization and Inclusive Design

- 5.3.1. To align with the provisions under DepEd Order No. 44, s. 2021, all ELOs shall be designed using Universal Design for Learning (UDL) principles and must include reasonable accommodations for learners with disabilities, IP learners, and those in marginalized settings.
- 5.3.2. Schools are encouraged to contextualize activities based on local history, culture, industries, and indigenous knowledge systems to ensure relevance and learner engagement.
- 5.3.3. For learners in remedial programs, learning or summer academic camps conducted as ELOs must comply with the provisions of DepEd Order No. 18, s. 2025 regarding content and delivery standards.

5.4. Learning Integration and Recognition of ELO Participation— Schools shall integrate ELOs into classroom learning through pre- and post-activity engagement.

5.4.1. *Pre-Activity Planning and Integration*

5.4.1.1. Teachers and school personnel must develop detailed activity plans that outline:

- 5.4.1.1.1. Objectives linked to MELCs
- 5.4.1.1.2. Target developmental outcomes
- 5.4.1.1.3. Age-appropriateness of activities
- 5.4.1.1.4. Safety and supervision measures

5.4.1.2. In line with DepEd Order No. 66, s. 2017, off-campus activities must include risk assessments, parental consent, and learner orientation.

5.4.1.3. ELOs shall be integrated into the lesson plans, Annual Implementation Plan (AIP), and School Improvement Plan (SIP) to ensure coherence with classroom instruction and school priorities.

5.4.2. *Post-Activity Learning Integration*

5.4.2.1. Schools must conduct post-activity integration sessions to allow learners to reflect, synthesize, and connect their experiences with the formal curriculum. These may include:

- 5.4.2.1.1. Reflection journals or group processing
- 5.4.2.1.2. Output-based assessments or presentations
- 5.4.2.1.3. Portfolio entries or narrative reports

5.4.2.2. The School shall assess whether the ELO met its intended learning outcomes and document learner progress through formative assessments or performance tasks.

5.4.2.3. Recognition of learner participation in ELOs shall be guided by principles of equity and appropriateness. Certificates of Participation or Completion, as well as notations in learner progress reports or cumulative records, may be issued only when suitable and shall not affect academic grades or awards for learners who are unable to participate. Examples include competitions, cultural performances, and similar activities where formal recognition is customary.

5.4.2.4. Participation in ELOs, particularly co- and extra-curricular engagements, shall also be recorded as a data entry in the Learner Information System (LIS) to document learner achievements in their digital records without academic implications. The classification and differentiation of ELOs in Section V, Item 5.1, Table 1 shall guide the appropriate forms of recognition for each activity type.

- 5.4.2.4.1. Certificates of Participation or Completion
- 5.4.2.4.2. Notations in learner progress reports or cumulative records
- 5.4.2.4.3. Inclusion in learner development portfolios, especially for SHS work immersion, SPES, or youth forums.

5.4.2.5. For learners with disabilities, Indigenous Peoples (IP), and other marginalized groups, reflection and assessment tools must be inclusive and responsive to their communication and learning needs

6. Standard ELO Protocols: All ELOs shall observe standardized protocols that safeguard learner safety, well-being, and quality of learning. These protocols apply to all classifications of ELOs and must be embedded in the planning, approval, implementation, and post-activity reporting processes at the school, division, regional, and central office levels. The ELO Approval and Clearance Matrix shall also account for local engagements that extend beyond seven days (e.g., SHS work immersion or SPES) to ensure these long-term but locally based activities are appropriately cleared and monitored.

6.1. Activity Approval and Clearance— The approval of ELOs shall be guided by a matrix as outlined in Table 2:

Table 2. ELO Approval and Clearance Matrix

Level	Location	Duration	Type	Approving Authority	Requirements
Level 1	Within school or immediate community/ barangay	1 full day or less	Stay-out only	School Head	Risk assessment, parental consent, safety plan
Level 2	Within the division	1 to 3 days	Stay-out or Stay-in	Schools Division Superintendent (SDS) via SDO TWG	Detailed plan, accommodation info (if applicable), learner-parent orientation
Level 3	Regional or national	Up to 7 days	May include Stay-in	Regional Director via RO TWG	Full activity and risk management plan, transport plan, accommodation certification

Level 4	International	Variable	Stay-in	Central Office, per ICO Guidelines	MOA, passports/visa, insurance, full documentation
Level 5	Within school, barangay, city/municipality, or nearby locality	More than 7 days	Stay-out	School Head	MOA, Work Plan, and Parental Consent

6.2. Stay-in ELOs (overnight or multi-day with accommodations) are allowed as long as:

- 6.2.1. Duration does not exceed 7 consecutive days, unless under special national programs.
- 6.2.2. The School Head has given written approval.
- 6.2.3. Parental consent are obtained in writing.
- 6.2.4. Accommodation safety and sanitation are validated by the school or SDO.
- 6.2.5. Gender-appropriate sleeping arrangements and privacy standards are observed.
- 6.2.6. Separate rooms for chaperones and an identified activity focal person on site are required.
- 6.2.7. A 24/7 emergency contact system must be in place.

6.3. To maintain standards and protect all participants, the following protocols/ checklist must be implemented at all phases of the ELO:

Table 3. ELO Activity/ Program Checklist

Phase	Required Actions	Responsible
BEFORE	<ol style="list-style-type: none"> 1. Prepare detailed activity proposal (aligned with curriculum and classification) 2. Secure School Head and relevant authority approval 3. Conduct risk assessment and site validation (when necessary) 4. Hold pre-departure orientation for learners, parents, and chaperones 5. Obtain written parental consent, medical clearance (see section 6.4.2.3) 6. Secure insurance coverage 7. Submit learner and chaperone list, itinerary, and contact details to SDO 	School ELO Committee, School Head

Phase	Required Actions	Responsible
DURING	<ol style="list-style-type: none"> 1. Maintain 1:10 supervision ratio (minimum) 2. Activate real-time communication protocol (e.g., group chats, emergency lines) 3. Implement child protection and safety measures 4. Record participation, issues, and any incidents 5. Monitor compliance with activity schedule and behavior standards 	Chaperones, School Head (remote oversight), SDO (if needed)
AFTER	<ol style="list-style-type: none"> 1. Facilitate learning integration or reflection sessions 2. Submit post-activity report within 10 working days 3. Record outputs (journals, reports, presentations) 4. File incident reports if applicable 5. Gather stakeholder feedback (learners, parents, partners) 6. Update ELO registry and documentation for future audits 	Teachers, ELO Committee, School Head

6.4. **Safety and Risk Management**— All ELOs must uphold the Department's highest standards for learner safety, protection, and well-being. As many ELOs occur in off-campus or non-traditional learning environments, schools and field offices must ensure that these experiences are conducted in line with applicable laws and DepEd policies, and that learners are shielded from harm, abuse, and unnecessary exposure to risk.

6.4.1. For the purpose of these guidelines, this section gives effect to all relative issuances as mentioned in **Section V.1**.

6.4.2. The following protocols and standards shall apply to all ELO classifications and must be integrated into school-level planning and division-level approvals:

6.4.2.1. ***Mandatory Risk Assessment*** – A Risk Assessment must be completed for all ELOs and included in the activity proposal. This assessment shall assess risks related to:

6.4.2.1.1. Health and sanitation

6.4.2.1.2. Environmental hazards and weather conditions

- 6.4.2.1.3. Crowd control and security
- 6.4.2.1.4. Transportation safety
- 6.4.2.1.5. Accommodation standards (for overnight or stay-in ELOs)
- 6.4.2.1.6. Accessibility for learners with disabilities or special needs
- 6.4.2.1.7. ELOs categorized as moderate to high risk (e.g., overnight trips, inter-regional travel, large-scale gatherings) must undergo pre-validation by the SDO or RO, as applicable.

6.4.2.2. *Learner Protection and Inclusion*

- 6.4.2.2.1. All learners must be protected from bullying, abuse, exploitation, and discrimination, in accordance with DepEd Order No. 40, s. 2012. Chaperones and facilitators shall receive orientation on child protection policies and incident reporting procedures.

- 6.4.2.2.2. ELOs must incorporate inclusive practices to accommodate learners with disabilities, Indigenous learners, and other marginalized groups, in line with DO 44, s. 2021 and DO 62, s. 2011.

- 6.4.2.2.3. Participation in ELOs shall be voluntary and shall not be used to discriminate against or penalize any learner who is unable or unwilling to join.

Learners who cannot participate in activities such as school trips shall be encouraged and supported to take part in alternative learning engagements such as classroom-based projects, virtual field experiences, independent research, or community-based service learning that target the same curricular outcomes. These alternatives must be meaningful, competency-aligned, and accessible to all learners who require them.

6.4.2.3. *Medical and Emergency Preparedness –*

- 6.4.2.3.1. Each ELO must have a designated safety and first-aid focal person with basic training in emergency response.

- 6.4.2.3.2. At least one chaperone per activity must carry a first-aid kit and learner medical information, including allergies, medications, or existing conditions.

- 6.4.2.3.3. For high-risk or multi-day ELOs, schools must:

- 6.4.2.3.3.1. Coordinate with nearest medical facilities in the activity site
- 6.4.2.3.3.2. Provide a medical clearance for learners with known health conditions
- 6.4.2.3.3.3. Ensure 24/7 emergency contact accessibility with the School Head or designated official

6.4.2.4. *Safety in Transportation and Venues*

- 6.4.2.4.1. Transport providers must be licensed, insured, and compliant with DepEd and LGU standards. The use of colorum or unauthorized vehicles is strictly prohibited.
- 6.4.2.4.2. ELO venues (including accommodation sites, camps, and event halls) must be:
 - 6.4.2.4.2.1. Physically safe, clean, and hazard-free
 - 6.4.2.4.2.2. Accessible to learners with mobility challenges
 - 6.4.2.4.2.3. Capable of supporting gender-sensitive and age-appropriate privacy
- 6.4.2.4.3. Schools are encouraged to conduct site inspections or virtual validations before approval, especially for new or previously unengaged venues.

