



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

SEP 29 2025

REGIONAL MEMORANDUM
No. 430, s. 2025

**GUIDELINES ON THE PILOT IMPLEMENTATION OF THE EDTECH
POLICY AND ANNEXES**

To: Schools Division Superintendent of Negros Oriental
All Others Concerned

1. Attached is a Memorandum from the Office of the Assistant Secretary, Officer-in-Charge, Office of the Undersecretary for the Learning Systems Strand, Carmela C. Oracion, on the conduct of the pilot implementation of the EDTECH Policy and Annexes.
2. The identified Negros Island Region (NIR) participating school is Aya Elementary school of SDO Negros Oriental and will join the online orientation that has been moved to September 30, 2025.
3. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: As stated

Reference: As stated

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

CURRICULUM POLICY

MMPR/CLMD-RM-2025 PISA 2025 National Report
008/September 26, 2025



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

MEMORANDUM
DM-LS-2025-_____

FOR : **REGIONAL DIRECTORS**

ATTENTION : **CLMD and Select CID Chiefs**
: **PARTICIPATING SCHOOLS DIVISION OFFICES**

FROM : *Carmela Oracion*
CARMELA C. ORACION
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems Strand 

SUBJECT : **GUIDELINES ON THE PILOT IMPLEMENTATION
OF THE EDTECH POLICY AND ANNEXES**

DATE : September 17, 2025

BACKGROUND

The Department of Education (DepEd) is set to release an Omnibus EdTech Policy which would provide a clear and practical vision for how educational technology (EdTech) can be used in DepEd classrooms and learning experiences. The EdTech Policy seeks to **emphasize a human-centered** approach to learning with technology; **prioritize the unique contexts of schools and communities** in its implementation; and **ensure coherence across all efforts on digitalization and technology use** towards the goal of providing every Filipino learner with an equitable and quality basic education.

As part of the Department's ongoing commitment to ground initiatives in local realities and lived experiences, the Bureau of Learning Delivery seeks to **conduct a pilot implementation of the EdTech Policy**. The pilot aims to clarify how the policy is applied and how its tools will be used by the Department's stakeholders. Data from this pilot will inform the final version of the EdTech Policy.



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SCOPE

The pilot will be implemented by **select DepEd schools** across various regions. The guidelines ask that all participating schools cooperate with the use of its tools and communication of findings through an online survey.

The pilot will involve 20 schools and were nominated through **random sampling**. This method was employed to avoid any potential selection bias and provides each eligible school an equal chance of being selected, regardless of digitalization status or academic performance. The list can be found below (ANNEX A).

The Bureau of Learning Delivery—Innovation Unit will also conduct focus group discussions with select schools to gather more insight on the pilot implementation and its process. The schools will likewise be selected through random sampling to maintain impartiality and avoid selection bias.

OBJECTIVES

This implementation aims to:

1. Test the usability and readiness of the EdTech Policy's Annexes, particularly the Digital Maturity Assessment Tool, Learning Design Framework, and School Safety Charter Template;
2. Gather feedback and impressions from the Department's stakeholders on the use of the tools for the EdTech Policy and its Annexes for its refinement;
3. Clarify how the policy will be applied to the schools— school heads and teachers— before the EdTech Policy is officially released.

EDTECH POLICY TOOLS AND PILOT IMPLEMENTATION PROCEDURES

The pilot implementation will be testing three tools in total. Each **participating school will test three tools**— (1) the Digital Maturity Assessment Tool, (2) Learning Design Framework, and (3) School Safety Charter.

a. Digital Maturity Assessment Tool (ANNEX B)

1. This tool is meant to assess a school's digital readiness in terms of pedagogy, assessment, platform, digital citizenship, teacher capacity, infrastructure, and leadership. It is meant to be a simple and practical tool for school heads, faculty, and school personnel to use for school-based EdTech decisions.