6.4.2.5. Emergency Protocols and Contingency Plans

- 6.4.2.4.4. 6.4.2.5.1. All ELO proposals shall include an Emergency and Contingency Plan that addresses the following:
 - 6.4.2.5.1.1. Sudden weather disturbances
 - 6.4.2.5.1.2. Transportation breakdowns
 - 6.4.2.5.1.3. Medical emergencies
 - 6.4.2.5.1.4. Security threats
 - 6.4.2.5.1.5. Missing learner incidents
- 6.4.2.4.5. Teachers, school personnel, and all partner organizations or service providers involved in ELOs shall share responsibility for implementing evacuation and safety procedures during natural or human-induced disasters. Partners must be properly oriented on the protocols and are expected to assist in ensuring the safe and orderly evacuation of learners and staff, reinforcing accountability and strengthening overall protection measures.

6.4.2.4.6. In the event of a natural disaster, public health emergency, or civil disturbance, the School Head or chaperone-in-charge must immediately activate the contingency protocol and inform the SDO and parents.

6.4.2.5. *Incident Reporting and Post-Activity Risk Review*

6.4.2.5.1. Any safety-related incident, injury, breach, or learner concern must be reported using the standard DepEd Incident Report Form within 24 hours, and submitted to the SDO for review and documentation.

6.4.2.5.2. Schools must conduct a post-activity safety review to assess:

6.4.2.5.2.1. Effectiveness of risk mitigation measures

6.4.2.5.2.2. Incident response performance

6.4.2.5.2.3. Gaps for future improvements

6.4.2.5.3. Schools with repeated or unresolved safety violations may be flagged for technical assistance or additional oversight by the SDO or RO.

6.5. Learner Supervision and Chaperone Requirements— To safeguard learners and maintain order and accountability during the conduct of Extended Learning Opportunities (ELOs), all activities must observe minimum supervision standards and designated chaperone protocols.

6.5.1. *Chaperone-Learner Ratio*—

6.5.1.1. A minimum supervision ratio of 1 chaperone to every 10 learners (1:10) shall be maintained for all off-campus or stay-in ELOs, including field trips, policy consultations, cultural exchanges, and work immersion activities.

6.5.1.2. This ratio must be adjusted to a lower number (e.g., 1:5 to 1:8) for activities involving:

6.5.1.2.1. Learners with disabilities or special needs

6.5.1.2.2. Early grade learners (Kindergarten to Grade 3)

6.5.1.2.3. High-risk or overnight activities

6.5.1.3. At least one female and one male chaperone must be present in mixed-gender learner groups for overnight or multi-day engagements.

6.5.2. *Eligibility and Designation of Chaperones*

6.5.2.1. Chaperones must be:

- 6.5.2.1.1. DepEd-employed teaching or non-teaching personnel
- 6.5.2.1.2. In some cases, SGC members, PTA officers, or community-based partners may serve as chaperones, subject to clearance by the School Head and orientation on child protection.
- 6.5.2.1.3. To operationalize **Section V.14**. For the purpose of Work Immersion and Career Exposure, industry partners may provide workplace mentors or supervisors, but these shall not replace DepEd-assigned chaperones.
- 6.5.2.2. All chaperones must undergo pre-activity orientation, covering:
 - 6.5.2.2.1. Child protection
 - 6.5.2.2.2. Emergency response
 - 6.5.2.2.3. Activity objectives and learner expectations
 - 6.5.2.2.4. Incident reporting protocols
- 6.5.3. *Roles and Responsibilities of Chaperones*
 - 6.5.3.1. Each designated chaperone shall be responsible for:
 - 6.5.3.1.1. Supervising and guiding assigned learners throughout the duration of the ELO
 - 6.5.3.1.2. Monitoring learner attendance, behavior, health, and safety
 - 6.5.3.1.3. Acting as the first responder in case of medical or behavioral incidents
 - 6.5.3.1.4. Ensuring proper documentation of incidents and relaying them to the lead organizer or School Head
 - 6.5.3.1.5. Supporting learner reflection and integration sessions post-ELO
 - 6.5.3.2. The lead chaperone (or focal person-in-charge) must maintain a real-time communication line with the school and, for higher-level activities, the SDO or RO focal person.
- 6.5.4. *Gender Sensitivity, Inclusion, and Protection*
 - 6.5.4.1. To reinforce **Section V.19**. supervision arrangements must ensure gender-responsive and safe spaces for all learners.
 - 6.5.4.2. Learners from vulnerable groups (e.g., IP learners, learners with disabilities, socioeconomically disadvantaged learners) must be supervised by chaperones trained in inclusive practices and provided with reasonable accommodations (as outlined in **Section V.10**).

6.5.5. *Chaperone Deployment and Coverage*

- 6.5.5.1. Chaperones must accompany learners from point of departure to return and must not delegate their duties to unauthorized individuals.
- 6.5.5.2. For stay-in or overnight activities, chaperones must be present in the venue at all times and shall adhere to assigned sleeping arrangements, separate from learners but within accessible proximity.
- 6.5.5.3. In no case shall learners be left unattended in transit, accommodation, or activity venues.

6.5.6. *Documentation and Recognition*

- 6.5.6.1. Chaperone names must be included in the approved activity plan and travel documents submitted for clearance.
- 6.5.6.2. The School Head shall issue a Designation for chaperones assigned to each ELO.
- 6.5.6.3. The role of chaperones must be recognized as part of their official duties and included in their IPCRF/OPCRF documentation for performance-based reporting.

6.6. Transportation and Travel Protocols— All schools and implementing units shall comply with the following standards for planning, executing, and monitoring learner travel before, during, and after the activity.

6.6.1. *Use of Authorized Transport Vehicles and Commuting*

- 6.6.1.1. Schools shall only engage transport providers that are legally registered, roadworthy, and insured. Providers must be compliant with Land Transportation Franchising and Regulatory Board (LTFRB) regulations and DepEd's safety standards.
- 6.6.1.2. Transport service providers must present:
 - 6.6.1.2.1. Valid franchise or license
 - 6.6.1.2.2. Updated registration and insurance documents
 - 6.6.1.2.3. Proof of roadworthiness and compliance with seat capacity limits
- 6.6.1.3. When public commuting is deemed safe and necessary (e.g., for short local ELOs), schools must:
 - 6.6.1.3.1. Assign adult chaperones to accompany learners during all segments of the commute
 - 6.6.1.3.2. Pre-identify and brief learners on boarding/disembarking points

6.6.1.3.3. Avoid high-risk timeframes (e.g., rush hours, evening travel)

6.6.1.4. **Use of private vehicles for learner transport must be discouraged.** If exceptional circumstances warrant their use (e.g., remote areas), the School Head must provide written authorization and ensure that parents provide informed consent.

6.6.2. *Travel Planning and Itinerary*

6.6.2.1. A detailed travel plan must be submitted as part of the ELO approval documents. This shall include:

6.6.2.1.1. Finalized itinerary with estimated time of departure and return

6.6.2.1.2. Boarding and drop-off points

6.6.2.1.3. Designated meal/rest stops (for long-distance travel)

6.6.2.1.4. Assigned vehicles, contact persons, and chaperone distribution

6.6.2.2. The travel plan must consider learner age, physical needs, and risk level of the route.

6.6.2.3. The lead chaperone shall be responsible for ensuring compliance with the itinerary and making updates in case of delay or rerouting.

6.6.3. *Boarding, Travel, and Dismissal Procedures*

6.6.3.1. Learner boarding must be conducted in organized, pre-assigned groups supervised by designated chaperones.

6.6.3.2. Roll calls shall be conducted:

6.6.3.2.1. Before departure from school

6.6.3.2.2. Before departure from the activity site

6.6.3.2.3. Upon arrival at all major stops or destinations

6.6.3.3. For dismissal:

6.6.3.3.1. Learners must be released only to parents/guardians or authorized pick-up persons, as documented in consent forms.

6.6.3.3.2. No learner shall be dismissed or allowed to leave transport or the venue unaccompanied unless with written prior consent.

6.6.4. *Conduct and Safety in Transit*

6.6.4.1. Learners must be briefed in advance on expected behavior during travel, including:

6.6.4.1.1. Staying seated and wearing seatbelts (where applicable)

- 6.6.4.1.2. Avoiding distractions to drivers or unsafe actions (e.g., leaning out of windows)
- 6.6.4.1.3. Respecting other passengers and public transport etiquette

6.6.4.2. Chaperones must ensure:

- 6.6.4.2.1. No use of alcohol, cigarettes, or prohibited items in vehicles
- 6.6.4.2.2. Secure handling of learner belongings
- 6.6.4.2.3. Proper separation of male and female learners in seating (especially during overnight travel)

6.6.5. *Emergency and Contingency Measures*

- 6.6.5.1. Each vehicle or travel group must have an emergency contact list, first-aid kit, and access to a working communication device.
- 6.6.5.2. In case of breakdowns, rerouting, or medical emergencies:
 - 6.6.5.2.1. The lead chaperone must notify the School Head and parents immediately
 - 6.6.5.2.2. If stranded or delayed, learners must be kept in safe, supervised areas until transportation is restored or parents are contacted
- 6.6.5.3. A backup transportation plan must be identified in advance for long-distance or multi-day ELOs.

6.6.6. *Coordination Procedures*

- 6.6.6.1. For ELOs that cross city, municipal, or regional borders, the school shall issue a courtesy communication to the host LGU or relevant DepEd office.
- 6.6.6.2. For high-profile or large-scale travel activities, coordination with:
 - 6.6.6.2.1. Local Disaster Risk Reduction and Management Office (LDRRMO)
 - 6.6.6.2.2. Philippine National Police (PNP) or local security units
 - 6.6.6.2.3. Barangay officials in transit or destination areas are encouraged to ensure safety and support.
- 6.6.6.3. Travel arrangements involving learners from vulnerable groups (e.g., LSENs, IP learners, or girls in conflict-prone areas) must include additional safety coordination and tracking protocols.