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2. With the release of the official EdTech Policy, the results of the tool shall be the basis for providing appropriate support and targeted intervention. Particularly, this tool will: diagnose the school's current status on EdTech adoption; customize implementation of the DepEd learning design framework; and inform procurement and device management plans and capacity building for teachers and school heads.
 3. As a pilot implementation of the EdTech Policy and its tools, the feedback using the tool and the points for improvement on the tool itself will inform the final Digital Maturity Assessment Tool to be used across the country.
- b. Learning Design Framework (ANNEX C)
1. This unified learning design framework is meant to guide teachers for both digital and face-to-face learning experiences. The elements outlined in the framework illustrate what learning should look like whether in a digital, remote, or in-person learning environment.
 2. Upon publication of the EdTech policy, all DepEd-produced lesson guides and plans are meant to align with the Learning Design Framework.
 3. As a pilot implementation of the EdTech Policy and its tools, the feedback using the tool and the points for improvement on the tool itself will inform the final Learning Design Framework to be used across the country.
- c. School Safety Charter (ANNEX D)
1. The School Safety Charter is meant to define the rules and regulations for the safe-use of technology in the school. It is meant to be crafted by all concerned parties such as the school's school heads, faculty, personnel, student government, and parent representatives.
 2. Through the charter, schools are meant to enumerate statements and measures to protect the rights of its students, teachers, and personnel to use technology and as they use technology. These include but are not limited to the responsible use of technology, digital safety, cybersecurity, and data privacy.
 3. As a pilot implementation of the EdTech Policy and its tools, the feedback using the tool and the points for improvement on the tool itself will inform the final School Safety Charter to be used across the country.

Implementation procedures in accessing the templates, involvement of concerned parties, estimated time to complete, and feedback turnover are enumerated below:



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a. Digital Maturity Assessment Tool Procedure

1. Schools may access a copy of the Digital Maturity Assessment Tool here: <http://bit.ly/PilotDigiMaturity>. Schools must make a copy of this Tool before they are able to edit the document.
2. School heads must convene interested faculty members, school personnel, student leaders, and parent representatives. Any concerned person shall be allowed to join in the discussion of the assessment. Discussion should center around diagnosing their school's current status based on the dimensions listed.
3. Using the drop down, schools must indicate the status as either Starting, Developing, Evolving, Leading—based on the indicators or descriptions listed in the tool. A narrative of the school's experiences and/or status would be appreciated for further context.
4. Given that the Tool is at its prototype stage, the discussion surrounding this need not exceed more than 2 hours.

b. Learning Design Framework Procedure

1. Schools may access a copy of the Learning Design Framework here: <http://bit.ly/PilotLDF>. Schools must make a copy of this Framework before they are able to edit the document.
2. School heads must convene its faculty members, any interested teacher shall be allowed to join in the discussion of the Framework. Discussion should center around the competencies and skills and descriptors listed in the document.
3. Using the second page of the Framework, the teachers and school head must enumerate or narrate their current teaching practices in the applicable domains.
4. Given that the Framework is at its prototype stage, the discussion surrounding this need not exceed more than 2 hours.

c. School Safety Charter Procedure

1. Schools may access a copy of the School Safety Charter here: <https://bit.ly/PilotSafetyCharter>. Schools must make a copy of this Charter before they are able to edit the document.
2. School heads must convene interested faculty members, school personnel, student leaders, and parent representatives. Any concerned person shall be



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allowed to join in the discussion of the School Safety Charter. Discussion should center around what the safe-use of technology means for their school and community and actions they can take if an incident occurs that violates this.

3. Given that the Charter is at its prototype stage, the discussion surrounding this need not exceed more than 3 hours.

An online orientation will be held with representatives of the participating schools. During the orientation, several samples of the tools can be presented as a reference. The schedule is as follows: Online orientation has been moved to September 26, 10:00AM. Kindly see email for your reference.

Sept. 24	- Online orientation with RO and SDO Representatives
Sept. 24 to Oct. 24	- Pilot Period
Oct. 27 to Oct . 31	- FGDs with select schools
Oct. 10	- Deadline of accomplished Digital Maturity Assessment Tool
Oct. 17	- Deadline of accomplished Learning Design Framework
Oct. 24	- Deadline of accomplished School Safety Charter
Oct. 31	- Deadline of accomplished Pilot Feedback Survey

In addition to the three tools, the **schools must answer the Pilot Feedback Survey** (ANNEX E): <https://bit.ly/PilotFeedbackSurvey> on the pilot implementation and the tools. The Bureau of Learning Delivery—Innovation Unit will conduct focus group discussions with select schools.