6.7. Engagement of Partners and Providers— To ensure quality, accountability, all implementing units engaged in ELOs shall comply with the following protocols engaging with ELO partners and providers:

6.7.1. *Classification of Partners and Providers*— Partners and providers supporting ELOs may include, but are not limited to:

- 6.7.1.1. Industry partners and employers (for work immersion and career exposure).
- 6.7.1.2. Government agencies, and LGUs (Province, Municipality/ City/ Barangay).
- 6.7.1.3. Cultural and community organizations.
- 6.7.1.4. Academic institutions, Non-government Organizations (NGOs), and research agencies.
- 6.7.1.5. Tour and activity service providers (for field trips, camps, or tours).
- 6.7.1.6. International institutions, under guidelines set by the DepEd CO (through ICO).

6.7.2. *Eligibility and Due Diligence Requirements*— The school or concerned DepEd units at all governance levels shall conduct basic due diligence, including document verification and, where feasible, site or facility inspection based on the following requirements:

- 6.7.2.1. Not currently blacklisted by DepEd, DSWD, CHED, TESDA, LGUs, or any competent authority.
- 6.7.2.2. Accredited, licensed, or officially registered in their area of operation (e.g., DOLE for employers, SEC or CDA for NGOs)
- 6.7.2.3. Have a track record or documented capacity to deliver safe, developmentally appropriate, and educationally sound programs

6.7.3. *Agreements and Arrangements with Partners and Providers*

6.7.3.1. A formal Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) is required when:

6.7.3.1.1. The partner will directly deliver learning experiences, training, or services to DepEd learners as part of an ELO;

6.7.3.1.1.1. To ensure the integrity and legal soundness of all MOAs and MOUs, school heads shall lead the review and approval of agreements at the school level, assuming

responsibility for their implementation and ensuring alignment with DepEd policies and the best interests of learners. School heads shall carefully evaluate and approve MOAs/MOUs as part of the ELO planning and review process.

6.7.3.1.1.2. Legal support from the Schools Division Office (SDO) Legal Unit may be sought when necessary. In cases where an SDO does not have a designated legal officer, guidance may be requested from the Regional Office or Central Office Legal Service only for complex agreements involving financial arrangements, shared risks, or external resource commitments. This approach promotes school-level empowerment and timely decision-making while maintaining due diligence.

6.7.3.1.2. The activity requires use of partner venues or resources for an extended duration (e.g., immersion programs, cultural camps);

6.7.3.1.3. There are shared responsibilities or risk exposures between DepEd and the partner (e.g., supervision, transport, accommodation, safety protocols);

6.7.3.1.4. Any financial arrangements, in-kind donations, or co-funding schemes are involved..

6.7.3.2. The MOA/MOU must clearly define:

6.7.3.2.1. Purpose and learning outcomes of the engagement.

6.7.3.2.2. Roles and responsibilities of each party

6.7.3.2.3. Safety, supervision, and learner protection measures

6.7.3.2.4. Financial or in-kind support arrangements (if applicable)

6.7.3.2.5. Insurance coverage

6.7.3.2.6. Duration of engagement and termination clauses

6.7.3.3. A formal agreement **is not required in the following cases**, provided appropriate documentation and approvals are still secured:

6.7.3.3.1. Learner invitations to participate in partner-led activities such as Competitions, academic contests, public exhibitions, recognitions, forums, or policy consultations

6.7.3.3.2. Attendance in short-duration, non-residential events hosted by partners, with no direct service delivery, financial commitments, or shared supervision responsibilities

6.7.3.3.3. Observational or ceremonial attendance (e.g., recognition, pledge-taking, or cultural exhibitions).

6.7.3.4. For such engagements, the School Head must still ensure:

- 6.7.3.4.1. The activity is educationally relevant and aligned with ELO classifications
- 6.7.3.4.2. Parental consent and proper documentation (e.g., invitation letters, program briefs) are in place
- 6.7.3.4.3. Learner protection and safety standards are observed during the engagement.

6.7.3.5. Schools may enter into collaborative arrangements with LGU through:

- 6.7.3.5.1. Local School Boards
- 6.7.3.5.2. Local development councils
- 6.7.3.5.3. Local DRRM councils
- 6.7.3.5.4. Sangguniang Kabataan and other youth-serving units
- 6.7.3.5.5. Other LGU sectoral bodies

6.7.3.6. These bodies may provide:

- 6.7.3.6.1. Local venues or learning spaces
- 6.7.3.6.2. Resource persons and facilitators
- 6.7.3.6.3. Funding, transport, or logistical support

6.7.4. *Blacklisting and Accountability*

- 6.7.4.1. If a partner or provider violates the terms of the agreement, compromises learner safety, engages in misconduct, or delivers poor-quality programming, the School Head may recommend temporary or permanent blacklisting to the SDO, with supporting documentation.
- 6.7.4.2. SDOs shall maintain a local registry of:
 - 6.7.4.2.1. Accredited partners/providers
 - 6.7.4.2.2. Blacklisted or flagged institutions
- 6.7.4.3. The RO or CO may consolidate reports to build a national reference database to prevent repeat engagements with unfit providers in other regions.

6.8. Scheduling and Calendar Protocols— To ensure that ELOs are harmonized with the school calendar and do not adversely impact academic delivery, the following scheduling and calendar alignment protocols shall be observed:

6.8.1. *Compliance with Official School Calendar*

- 6.8.1.1. All ELOs must be implemented within the schedule prescribed under DepEd Order No. 12, s. 2025.
- 6.8.1.2. Activities categorized as off campus co- and extra-curricular (e.g., leadership summits, competitions,

cultural festivals) must fall within the designated school activity periods identified in the annual calendar.

6.8.1.3. Academic Enrichment and Remediation Programs must observe provisions on instructional hours, and avoid conflict with scheduled remediation, assessment, or core subject delivery.

6.8.2. *Conflict Avoidance*— ELOs must not be scheduled during:

- 6.8.2.1. Quarterly or final examinations
- 6.8.2.2. National achievement testing periods
- 6.8.2.3. Days with scheduled make-up classes or urgent remedial interventions
- 6.8.2.4. Suspension periods due to emergencies or DRRM alerts

6.8.3. *Clustering and Synchronization*

- 6.8.3.1. Schools are encouraged to cluster learners or schools for joint ELO implementation to maximize resources and minimize disruptions to regular teaching schedules.
- 6.8.3.2. SDOs and ROs shall support coordination of division- or region-wide ELOs to prevent conflicts and ensure academic coherence.

6.9. Learner Participation Protocols— To uphold child rights, promote inclusive participation, and maintain academic continuity for all learners as stated in **Section V.1.**, the following protocols shall be followed:

6.9.1. *Parental Consent Requirements*

- 6.9.1.1. Participation in any ELO under this policy requires the informed written consent of the parent or legal guardian.
- 6.9.1.2. A standardized **ELO Parent/ Guardian Consent Form (Annex B)** shall be used for all ELO classifications outlined in **Section V.3** of this policy. This form amending the consent form in DO 66, s. 2017 to ensure uniformity across activity types.
- 6.9.1.3. ROs and SDOs are authorized to translate the standard consent form into regional or local languages for accessibility, while preserving key legal language and safety disclosures.

6.9.2. *Learner Orientation and Briefing*— As indicated in **Section V.5.4.** All learners must undergo a pre-activity orientation that includes:

- 6.9.2.1. Activity objectives and expected outputs
- 6.9.2.2. Conduct and behavior expectations
- 6.9.2.3. Safety, health, and protection protocols
- 6.9.2.4. Roles of teachers, chaperones, and facilitators

6.9.3. *Make-up Tasks and Alternative Learning Arrangements*—

- 6.9.3.1. For ELOs that involve a majority of the class or grade level, and where regular class instruction cannot

proceed, learners who do not participate must be provided with:

- 6.9.3.1.1. Make-up tasks or performance-based outputs aligned with the intended competencies
- 6.9.3.1.2. Alternative Delivery Modes (ADM) per DepEd Order No. 54, s. 2012, such as modular work or guided independent learning
- 6.9.3.1.3. Inclusion in reflection sessions or integration activities as appropriate

- 6.9.3.2. School Heads must ensure instructional equity by supervising the implementation of these alternative learning pathways in coordination with teachers and subject group heads.

- 6.9.4. *Monitoring Participation*— Schools must maintain a record of learner participation in ELOs to:
 - 6.9.4.1. Identify and address barriers to inclusion (e.g., cost, disability, distance)
 - 6.9.4.2. Support policy refinement and resource targeting
 - 6.9.4.3. Track total instructional exposure across key stages for compliance with the K to 12 framework

- 7. **Insurance Coverage:** To ensure learner safety, protection, and accountability during the conduct of ELOs, appropriate insurance coverage shall be secured for all participants. These provisions supplement the insurance requirements outlined under DepEd Order No. 66, s. 2017 and further contextualize coverage based on ELO type and activity risk.

- 7.1. **Travel Insurance for General ELOs**

- 7.1.1. *Minimum Insurance Coverage Requirement*— All learners participating in off-campus, extended, or stay-in ELOs (excluding Work Immersion) must be covered by basic travel insurance, which includes:
 - 7.1.1.1. Accidental death and dismemberment (ADD)
 - 7.1.1.2. Medical reimbursement
 - 7.1.1.3. Emergency evacuation (if applicable)
 - 7.1.1.4. Burial assistance

- 7.1.2. *Funding and Procurement*— Insurance costs may be:

- 7.1.2.1. Covered by DepEd for activities it directly organizes (subject to the separate guidelines by the Central Office)
 - 7.1.2.2. Included in activity fees, sponsorships, or co-funding arrangements (e.g., LGUs, NGOs, private sector)
 - 7.1.2.3. Charged to parental contributions only with informed consent and transparent breakdown of cost
- 7.1.3. A separate guidelines on insurance relative to the national or region-wide ELOs organized by DepEd will be issued by the DepEd Central Office ELO Technical Working Group, through the Finance Strand, that covers:
 - 7.1.3.1. Coverage specifications

- 7.1.3.2. Insurance provider engagement
- 7.1.3.3. Premium payment mechanisms
- 7.1.3.4. Claims processing
- 7.1.3.5. Reporting and accountability protocols

7.1.4. *Existing Insurance by Partner Organizations—*

- 7.1.5. Learners participating in ELOs organized by external organizations (e.g., Boy Scouts of the Philippines, Girl Scouts of the Philippines, Red Cross Youth) may already be covered under institutional insurance tied to their membership or registration.
- 7.1.6. In such cases, the School Head must verify the validity and adequacy of the coverage before giving approval.