Should the schools encounter any difficulties accessing the online tools or online resources, they may request for technical assistance from their SDOs. Schools making use of the paper-based versions of the tools due to technical difficulties or limited internet access may submit these versions to their SDO. They must indicate these challenges in the Pilot Feedback Survey (whether online or paper-based). The SDOs must then compile these paper-based versions and submit them to the Bureau of Learning Delivery—Innovation Unit digitally.



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ROLES AND RESPONSIBILITIES

1. School heads or a designated representative will submit their (1) accomplished Digital Maturity Assessment Tool, (2) the accomplished Learning Design Framework, and (3) the School Safety Charter to the Curriculum Implementation Division of the School Division Office. Schools must also notify the SDO representative that they have accomplished the Pilot Feedback Survey.
2. A representative/focal person from the School Division Offices must be nominated. The focal shall attend the online orientation and communicate the guidelines to school heads and teachers. The SDO focal must maintain open communication with the schools involved in the pilot implementation. The SDOs, through its Curriculum Implementation Division, shall offer technical assistance to the schools in accomplishing the tools. SDOs must collate the accomplished tools and monitor the schools who have accomplished the Pilot Feedback Survey. Should any schools have difficulty accessing or submitting the tools online, the SDO must provide assistance and submit the digital final accomplished tools to their Regional Office.
3. A representative/focal person from the Region Offices must be nominated. They shall attend the online orientation and communicate the guidelines to the School Division Offices and school heads. The RO through its Curriculum and Learning Management Division shall closely monitor the accomplishment of the tools and survey at the SDO-level. The RO must maintain open communications between the Schools Division Offices and Central Office. Data gathered by the Regional Office shall be forwarded to the Bureau of Learning Delivery—Innovation Unit for policy refinements.
4. Any communications or concerns regarding the final survey for the pilot implementation must be directly transmitted to the Bureau of Learning Delivery—Innovation Unit in the Central Office.



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ANNEX A - Participating Schools

REGIONS	SDOs	SCHOOL	ID
NCR	Manila	F. G. Calderon Elementary School	500567
NCR	Pasay City	Pasay City Science High School	305369
CAR	Mt. Province	Serapio Gawan National High School	305261
REGION I	Benguet	Bad-ayan Integrated School	501759
REGION II	Isabela	Sapinit Primary School	103560
REGION III	Pampanga	Balantacan ES	106041
REGION III	City of San Jose Del Monte	Kakawate High School	307502
REGION IV-A	San Pablo City	Hope Zoel Young Minds Builder, Inc.	428011
REGION IV-A	Calamba City	Punta Integrated School	502670
MIMAROPA	Occidental Mindoro	Magsaysay Central School	110136
REGION V	Camarines Norte	Moreno Integrated School	500030
REGION VI	Iloilo	Morobuan PS	116148
REGION VII	Cebu	Bantayan Science High School	312421
NIR	Negros Oriental	Aya ES	120312
REGION VIII	Northern Samar	San Vicente School of Fisheries	303582
REGION IX	Zamboanga del Norte	Sas Integrated School	502687
REGION X	Misamis Oriental	Malunsagay ES	501162
REGION XI	Davao City	Philippine Science High School Southern Mindanao Campus	330520
REGION XII	Sarangani	Cabales-Enarbia Sr. Integrated School	500262
CARAGA	Agusan del Norte	Bunga ES	131430

ANNEX B
DRAFT DIGITAL MATURITY ASSESSMENT TOOL

Printed version. Encircle or highlight your school's status in each domain.