7.2. Insurance for Work Immersion (SHS Learners)

- 7.2.1. This policy reinforces the insurance requirements under DepEd Order No. 30, s. 2017. All Senior High School learners undergoing Work Immersion must be insured against:
 - 7.2.1.1. Workplace-related accidents or injuries
 - 7.2.1.2. Medical emergencies occurring during immersion hours
 - 7.2.1.3. Third-party liability, if applicable under host institution policies

7.2.2. *Source of Coverage—* Work Immersion insurance may be:

- 7.2.2.1. Shouldered by the partner institution as part of its corporate social responsibility
- 7.2.2.2. Procured by the school or SDO using available funds
- 7.2.2.3. Supported through LGU partnerships, donor agencies, or school-based initiatives such as alumni associations

7.3. Insurance for Teachers and Chaperones— Teachers, non-teaching personnel, or authorized chaperones involved in ELOs must likewise be provided with appropriate coverage either through:

- 7.3.1. DepEd-issued insurance policies
- 7.3.2. Group travel insurance
- 7.3.3. Partner institution provisions (if covered under joint arrangements)

8. Development, Planning and Endorsement of ELO Proposals: To ensure consistent, efficient, and standards-aligned implementation of ELOs, all schools and concerned governance levels shall adhere to a structured process from planning to post-activity reporting.

8.1. Proposal Development and Consultations

- 8.1.1. *Initiation of ELO Proposals—* ELO proposals may originate from subject departments, school organizations, SGC, or teacher-led initiatives, and must fall under the classifications listed in

Section V.3. Proposals must align with the learning objectives and developmental goals outlined in **Section V.6 and V.7.**

- 8.1.2. *Engagement of School Stakeholders*— The proposal must be developed in consultation with the School Governance Council (SGC) and actively engage:
 - 8.1.2.1. Supreme Elementary Learner Government (SELG) / Supreme Secondary Learner Government (SSLG) for learner representation
 - 8.1.2.2. Parent-Teacher Association (PTA) for parental oversight
 - 8.1.2.3. Relevant community or industry partners, when applicable
- 8.1.3. *Required Documentation*— Proposals must include:
 - 8.1.3.1. Activity rationale and objectives
 - 8.1.3.2. Curriculum alignment or developmental outcomes
 - 8.1.3.3. List of participating learners
 - 8.1.3.4. Risk assessment and supervision plan
 - 8.1.3.5. Cost breakdown and proposed funding sources
 - 8.1.3.6. Copy of parental consent (**Annex B**)
 - 8.1.3.7. Endorsement of the SGC and the School Head
- 8.1.4. For school-based ELOs classified under Off-Campus Co- and Extra-Curricular Activities, especially educational tours, a detailed cost breakdown is required. **The maximum allowable participation fee is ₱2,500 per learner**, unless otherwise approved by the SDO with justification. The costing must be discussed with the PTA and SSLG/SELG, ensuring transparency and inclusion. No portion of the cost may be profit-generating.
- 8.1.5. Other forms of stakeholder and partner engagements must adhere to relevant sections of these guidelines under **Section V.8 and Section V.9.**

8.2. Endorsement and Approval Timeline

- 8.2.1. *School-Level Review and Endorsement*— The School Head, upon receiving the proposal, shall validate the completeness of documents, ensure stakeholder consultation, and determine the ELO's classification and required approval level. Endorsed proposals must be submitted to the SDO within 30 calendar days of initiation.
- 8.2.2. *Division-Level Evaluation and Action*— The SDO (through CID/SGOD) shall:
 - 8.2.2.1. Validate alignment with **Section V.4**, including risk level and scope
 - 8.2.2.2. Evaluate learning relevance and financial transparency
 - 8.2.2.3. Approve ELOs within the SDO's jurisdiction (typically Level 2 activities), or endorse to the Regional Office within 10–15 working days of submission

8.2.3. *Regional-Level Evaluation*—For inter-division or regional ELOs (e.g., regional summits, off-campus camps), the Regional Office shall review and decide within 15–20 working days. The applicable workflow is visualized in **Annex E**.

8.2.4. *National and International-Level Engagement*—ELOs that require travel outside the region or the country (e.g., competitions, exchange programs, recognitions) shall be endorsed by the RO to the CO.

8.2.4.1. CO shall coordinate with appropriate units (e.g., ICO, BLSS) and issue memoranda or clearances through the Office of the Undersecretary for Governance and Operations (OUGOPS) within 20–30 working days.

8.2.4.2. The visual workflow for international programs is illustrated in Annex D (International Engagement).

8.2.5. The table below presents the procedural flow and ideal turnaround time for processing proposed ELOs based on their classification, key stage, and geographic scope. It identifies the required endorsements and approving authorities at the school, division, regional, and central levels, ensuring that proposals are acted upon within a reasonable and standardized timeframe. In compliance with the Anti-Red Tape Act (ARTA), the following maximum processing periods shall apply:

- 8.2.5.1. Simple transactions: within three (3) working days
- 8.2.5.2. Complex transactions: within seven (7) working days
- 8.2.5.3. Highly technical applications or those involving risks to public health, public safety, public morals, or public policy: within twenty (20) working days

8.2.6. All endorsements and approvals for ELO proposals must observe these ARTA-prescribed timelines. Any deviation must be duly justified and properly documented.

Table 3. ELO Proposal Endorsement and Approval

ELO Classification	Key Stage	Scope / Location	Endorsing Office	Approving Office	Ideal Processing Time
Academic Enrichment (e.g., Academic fairs, exhibits, competitions and research)	KS1 to KS4	Within the city/municipality (same division)	School Head SGC/ SGOD	School Head	5–7 working days

ELO Classification	Key Stage	Scope / Location	Endorsing Office	Approving Office	Ideal Processing Time
Career Exposure & Work-Based Learning (incl. SPES, local industry immersions)	KS2 to KS4	Outside the division but within the region	School Head SGOD	SDO (through CID/SGOD)	10-15 working days
	KS3 to KS4	National/Inter-regional	School Head SDO	Regional Office	15-20 working days
	KS4	International	School Head SDO/RO	CO (through OUGOPS/ICO)	20-30 working days
Community-Based and Cultural Engagements (e.g., civic involvement, youth forums, local gov't participation)	KS3 to KS4	Within the division	School Head SGOD	SDO	10 working days
	KS4	Multi-division or national exposure	SDO	Regional Office	15-20 working days
Off-Campus Co- and Extra-Curricular Activities (as prescribed under DO 66, s. 2017 & DO 12, s. 2025)	KS2 to KS4	Within the community/ barangay	School Head SGC	School Head	3-5 working days
	KS3 to KS4	Within the division or city	School Head SGOD	SDO	10 working days
International Learning Engagements (e.g., exchange programs, global youth	KS2 to KS4	Within the division	School Head SGOD	SDO	10 working days
	KS3 to KS4	Inter-division or regional	SDO	RO	15-20 working days
	KS3 to KS4	Outside the country	RO	CO (via ICO and OUGOPS)	20-30 working days

ELO Classification	Key Stage	Scope / Location	Endorsing Office	Approving Office	Ideal Processing Time
summits, recognition events)					

8.3. Post-Activity Requirements and Accountability

8.3.1. *Post-ELO Reports*— Schools must submit a Post-Activity Report to the approving authority within 10 working days, including:

- 8.3.1.1. Summary of activities conducted
- 8.3.1.2. Attendance and outputs
- 8.3.1.3. Financial report (if applicable)

8.3.1.3.1. The Extended Learning Opportunities Technical Working Group (ELO TWG) will provide a unified financial and accomplishment reporting template to be utilized by all implementing units, including schools, districts, and schools division offices as prescribed by the Department of Budget and Management (DBM) and Commission on Audit (COA).

8.3.1.3.2. School Head shall be primarily responsible for the financial reporting of all ELO-related expenditures, ensuring that all disbursements are duly reflected in the School Maintenance and Other Operating Expenses (MOOE) Report or other relevant budget reports.

8.3.1.3.3. The Technical Working Group (TWG) designated for the ELO Program shall be responsible for the narrative or accomplishment reporting, focusing on the qualitative and quantitative outcomes of the activities implemented, challenges encountered, and best practices.

8.3.1.3.4. The School Head shall ensure that the ELO expenditure summaries are integrated into the regular School MOOE financial reports, thereby preventing duplication and ensuring coherence between financial and accomplishment reports.

8.3.1.3.5. The TWG shall coordinate closely with the School Head to align the narrative report with the corresponding financial data prior to submission to the Schools Division Office (SDO).

8.3.1.3.6. The SDO shall validate the consistency between financial and accomplishment reports before endorsement to the Regional Office.

8.3.1.4. Incident reports (if any)

8.3.1.5. Learner and stakeholder feedback

8.3.2. *School and Division Accountability*— Schools and SDOs must maintain a running record of ELO activities and provide periodic updates to their RO. These records shall be used for annual planning and reporting cycles.

8.3.3. *Integration into Governance Planning Tools*— Approved and completed ELOs must be documented in the school’s Annual Implementation Plan (AIP), School Improvement Plan (SIP), and other monitoring mechanisms.

9. Feedback Mechanism: To strengthen participatory governance, enhance accountability, and ensure that learners and stakeholders have safe and accessible ways to raise concerns, commendations, or suggestions, this policy institutionalizes a responsive Feedback and Response Mechanism for all Extended Learning Opportunities (ELOs). The feedback mechanism serves both preventive and corrective purposes, enabling DepEd to address learner protection issues, quality gaps, and emerging risks in ELO design and delivery.

9.1. *Feedback Channels*— Schools, field offices, and DepEd units involved in ELO implementation shall activate the following channels for gathering and responding to feedback:

9.1.1. *Telesafe Contact Center*

9.1.1.1. Learners and stakeholders may access Telesafe, DepEd’s child protection and helpdesk platform, to report:

9.1.1.1.1. Bullying or abuse during ELOs
9.1.1.1.2. Unsafe or inappropriate practices
9.1.1.1.3. Violation of consent, safety, or inclusion protocols

9.1.1.2. Telesafe reports shall be treated with utmost confidentiality and referred exclusively to the duly constituted Child Protection Committee (CPC) for appropriate action. The handling of the learner protection reports falls solely within the authority of the CPC, in accordance with existing DepEd issuances.