Dimension	Starting	Developing	Evolving	Leading	Comments/Remarks
Pedagogy	Most lessons are teacher-directed and lecture-based; learning delivery is mostly one-size-fits-all.	Teachers give different tasks to their students and integrate interactive activities in a few lessons.	Instruction regularly includes varied tasks based on students' needs and interests (e.g. learner-paced modules, flexible groupings, students choose their activities).	Student-centered, personalized learning is fully embedded in the daily classroom. Learners have the option to create their own group for peer tutoring and study groups. Teachers facilitate self-paced teaching.	
Assessment	Assessments are mostly memory/recall tests. Feedback is limited to raw scores and with few consultations between students and teachers.	Teachers use short quizzes or oral checks; feedback is occasional with some qualitative comments on individual assessments.	Teachers use a variety of online and in-person assessments (e.g., projects, performance tasks, self-checks). Feedback is given frequently at the end of each assessment.	Teachers use a variety of tools to assess students online and in-person. Teachers can provide feedback frequently throughout the project or activity. Students are able to monitor and track their own progress.	
Digital Citizenship	Few students, teachers, and school personnel are aware of the responsible uses of technology.	Students are familiar with basic practices for the responsible use of technology. Digital citizenship is taught as standalone topics and mostly through a teacher's reminders.	Most students, teachers, and school personnel practice responsible uses of technology. These practices are integrated into daily teaching and learning activities.	All students, teachers, and school personnel demonstrate a culture of digital responsibility and safety in using virtual spaces. There are active policies that promote this culture.	
Teacher Capacity	Most teachers rely on traditional methods for lesson delivery. Few teachers integrate technology in the classroom.	Teachers use computers for basic tasks to prepare the lessons (Powerpoint, Lesson Plans, Test Making, etc.).	Teachers explore new technologies and tools to enhance teaching (e.g., varied tasks, flexible grouping, learner-paced modules). Teachers are able to introduce these to the students.	Teachers are self-motivated and consistently use technology to innovate and explore new technologies in teaching. Teachers are able to share best practices among co-teachers.	
Leadership	The school has no school-wide vision or formal planning for digital learning and integration of technology in teaching.	School leaders support limited use of technology and initiatives. Efforts for digitalization are mostly done in isolation.	School leaders show an interest in progressing the integration of technology in education. Leaders frequently monitor its progress and support the capacity building of their teachers.	Leaders drive a shared vision and collaborate with their teachers towards digitalization in education. Leaders actively strategize towards innovation and allocating resources for digitalization. Implementations involve a clear digital learning strategy.	
Platform	No designated platform for digital learning; teachers rely on traditional systems for filing modules and activities.	Digital platforms are available for the teacher to use but used by a few teachers and school personnel.	A school-wide digital platform is available for distributing tasks, collecting outputs, and providing timely feedback. Majority of students, teachers, and school personnel utilize this.	A school-wide LMS is able to integrate student data across grade levels and subjects, allows students to manage their own dashboards, stores modules, and provides timely feedback. All students, teachers, and school personnel use this.	
Infrastructure	Power supply and internet connectivity are unreliable and inconsistent. There is no or limited dedicated spaces for digital learning. Few students, teachers, and school personnel have access to a digital device.	Basic devices and internet connectivity are available for classes. Use of these devices are often limited.	Devices, connectivity, and offline resources are readily available for daily class activities.	Infrastructure supports full integration of tech and personalized learning goals in daily activities	