9.1.2. *Public Assistance Action Center (PAAC)*

9.1.2.1. The PAAC at the Central, Regional, and Division offices shall receive:

9.1.2.1.1. Inquiries and clarifications about ELO guidelines
9.1.2.1.2. Requests for support from schools or parents
9.1.2.1.3. Formal complaints or reports about ELO providers, partners, or school conduct

9.1.2.2. All PAAC offices must log, monitor, and respond to ELO-related concerns within a reasonable turnaround time.

9.1.3. School-Level Feedback Systems

9.1.3.1. Schools shall activate localized feedback tools such as:

- 9.1.3.1.1. Anonymous suggestion boxes
- 9.1.3.1.2. Post-activity learner surveys or reflection forms
- 9.1.3.1.3. Stakeholder meetings with parents and SGCs

9.1.3.2. Feedback shall be discussed during School Governance Council (SGC) or faculty planning sessions and inform future ELO planning and policy refinement.

9.2. Reporting of Incidents and Issues

9.2.1. All incidents of harm, safety risks, or policy violations during ELOs must be reported immediately by the school to the Schools Division Office, following the incident reporting protocol aligned with DO 40, s. 2012. Incident reports must include:

- 9.2.1.1. Nature of the issue
- 9.2.1.2. Date, time, and persons involved
- 9.2.1.3. Immediate actions taken
- 9.2.1.4. Recommendations for further investigation or support

9.2.2. Learner or parent anonymity must be protected when necessary.

9.3. Protection Against Retaliation

9.3.1. Learners and stakeholders who report valid concerns in good faith shall be protected from retaliation or punishment.

9.3.2. Schools must actively promote a culture of openness and learner safety, and ensure that raising feedback is seen as a right, not a disruption.

9.4. Transparency Measures

9.4.1. A centralized ELO transparency dashboard shall be established to consolidate school and SDO-level activities, compliance status, and implementation milestones.

9.4.2. Non-confidential ELO reports shall be published on official school or division websites to promote public awareness and stakeholder engagement.

9.4.3. All public disclosures shall be anonymous in accordance with Republic Act No. 10173, otherwise known as the "The Data Privacy Act of 2012."

VI. ROLES AND RESPONSIBILITIES

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
<p>Operations Strand</p> <p><i>The DepEd Central Office, led by the Undersecretary for Governance and Operations, shall oversee the national implementation of Extended Learning Opportunities (ELOs), ensure inter-strand collaboration, and provide policy, technical, financial, and legal support to field offices.</i></p> <p><i>Implementing Units of ELO under Operations are also consists of the Bureau of Learner Support Services (BLSS), Disaster Risk Reduction and Management Service (DRRMS), and Private Education Office (PEO)</i></p>	<ol style="list-style-type: none"> 1. Ensure that ELOs across all classifications (Section V.3) uphold child protection, health and safety, youth participation, and learner well-being, in line with relevant DepEd Orders (e.g., DO 40, s. 2012; DO 32, s. 2017; DO 37, s. 2015). 2. Lead the institutionalization of structures that promote holistic development, including physical, psychosocial, civic, and values-based learning extensions within and beyond the school campus. 3. Coordinate with field offices and external partners to support capacity development, stakeholder convergence, and the quality assurance of partner-led or DepEd-led ELOs. 4. Issue guidance on activities that involve physical activity, health risk, advocacy, leadership training, or values formation, aligned with the classifications and risk levels set by these guidelines. 5. Shall ensure private schools receive support to align or adopt the provisions of this policy, and coordinate with private education stakeholders to promote learner-centered implementation.
<p>Learning Systems (LS) Strand</p> <p><i>Bureau of Curriculum Development (BCD), Bureau of Learning Delivery (BLD)</i></p>	<ol style="list-style-type: none"> 6. Lead the complementation and alignment of ELO into the K to 12 Basic Education Curriculum and related curriculum frameworks as referenced in Section V.1.3. 7. Ensure that all types of ELOs are developmentally appropriate, competency-aligned, and scaffolded by key stage (refer to Section V.5).

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
	<p>8. Provide tools and guidance for contextualizing ELOs across different subject areas and learning modalities.</p> <p>9. Collaborate with the Operations and Strategic Management strands to ensure coherence between curriculum design, school operations, field implementation and monitoring and evaluation.</p>
<p>Strategic Management Strand <i>Planning Service (PS)</i></p>	<p>10. Integrate ELO implementation indicators into DepEd's monitoring and evaluation systems.</p> <p>11. Support the mapping and data-driven planning of ELO programs across schools and divisions.</p>
<p>Human Resource and Organizational Development (HROD) Strand <i>Bureau of Human Resource and Organizational Development (BHROD)</i></p>	<p>12. Lead capacity development efforts for SDOs, school heads, and governance bodies related to ELO planning, implementation, and evaluation.</p> <p>13. Support professional development and personnel engagement aligned with the demands of ELO delivery.</p>
<p>Legal Strand <i>Legal Service (LS)</i></p>	<p>14. Review and ensure legal soundness of ELO-related policy issuances, MOAs/MOU, and provider agreements at the CO level.</p> <p>15. Provide legal advice/ technical assistance on learner protection, liability, and compliance in ELO implementation to counterparts in the RO and SDOs.</p>
<p>External Partnerships Service (EPS) and International Cooperation (ICO)</p>	<p>16. EPS shall facilitate the identification, vetting, and engagement of partners from LGUs, NGOs, CSOs, and the private sector for ELO programming and co-funding for CO ELOs and provide assistance with RO/SDO counterparts.</p>

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
	<ul style="list-style-type: none"> a. Leads recognition and vetting of NGOs, private organizations, and institutions engaged in ELOs. b. Develops templates and standard processes for MOAs/MOUs with external providers. c. Coordinates with SDOs and ROs to monitor partner compliance and performance. <p>17. ICO shall issue separate detailed guidelines for international ELO engagements, including protocols for inter-agency coordination, passports, visas, and learner protection abroad.</p> <ul style="list-style-type: none"> a. Coordinates with foreign institutions and global programs involving DepEd learners. b. Validates international invitations, competitions, and travel protocols in coordination with ROs.
<p>Regional Offices (RO)</p> <p><i>The Regional Director (RD) shall lead the regional implementation, coordination, and quality assurance of Extended Learning Opportunities (ELOs), ensuring that division-level efforts are consistent with national policy guidelines.</i></p> <p><i>The RD shall convene a Regional ELO Technical Working Group (TWG) and oversee the provision of support and</i></p>	<p>The following functional units shall perform the respective roles to ensure policy coherence, safety, inclusion, and academic relevance across the region:</p> <p>Curriculum and Learning Management Division (CLMD):</p> <ol style="list-style-type: none"> 1. Review and validate the curriculum alignment of region-initiated or inter-division ELOs. 2. Provide technical support to SDOs on instructional integration and learner development by key stage. 3. Coordinate with CO Learning Systems Strand on content-based evaluation of national and international ELOs. <p>Quality Assurance Division (QAD):</p>

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
<p><i>guidance to Schools Division Offices (SDOs).</i></p>	<ol style="list-style-type: none"> 1. Monitor adherence to DepEd quality standards in the design and execution of ELOs. 2. Conduct compliance reviews and recommend adjustments or disapproval if proposals do not meet policy protocols. 3. Validate reports submitted by SDOs and conduct regional-level post-activity reviews. <p>Education Support Services Division (ESSD):</p> <ol style="list-style-type: none"> 1. Ensure that safety, health, learner protection, and inclusion protocols are embedded in all regional and division ELOs. 2. Provide technical input on supervision, psychosocial safety, disaster preparedness, and risk mitigation. 3. Coordinate with CO Operations Strand (e.g., BLSS, DRRMS) for field implementation issues. <p>Field Technical Assistance Division (FTAD):</p> <ol style="list-style-type: none"> 1. Facilitate technical assistance to SDOs and schools on planning, implementation, and evaluation of ELOs. 2. Coordinate with the Regional ELO TWG for capacity-building, troubleshooting, and knowledge-sharing activities. 3. Consolidate field issues and report systemic gaps to the Regional Director for escalation or resolution. <p>Policy, Planning and Research Division (PPRD):</p> <ol style="list-style-type: none"> 1. Assist in integrating ELO indicators and activities into the Regional Education Development Plan (REDP). 2. Consolidate and analyze division reports for regional policy review, reporting, and research. 3. Recommend policy enhancements based on feedback and implementation data across SDOs. <p>Human Resource Development Division (HRDD):</p>

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
	<ol style="list-style-type: none"> 1. Develop and roll out capacity-building programs for teachers, SGCs, and SDO focal persons on inclusive, safe, and academically relevant ELOs. 2. Coordinate with CO-HR Strand on tools, training resources, and implementation standards. <p>Legal Unit:</p> <ol style="list-style-type: none"> 1. Review legal aspects of ELO implementation, including inter-regional MOAs, risk disclaimers, and provider compliance. 2. Provide legal opinion on elevated cases, complaints, and policy interpretation. 3. Assist in grievance redress mechanisms involving multiple divisions or partners operating at regional level.
<p>Schools Division Offices (SDO)</p> <p><i>At the division level shall be led by the Schools Division Superintendent (SDS), who shall ensure policy compliance, inter-office coordination, and timely approval of ELO proposals.</i></p> <p><i>The SDS shall also convene and oversee the Division ELO Technical Working Group (TWG) to institutionalize the process across the division</i></p>	<p>The following units within SDO shall perform the roles below in support of this mandate:</p> <p>Curriculum Implementation Division (CID):</p> <ol style="list-style-type: none"> 1. Validate the academic relevance of proposed ELOs. 2. Review alignment with key learning standards and developmental outcomes by key stage. 3. Provide subject-specific guidance to schools for instructional support. 4. Recommend learning alternatives for non-participating learners. <p>School Governance and Operations Division (SGOD):</p> <ol style="list-style-type: none"> 1. Lead the review of school-based ELO proposals for safety, documentation, risk mitigation, and logistics. 2. Ensure inclusion of SGC, PTA, and learner representation in planning and approval processes. 3. Monitor adherence to supervision, transportation, and partner engagement protocols under Section V.4 to V.9.

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
	<p>4. Submit endorsed proposals to the Regional Office, when applicable.</p> <p>Finance Section:</p> <ol style="list-style-type: none"> 1. Validate cost breakdowns for school-initiated ELOs with financial components. 2. Ensure compliance with the ceiling for participation fees and the use of co-funding or LGU grants. 3. Coordinate with CO Finance strand for DepEd-led ELOs requiring special disbursement or insurance coverage. <p>Legal Unit:</p> <ol style="list-style-type: none"> 1. Review MOAs/MOU斯 with external partners and ensure legal compliance with DepEd rules. 2. Provide legal opinion on risk-related provisions or violations during ELO implementation. 3. Support the resolution of ELO-related grievances and complaints. <p>Planning and Research Unit:</p> <ol style="list-style-type: none"> 1. Assist schools in integrating ELOs into their SIPs and AIPs. 2. Track implementation data and support monitoring and reporting to the Regional Office. 3. Lead research and evaluation of ELO outcomes at the division level. <p>Public Schools District Supervisors (PSDS):</p> <ol style="list-style-type: none"> 1. Provide technical assistance to schools within their jurisdiction in preparing and submitting ELO proposals. 2. Validate school compliance with planning, documentation, and stakeholder engagement protocols.

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
	<p>3. Consolidate ELO calendars and elevate high-risk proposals to SGOD or SDS as needed.</p>
<p>Schools</p> <p><i>The implementation of ELOs at the school level shall be led by the school head and the SGC. Schools shall ensure that all ELOs are learner-centered, developmentally appropriate, inclusive, and aligned with curriculum and safety standards.</i></p>	<p>The School Head shall:</p> <ol style="list-style-type: none"> 1. Exercises final review and endorsement authority on ELO proposals at the school level. 2. Ensures timely submission of ELO proposals for division approval. 3. Maintains records of consent forms (Annex B), partner MOAs, and post-activity reports. 4. Provides leadership in coordinating learner supervision, transportation, and stakeholder communication. <p>School Governance Council (SGC) shall:</p> <ol style="list-style-type: none"> 1. Leads the planning, review, and endorsement of ELO proposals. 2. May establish a dedicated ELO subcommittee or working team to assist in oversight. 3. Ensures inclusion of learner representatives (SSLG/SELG) and PTA representatives in decision-making and cost transparency. 4. Validates the alignment of proposed ELOs with the School Improvement Plan and Annual Implementation Plan. 5. Coordinates with the School Head in ensuring compliance with all safety, supervision, and documentation requirements under Section V.4 and V.8.

VII. FUNDING AND REQUIREMENTS

1. Resource Mobilization safeguards: To ensure that ELOs are financed in ways that protect learners and school personnel from undue risk, exploitation, or coercion, the following safeguards shall apply to all forms of resource mobilization:
 - 1.1. *No Forced Contributions*— In accordance with **Section V.1.7** all contributions from parents, teachers, learners, or external stakeholders must be strictly voluntary. Learners and their families

shall not be compelled, pressured, or penalized for their ability—or inability—to contribute financially or in-kind. Likewise, no learner shall be given preferential treatment, privilege, or favor merely on account of having made a contribution. All learners must be treated equitably in the delivery of school programs, services, and opportunities.

- 1.2. *Protection from Exploitation*— As stated in **Section V.1.2** and **Section V.1.11**, no funding shall be accepted from entities or arrangements that compromise the safety, dignity, or well-being of learners, teachers, or principals. Schools must conduct due diligence to ensure that resource providers are free from reputational, ethical, or legal risks.
- 1.3. *Child Protection and Safety Priority*— Any mobilized resources must directly support safe, inclusive, and developmentally appropriate ELOs, consistent with **Section V.1.2** and **Section V.4**. Resources that expose learners to unsafe environments, discriminatory practices, or reputational harm shall be rejected.
- 1.4. In accordance with **Section V.1.10**, resources from tobacco, alcohol, gambling, or similarly regulated industries are prohibited. Blacklisted entities (see **Section V.6.7.4.**) are barred from funding or supporting ELOs.
- 1.5. School personnel shall not be made personally liable for resource mobilization efforts. All agreements must be institutional (school, SDO, or RO level) and properly documented, in line with **Section V.8.3**. Individual solicitation by teachers or learners without proper authorization is strictly prohibited.
- 1.6. While transparency in resource mobilization is required, care must be taken not to expose learners, teachers, or principals to public solicitation, reputational harm, or undue community pressure. Any disclosure of contributions must focus on institutional accountability rather than individual donor recognition involving learners.

2. Allowable Funding Sources: To uphold learner safety, curriculum integrity, and the protection of DepEd personnel, the following funding sources are deemed allowable:
 - 2.1. *DepEd Budgetary Allocations*
 - 2.1.1. Department of Education (DepEd) Annual Budget - The DepEd shall optimize its annual budget to support ELO initiatives. This includes, but is not limited to, allocations under the Learner Support Program (LSP), Physical Fitness and School Sports (PFSS), Child Protection Program (CPP), Development and Promotion of Campus Journalism (DPCJ), and Basic Education Curriculum (BEC). The utilization of these funds

shall be in accordance with existing budgeting, accounting, auditing, and procurement rules and regulations.

- 2.1.2. Maintenance and Other Operating Expenses (MOOE)— Schools may allocate MOOE for ELOs that are included in the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) (see **Section V.4.2.5**). This may cover local transport, learning materials, modest meals, insurance, or logistical expenses, provided these comply with procurement and audit rules.
- 2.1.3. Program Support Funds (PSF)— Schools, SDOs, and ROs may utilize Program Support Funds (PSF) to implement ELOs that are integrated into DepEd-led programs. Utilization of PSF shall strictly follow the guidelines issued by the concerned program proponent in DepEd to ensure alignment with intended program outcomes.
- 2.1.4. Regional Offices (ROs) and Schools Division Offices (SDOs) may reprogram existing funds to supplement the financing of ELOs, provided such reprogramming is aligned with approved plans and is compliant with existing government budgeting, accounting, procurement, and auditing rules and regulations.
- 2.1.5. In case of deficiencies in existing funds, ROs and SDOs may request additional allocations from DepEd Central Office, subject to availability of funds.

- 2.2. *Special Education Fund (SEF)*— Schools Division Offices (SDOs), in coordination with their respective Local School Boards, may utilize the SEF to support the implementation of ELO programs. The use of SEF shall be subject to existing policies and guidelines governing its utilization.

The SEF, governed by DepEd-DBM-DILG Joint Circular No. 1, s. 2017, as amended by JC No. 1, s. 2020, shall be programmed by Local School Boards (LSBs) to supplement DepEd funds and support the safe and effective delivery of ELOs. Schools and SDOs are encouraged to align their ELO plans with the following SEF-utilization provisions:

- 2.2.1. Facilities, Equipment, and Learning Resources (JC No. 1 s., 2017)—
 - 2.2.1.1. SEF may be used to construct, repair, or maintain facilities that serve as venues for ELOs (classrooms, laboratories, sports facilities).

- 2.2.1.2. SEF may fund the acquisition of laboratory, ICT, and technical equipment, as well as library and instructional materials, to enhance the academic and enrichment components of ELOs.
- 2.2.1.3. SEF may support research initiatives that feed into project-based or community-based ELOs.

2.2.2. Operation and Maintenance of Schools (JC No. 1 s., 2020)— SEF may fund expenses pertaining to the operation of schools, which include but are not limited to:

- 2.2.2.1. Utilities and communication expenses necessary for ELO-related coordination and monitoring.
- 2.2.2.2. Scouting activities such as jamborees, camping, hiking, outdoor activities, scout trainings, and instructional drills/exercises of the Boy Scouts of the Philippines and the Girl Scouts of the Philippines.
- 2.2.2.3. Programs to promote campus journalism that may form part of academic or enrichment ELOs.
- 2.2.2.4. Parents-Teachers Association activities that contribute to learning support and community-based ELO implementation.
- 2.2.2.5. Student Council Government activities that promote leadership development as part of ELOs.
- 2.2.2.6. Other extra-curricular activities recognized under DepEd issuances that promote values, leadership, and civic engagement.

2.2.3. Sports Development— SEF may support sports programs, facilities, and activities which can be integrated as part of ELOs focused on physical development, teamwork, and wellness.

2.2.4. Health, Nutrition, and WASH Programs— SEF may fund interventions that strengthen learner readiness for ELO participation, including:

- 2.2.4.1. Supplemental and school-based feeding programs, milk feeding, and micronutrient supplementation.
- 2.2.4.2. Health examinations, vaccination, and deworming.
- 2.2.4.3. Gulayan sa Paaralan projects as part of nutrition and life skills education.
- 2.2.4.4. Water, Sanitation, and Hygiene (WASH) initiatives that promote safe and healthy environments for ELO implementation.
- 2.2.4.5. Integrated nutrition education, behavioral transformation, and social mobilization.

2.2.5. SEF is not limited to physical infrastructure but can be strategically programmed to strengthen ELO implementation in leadership, journalism, scouting, sports, health, and nutrition. Schools must ensure that SEF-supported ELO activities are:

- 2.2.5.1. Reflected in the SIP and AIP.
- 2.2.5.2. Aligned with DepEd curriculum and policy issuances.
- 2.2.5.3. Coordinated with the Local School Board (LSB) for approval and funding.

2.2.6. Any subsequent revisions to the DepEd-DBM-DILG JC on SEF utilization shall be adopted into these guidelines, subject to separate issuance or guidelines.

2.3. *Local Government Unit (LGU) Support*— LGUs may extend financial or in-kind assistance (e.g., transportation, venues, community facilities, or logistical support) to schools for ELO implementation. Such assistance must be distinct from SEF allocations and secured through Local School Board resolutions or MOAs, in compliance with **Section V.6.7.3.**

2.4. *External Partners and Donors*— Accredited NGOs, CSOs, academic institutions, civic organizations, and corporate entities may provide funding or in-kind resources. All engagements must comply with **Section V.6.7.3.** Contributions must prioritize learner safety, be non-exploitative, and aligned with curriculum goals.