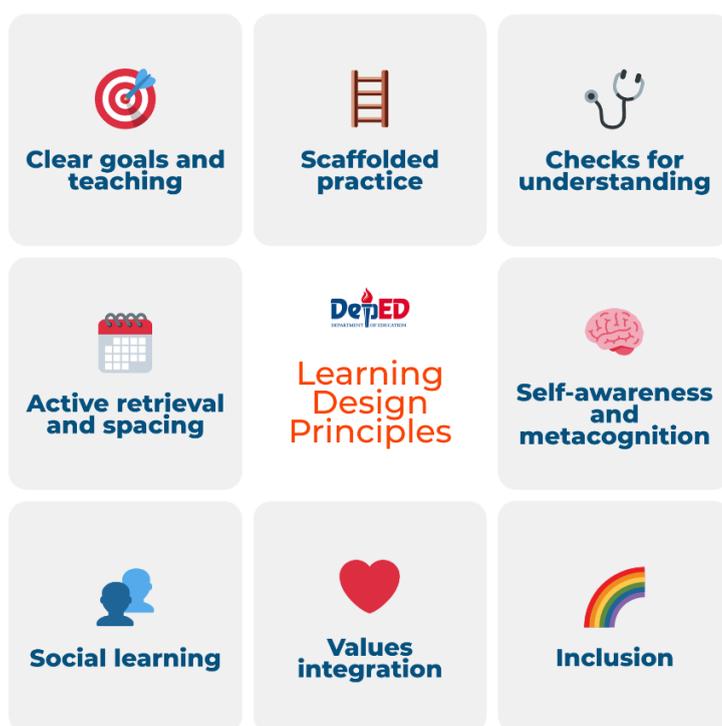
ANNEX C
DEPARTMENT OF EDUCATION
DRAFT LEARNING DESIGN PRINCIPLES

The DepEd Learning Design Principles will guide teachers, learning resource developers, and leaders in translating curriculum into daily online or face-to-face learning experiences. These principles are grounded in the truths and contexts of the Department's learners. It unifies concepts from learning science and classroom pedagogy, as well as Sikolohiyang Pilipino and Filipino values such as *kapwa*, *pakikiramdam*, *kagandahang-loob*.

These principles hope to equip teachers with coherent and usable tools for learners to build strong foundations, socio-emotional skills, and the thinking and communication skills needed to thrive and succeed in the world outside the classroom.

These principles will be useful in the following situations:

- Preparing lesson plans, lesson exemplars, and classroom materials;
- Providing instructional supervision to teachers during observation, coaching, and feedback sessions;
- Designing learning resources and environments, whether physical or virtual;
- Performing quality assurance processes of learning resources;
- Developing policies and frameworks that will impact classroom teaching practice.



<u>Competencies</u>	<u>Online Practices</u>	<u>Face-to-Face Practices</u>
<p> Clear goals and teaching</p> <p>Describe precise learning goals, make the key idea explicit, model the process clearly, and use accessible language and concrete examples.</p>		
<p> Scaffolded practice</p> <p>Provide guides and worked examples, encourage practice of skills, then gradually release responsibility so learners can try, improve, and grow developmentally.</p>		
<p> Checks for understanding</p> <p>Conduct low-stakes and quick formative checks so learners and teachers can act on insights immediately.</p>		
<p> Active retrieval and spacing</p> <p>Plan purposeful reviews of past competencies that connect lessons across days/weeks/units and build mastery and appreciation over time.</p>		

<p> Self-awareness and metacognition</p> <p>Embed goal-setting, planning, monitoring, and reflection so learners recognize how they learn and increase self-regulation.</p>		
<p> Social learning</p> <p>Use structured discussions and group work to expand their perspectives aside from their own, deepen understanding, language, and belonging.</p>		
<p> Values integration</p> <p>Link lessons to values by integrating routines, good habits, citizenship, socio-emotional learning skills, and cultural values.</p>		
<p> Inclusion</p> <p>Ensure materials and learning experiences are universally-designed (multiple means of representation, action, and expression), balance desirable difficulties with necessary supports that remove barriers.</p>		

ANNEX D
DEPARTMENT OF EDUCATION
DRAFT TEMPLATE SCHOOL SAFETY CHARTER ON DIGITAL TECHNOLOGY

SCHOOL PROFILE

School Name:		School ID:	
School Address:		School Division Office:	
School Head and Email Address:		Regional Office:	

SCHOOL SAFETY CHARTER AIM

In recognizing the responsibility of the school and the entire community in creating a safe learning environment for its students and teachers, this School Safety Charter commits to:

1. Define clear, easy-to-understand, and practical statements and measures to uphold safe-use of technology in the school;
2. Promote respectful and responsible use of technology;
3. Develop cybersecurity measures and enforce data privacy rules and regulations, and;
4. Empower school community members to use technology and interact on online platforms.

SCHOOL SAFETY CHARTER CERTIFICATION AND DISCLOSURE

This is to certify that the following safety charter procedures and measures have been duly reviewed and discussed by the school's faculty members, learner government, and parent associations. The school safety charter is consistent with the policies and procedures of the Department of Education. By signing this charter, we agree to uphold these principles and make our school a safe, respectful, and innovative digital learning community.

Disclosure: No form of AI or Generative AI was used in the formulation of this charter.

Certified by:

SCHOOL SAFETY CHARTER PREAMBLE SAMPLE

In our school, _____, we believe technology such as educational platforms, communication and social media, AI tools, and digital devices, can help us learn, connect, and grow. At the same time, we recognize that technology brings risks and responsibilities. This charter is our shared agreement — between learners, teachers, administrators, and parents — to use technology safely, responsibly, productively, and with respect for one another.

This school will provide support and guidance to help learners learn from mistakes. Teachers, leaders, and non-teaching personnel are also expected to abide by these rules. Misuse of technology may result in disciplinary action, administrative cases, subject to DepEd rules and regulations.

Safety Charter on Digital Safety and Responsible Use of Technology

STUDENTS	TEACHERS	SCHOOL PERSONNEL

If an online incident occurs, the school community members will take the following actions:

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Safety Charter on Data Privacy and Cybersecurity

STUDENTS	TEACHERS	SCHOOL PERSONNEL

If an online incident occurs, the school community members will take the following actions:

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SAMPLES FOR SCHOOL SAFETY CHARTER MEASURES

Safe and Responsible Use

- We will use school devices and internet only for learning, research, and school-approved purposes
- We will take care of equipment (computers, tablets, projectors, TVs, etc) and report any damage or issues immediately
- We keep our digital equipment safe, hazard-free, and well-maintained by ensuring proper storage, handling, and roles/accountabilities
- We will protect our accounts and passwords, and never share them with others
- We will not attempt to bypass filters, download pirated material, or install unauthorized software
- We will ensure filters, firewalls, and security settings are in place
- *(School can add specific rules on device borrowing, screen time schedules, lab rotation)*

Setting up and Handling Equipment

- We set-up devices safely: ventilated, stable internet, no blocked fans, tidy cords, child-proof
- We ground, label, and secure all equipment
- We will keep software and operating systems updated
- We shall post evacuation routes, emergency protocols, and keep exits clear
- We shall setup regular inspection of ICT materials
- We power down and unplug devices when appropriate
- We move equipment safely; no lifting risks
- We avoid overloaded outlets; ask the electrician if unsure
- We clear with proper materials – never corrosives
- We replace worn parts and e-waste responsibly
- *(Schools can add own)*

Respect and Kindness Online

- We will treat others online as we would in-person: bullying, harassment, violence, hate speech, and discriminatory or harmful content will not be tolerated
- We will think before we post or share, ensuring our words and images are respectful and safe
- We will respect privacy, we will never share someone's personal information, photos, or school data without consent
- *(School to add own anti-bullying or digital citizenship reminders here)*

Learning with Technology

- We will use technology to support curiosity, creativity, critical thinking, and collaboration
- We will check information critically, using multiple reliable sources
- We will give credit when we use someone else's work, ideas, or media
- *(School can add subject-specific or grade-level-specific guidelines such as use of calculators, online labs, AI tools, library usage, etc)*

Protecting Health and Wellbeing

- We will balance screentime with movement, play, and rest
- We will take regular breaks from using devices
- We will balance online and offline activities for our mental and social wellbeing
- We will use technology in ways that support, not harm, our mental health
- We will report harmful content immediately, and inform peers or school community members directly if they have shared/produced such content

Social Media and AI Use

- We will use social media and AI tools responsibly, following school and age-appropriate guidelines
- We will follow school rules on creating or posting school-related content online

Privacy and Data Protection

- We will protect our personal information and that of others
- We will report suspicious links, messages, or cyber threats to a teacher, ICT coordinator, or school leader
- We will obtain necessary consent and follow the Data Privacy Act(RA 10173) and school policies on recording, sharing, or storing information
- *(School to add local data-sharing permissions or consent forms)*

Shared Responsibility

- Students commit to being responsible digital citizens
- Teachers commit to guiding and modeling safe and creative use of technology
- School leaders and non-teaching personnel commit to setting up systems, training, and monitoring to keep everyone safe
- Parents/guardians commit to continuing and supporting safe practices at home

Consequences and Support

- Misuse of technology may result in loss of access/privileges to technology or other disciplinary actions, following school policies.
- *(Schools may add their specific rules here on sanctions)*