3. **Eligible Expenses**: To ensure proper utilization of DepEd fund sources for Extended Learning Opportunities (ELOs), only expenses that are allowable, necessary, and directly supportive of approved ELO activities may be charged. Eligible expenses from DepEd fund sources, as provided under **Section VII.2.1.**, include the following:

- 3.1. *Transportation and Travel Expenses*— Rental of vehicles, fuel, and other related costs for transporting learners, teachers, and authorized personnel to and from ELO venues. Travel expenses of teachers and authorized personnel acting as facilitators, supervisors, or chaperones, consistent with government travel guidelines.
- 3.2. *Meals and Accommodation*— Provision of meals and modest accommodation for learners, teachers, and authorized personnel during approved ELO activities.
- 3.3. *Learning Materials and Supplies*— Printing, reproduction, or procurement of instructional and reference materials required for the conduct of ELO activities. Educational kits, uniforms, or other supplies directly necessary to implement the approved ELO program.

- 3.4. *Insurance*— Payment of group insurance coverage for learners, teachers, and personnel participating in ELO activities, consistent with **Section V.7**
- 3.5. *Facilities and Venue Use*— Rental/procurement of venues, laboratories, and other facilities when school premises are not adequate or appropriate for the ELO concerned.
- 3.6. *Professional Fees and Honoraria*— Honoraria or professional fees for resource persons, trainers, or facilitators engaged in the delivery of ELOs.
- 3.7. *Safety, Security, and Medical Support*— Provision of first aid kits, medical supplies, and safety equipment required to safeguard participants during ELO implementation.
- 3.8. *Communication and Coordination*— Expenses related to communication, information dissemination, and documentation of ELO activities, when deemed necessary for effective implementation.
- 3.9. Hiring of Job Order (JO) or Contract of Service (COS) personnel to assist in the planning, coordination, and management of ELO activities at the school, SDO, or RO level, subject to DepEd rules on JO/COS engagement.
- 3.10. Incidental expenses not originally included in the approved budget estimate but are necessary for the successful conduct of ELO activities may be charged against the contingency fund.
- 3.11. The utilization of funds for ELO activities shall strictly conform to existing Department of Budget and Management (DBM) and Commission on Audit (COA) rules and regulations.

4. Submission of Financial Reports
 - 4.1. The Extended Learning Opportunities Technical Working Group (ELO TWG) will provide a unified financial and accomplishment reporting template to be utilized by all implementing units, including schools, districts, and schools division offices as prescribed by the Department of Budget and Management (DBM) and Commission on Audit (COA).
 - 4.2. School Head shall be primarily responsible for the financial reporting of all ELO-related expenditures, ensuring that all disbursements are duly reflected in the School Maintenance and Other Operating Expenses (MOOE) Report or other relevant budget reports.
 - 4.3. The Technical Working Group (TWG) designated for the ELO Program shall be responsible for the narrative or accomplishment reporting,

focusing on the qualitative and quantitative outcomes of the activities implemented, challenges encountered, and best practices.

4.4. The School Head shall ensure that the ELO expenditure summaries are integrated into the regular School MOOE financial reports, thereby preventing duplication and ensuring coherence between financial and accomplishment reports.

4.5. The TWG shall coordinate closely with the School Head to align the narrative report with the corresponding financial data prior to submission to the Schools Division Office (SDO).

4.6. The TWG shall coordinate closely with the School Head to align the narrative report with the corresponding financial data prior to submission to the Schools Division Office (SDO).

VIII. MONITORING AND EVALUATION

1. The implementation of ELOs shall be continuously monitored and evaluated in accordance with **DepEd Order No. 29, s. 2022** or the Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF). All monitoring and evaluation activities shall also be guided by the established ELO Operational Framework as provided in **Section V.2**.

1.1. Governance Structure

1.1.1. Monitoring and Evaluation of ELOs shall be undertaken by ELO Technical Working Groups (TWGs) established at the school, division, regional, and central office levels, consistent with Section of this Policy.

1.1.2. Each level shall be responsible for conducting M&E activities within its jurisdiction and for submitting required outputs to the next higher governance tier.

1.1.3. The following table specifies the governance levels, corresponding M&E functions, reporting recipients, and frequency of submission.

Governance Level	Primary M&E Function	Reports and Outputs Submitted to:	Frequency of Submission
School Level	Conducts implementation monitoring; ensures safety and inclusivity; collects learner,	Schools Division Office (SDO)	Quarterly

	teacher, and parent feedback; prepares post-ELO reports		
Division Level	Consolidates and validates school reports; provides technical assistance; conducts field validations; submits consolidated M&E report	Regional Office (RO)	Semi-Annual
Regional Level	Reviews and synthesizes M&E reports; conducts interdivision comparative analysis; recommends policy and operational adjustments	Central Office (CO)	Semi-Annual
Central Office	Oversees National M&E Operations; conducts annual ELO evaluation; issues policy advisories and updates based on findings	-	Annual

All reports shall follow prescribed templates and submission integrated in this policy as outlined in the table below:

Governance Level	M&E Outputs and Deliverables	Submitted To
School Level	a. Post-ELO Activity Report	Division Level

	<ul style="list-style-type: none"> b. Learner and Parent Feedback Summary c. Safety and Risk Assessment Reports d. Attendance and Participation Logs 	
Division Level	<ul style="list-style-type: none"> a. Consolidated ELO Monitoring Report b. Data Validation Summary c. Technical Assistance Notes d. Recommendations for Policy Refinement 	Regional Level
Regional Level	<ul style="list-style-type: none"> a. Regional ELO Synthesis Report b. Inter-Division Comparative Analysis c. Capacity Building Evaluation Summary d. Recommendations for Policy Refinement 	Central Office
Central Office	<ul style="list-style-type: none"> a. National ELO M&E Report b. Policy Advisories or Adjustments c. Annual ELO Performance Dashboard d. Guidance for Resource Allocation and Planning 	-

1.2 Monitoring Domains and Indicators

Monitoring and evaluation shall be anchored on the Theory of Change (ToC) of ELOs and shall focus on five (5) core domains, as follows:

Domain	Performance Indicators	Responsible Governance Level
1. Implementation and Participation	<ul style="list-style-type: none"> • % of approved ELOs conducted • % of learners participating (disaggregated by gender, LSENs, IPs, GIDAs) 	School/Division
2. Inclusivity and Safety	<ul style="list-style-type: none"> • % of ELOs with risk assessment clearance • % of ELOs with zero safety and incident reports 	School/Division/Regional
3. Quality and Relevance	<ul style="list-style-type: none"> • % of ELOs aligned with MELCs or like skills indicators (e.g collaboration, leadership, problem-solving) • Learner satisfaction ratings 	School/Division
4. Accountability and Timeliness	<ul style="list-style-type: none"> • % of schools submitting reports on or before the due date • Completeness and accuracy of submitted reports • Frequency of feedback and coaching sessions 	All Levels
5. Policy Effectiveness and Impact	<ul style="list-style-type: none"> • Number of policy advisories or revisions issued based on M&E results • Improvement in learner engagement and leadership indices 	Regional/Central

1.3 Learner-Centered Alignment

To ensure that ELOs are truly learner-centered, the following outcomes shall be tracked and reported:

Learner Development Dimension	Outcome Indicators
Cognitive	Mastery and Application of MELCs; improvement in academic performance
Affective	Increased motivation, empathy, and sense of social responsibility
Psychomotor/Behavioral	Demonstrated leadership, teamwork and initiative
Life Skills	Enhanced problem solving, adaptability, and communication competencies

Learner-centered rubrics, reflection journals, and peer-assessment tools shall be utilized to capture both quantitative and qualitative learning outcomes.

Data triangulation shall be implemented through teacher, peer, and self-assessment, validated by Division and Regional M&E Committees.

1.4 Feedback Utilization and Policy Learning

1.4.1 Results of ELO monitoring and evaluation shall be used to:

- a. Improve the quality and design of future ELOs;
- b. Inform School Improvement Plans (SIP) and Annual Implementation Plans (AIP);
- c. Guide program and budget decisions at the Division, Regional, and Central Office levels.

1.4.2 An Annual National ELO M&E Review Conference shall be convened by the Central Office to present consolidated national results, identify policy gaps and emerging issues, and recommend updates to the ELO policy and operational framework.

1.5 Data Management and Transparency

- 1.5.1 All M&E data shall be managed through existing DepEd systems (e.g., LIS, EBEIS, HRIS) and integrated into a digital ELO M&E Portal within the Basic Education Information System (BEIS).
- 1.5.2 Data Quality Audits (DQAs) shall be conducted semi-annually by Regional M&E Committees to ensure accuracy, timeliness, and completeness of submitted reports.
- 1.5.3 The Department shall observe full compliance with the Data Privacy Act of 2012 and other DepEd existing and relevant issuances on data sharing and protection.

1.6 Capacity Building

DepEd shall conduct continuing capacity-building programs for all ELO M&E focal persons, School Heads, SGCs, and Division/Regional implementers focusing on results-based management, data collection and analysis, validation and feedback mechanisms; and utilization of M&E results for planning and policy enhancement.

1.7 Continuous Improvement

- 1.7.1. DepEd Central Office shall issue supplemental guidelines prescribing detailed indicators, tools, submission templates, and validation protocols.
- 1.7.2. The M&E system shall be integrated with existing structures, such as School Learning Action Cells (LACs), Division and Regional M&E Committees, and Central Office annual reviews.

2. The ELO TWGs established at the Central, Regional, Division, and School levels (**Section V.4.1**) shall lead the conduct of monitoring and evaluation within their respective jurisdictions. At the school level, ELO TWGs shall oversee implementation, compliance with safety and child protection standards, and proper utilization of funds, while also gathering feedback from learners, parents, and teachers. Division and Regional TWGs shall consolidate and validate school reports, conduct field visits as necessary, and provide technical assistance to address implementation challenges. The Central Office TWG shall review regional submissions, ensure alignment with national policy objectives, and oversee the conduct of an annual evaluation of ELO implementation nationwide.

3. Monitoring and evaluation shall utilize existing DepEd data systems (e.g., LIS, EBEIS, HRIS) and field reports, supplemented by school-level documentation and learner outcome data. Core indicators shall cover participation, inclusivity, safety, fund accountability, and learner outcomes such as leadership, life skills, and engagement.
4. Findings from monitoring and evaluation shall be used to refine ELO policies and guidelines, adjust resource allocation, and provide technical assistance. DepEd shall issue supplemental guidelines prescribing indicators, tools, submission protocols, and feedback mechanisms to strengthen the M&E process and ensure integration with existing structures such as School Learning Action Cell (LACs), Division and Regional M&E, and Central Office reviews.

IX. VIOLATION AND SANCTIONS

1. Schools, Schools Division Offices (SDOs), and Regional Offices (ROs) shall be held accountable for ensuring compliance with these guidelines. Any school head, teacher, official, or personnel under their jurisdiction who commits a violation shall be subject to administrative action in accordance with existing DepEd and CSC rules, and other applicable laws and regulations.
2. The following acts, whether committed by individuals or institutions, constitute violations of this policy:
 - 2.1. Misuse, misappropriation, or diversion of funds intended for Extended Learning Opportunities (ELOs);
 - 2.2. Non-compliance with safety, child protection, and insurance requirements;
 - 2.3. Unauthorized solicitation or collection of contributions or fees from learners or parents;
 - 2.4. Engagement with prohibited fund sources or blacklisted partners;
 - 2.5. Failure to submit required reports within prescribed timelines;
 - 2.6. Negligence resulting in exclusion or discrimination of learners in ELO implementation.
3. Violations shall be subject to the following graduated sanctions, without prejudice to the filing of appropriate administrative, civil, or criminal cases:
 - 3.1. *First Offense*
 - 3.1.1. Issuance of a written warning by the immediate supervisor (School Head for teachers, SDS for school heads, RD for SDSs), with mandatory corrective action.

- 3.1.2. Requirement to undergo capacity-building or re-orientation on ELO guidelines, financial management, or child protection, as applicable.
- 3.2. *Second Offense*
 - 3.2.1. Issuance of a formal reprimand and inclusion of the offense in the personnel's 201 file.
 - 3.2.2. Temporary suspension of authority to implement or approve ELO activities until compliance is demonstrated.
- 3.3. *Third Offense*
 - 3.3.1. Initiation of formal administrative proceedings under CSC and DepEd rules, which may include suspension, dismissal from service, disqualification from holding office, or perpetual disqualification from managing school funds or programs, as may be warranted.
 - 3.3.2. For institutions (school, SDO, RO), suspension or withdrawal of approval to implement or endorse ELOs until compliance mechanisms are established.
- 3.4. Violations committed by external partners (e.g., NGOs, CSOs, private entities) shall result in the immediate termination of the partnership, blacklisting from future engagements, and referral to competent authorities for legal action, where appropriate.
- 3.5. Donations and support from external entities must comply with RA 8525 (Adopt-A-School Act) and related DepEd issuances. All resource mobilization must be documented, reported, and aligned with procurement and audit policies.
- 3.6. Failure to observe these requirements shall subject the responsible personnel or parties to applicable administrative, civil, or criminal liabilities under existing laws, DepEd regulations, and COA rules. Any misuse, nondisclosure, or misappropriation of resources may result in sanctions such as suspension of privileges to engage in partnerships, disciplinary action, and referral to appropriate authorities for further investigation and prosecution.

X. REFERENCES

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XI. EFFECTIVITY

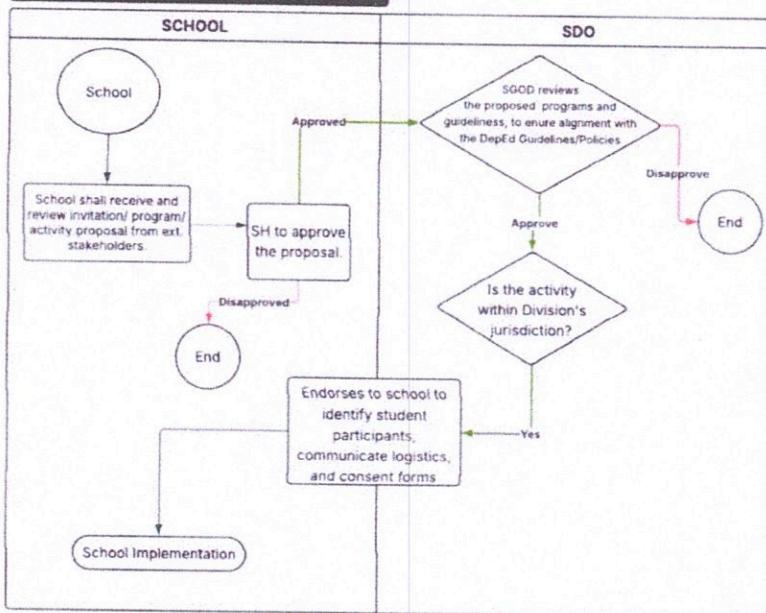
This policy shall take effect fifteen (15) days after its publication in the DepEd website and filing with the Office of the National Administrative Register (ONAR), UP Law Center, in accordance with existing laws and regulations.

XII. TRANSITORY PROVISION

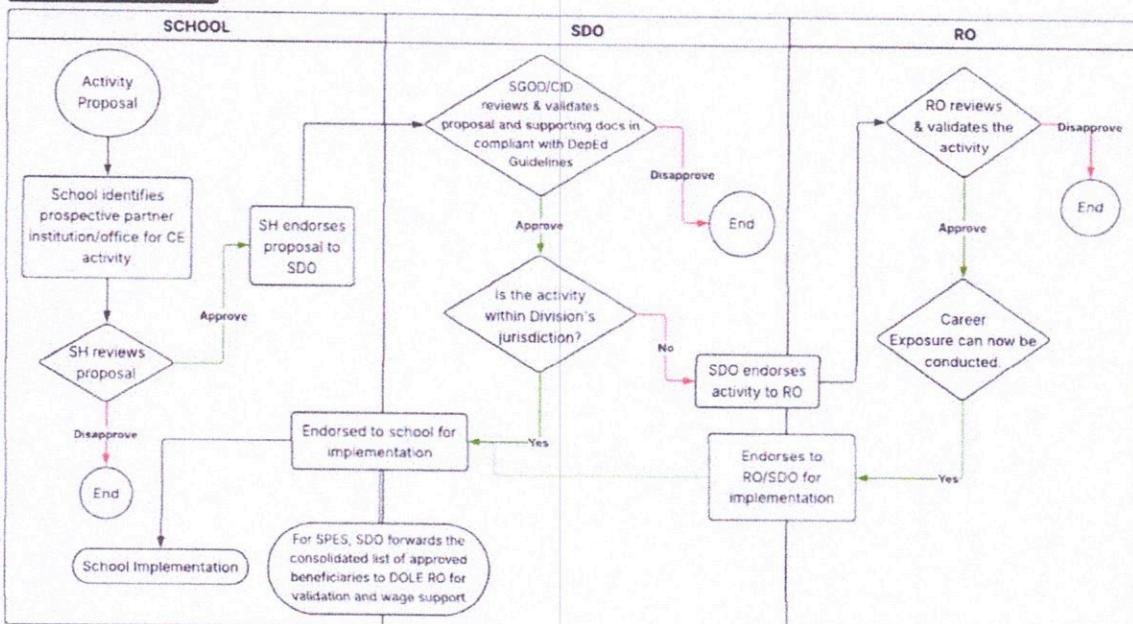
1. Ongoing or planned ELO activities prior to the effectivity of this policy shall be reviewed by the concerned Schools Division Office (SDO) to ensure alignment with the provisions herein. Adjustments shall be made as necessary to safeguard learners and comply with fund management requirements.
2. Within ninety (90) days from the effectivity of these guidelines, all Regional and Division Offices shall organize or reconstitute their respective ELO TWGs and orient school heads, teachers, and stakeholders on the provisions of this policy.
3. Existing guidelines, issuances, or practices inconsistent with this Order are hereby repealed, rescinded, or modified accordingly.

ANNEXES

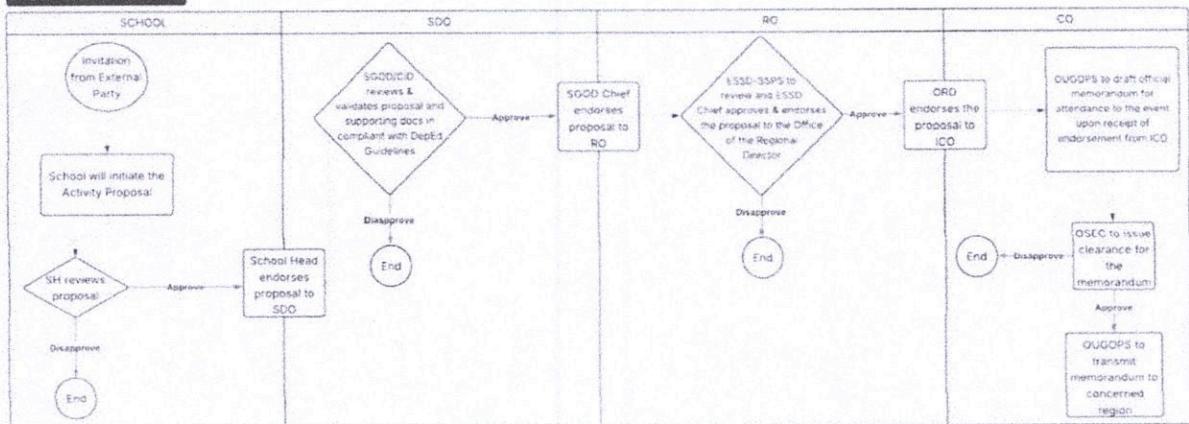
Community and Cultural Engagement



CAREER EXPOSURE



INTERNATIONAL ENGAGEMENT



ACADEMIC ENRICHMENT

