



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS


14 Apr 2026

UNNUMBERED MEMORANDUM

**CLARIFYING THE FLEXIBILITY OF PRIVATE SCHOOLS TO ADOPT
LEARNING AND TRAINING DELIVERY MODALITIES AMID THE
NATIONAL ENERGY EMERGENCY**

To: Assistant Schools Division Superintendents
Chief- Curriculum Implementation Division (CID)
Chief- School Governance and Operations Division (SGOD)
Education Program Supervisor in-charge of Private Schools
Public Schools District Supervisors
Private Elementary and Secondary School Heads
All others concerned

1. Attached herewith is Regional Memorandum No. 024, s. 2026 re: *Clarifying the Flexibility of Private Schools to Adopt Learning and Training Delivery Modalities Amid the National Energy Emergency.*
2. Immediate and widest dissemination of this Memorandum is earnestly desired.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent

RVR / Clarifying the Flexibility of Private Schools to Adopt Learning
and Training Delivery Modalities Amid the National Energy Emergency /
S2-114259/ 04/14/2026



Republic of the Philippines
Department of Education

DepEd-Division
of Batangas

ICT SECTION

RECEIVED
S2-114259

Date: 04/08/2026

Time: 11:07 AM

By: ICT HJ

APR 07 2026

DepEd MEMORANDUM

No. **024**, s. 2026

**CLARIFYING THE FLEXIBILITY OF PRIVATE SCHOOLS TO ADOPT LEARNING
AND TRAINING DELIVERY MODALITIES AMID THE NATIONAL
ENERGY EMERGENCY**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Private Elementary and Secondary School Heads
Attached Agencies
All Others Concerned

1. Pursuant to Executive Order (EO) No. 110, s. 2026, which declares a State of National Energy Emergency, the Department of Education (DepEd) recognizes the need for the private education sector to mitigate the impact of rising energy and operating costs.
2. This Memorandum clarifies the existing latitude granted to private schools under DepEd Order (DO) No. 044, s. 2022 [Amendment to DepEd Order No. 034, s. 2022 (School Calendar and Activities for the School Year 2022–2023)], as carried over by DO 022, s. 2023 (Implementing Guidelines on the School Calendar and Activities for the School Year 2023–2024), DO 009, s. 2024 (Implementing Guidelines on the School Calendar and Activities for the School Year 2024–2025), and DO 012, s. 2025 (Multi-Year Implementing Guidelines on the School Calendar and Activities).
3. Private schools may continue to implement either of the following modalities to reduce operational energy consumption:
 - a. Five days of in-person classes, or
 - b. Blended learning.
4. Blended learning is a flexible approach to learning delivery that combines face-to-face classroom instruction, which remains the default modality, with remote learning. Remote sessions may be conducted either synchronously or asynchronously, with or without the use of digital technology. Guidance on its implementation, including a key stage-specific model, is provided in the **Enclosure**.
5. No prior approval is required for private schools that shift to blended learning in strict accordance with the model. Private schools adopting this modality shall report such changes to their respective schools division offices (SDOs) at least five days prior to implementation. Reports must include the modified class program and

concrete plans to ensure that the school will continue to meet the required learning standards.

6. However, should a private school intend to deviate from the blended learning model, it must first secure approval from the regional office (RO).

7. Private schools are encouraged to explore and adopt diverse modalities for in-service training, Learning Action Cells, and other professional development activities.

a. Training may be conducted through online, asynchronous, or hybrid platforms to minimize physical travel and on-site energy use.

b. Schools shall ensure that these professional development programs remain quality-assured and effectively address the specific needs of their teachers and school leaders.

8. The flexibility in learning and training delivery modalities described in this Memorandum shall only be allowed until the State of National Energy Emergency, as declared under EO 110, s. 2026, is officially lifted by the President.


9. Consistent with Presidential Memorandum Circular (MC) No. 114 (Directing All Government Agencies and Instrumentalities to Strictly Adopt Energy Conservation Protocols) and DepEd Memorandum No. 018, s. 2026 (Implementation of Energy Conservation Protocols and Flexible Work Arrangements (FWA) in the DepEd Pursuant to MC 114), private schools are likewise encouraged to adopt FWA for their teaching and nonteaching personnel, provided that student learning and core school services remain uninterrupted.

10. All ROs and SDOs are directed to monitor the implementation of these modalities by private schools.

11. This Memorandum shall take effect immediately upon its approval, issuance, and 15 days after its publication in the Official Gazette or a newspaper of general circulation. Certified copies of this Memorandum shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

12. For more information, please contact the **Private Education Office**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at private.education@deped.gov.ph.

13. Immediate dissemination of this Memorandum is desired.


SONNY ANGARA
Secretary 

Encl.:

As stated



References:

DepEd Order (Nos. 012, s. 2025; 009, s. 2024; 022, s. 2023; and 044, s. 2022)
DepEd Memorandum No. 018, s. 2026

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

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GUIDANCE ON BLENDED LEARNING

Blended Learning is a flexible approach to learning delivery that combines face-to-face (F2F) classroom learning (default learning modality) with remote learning, which can use either synchronous or asynchronous sessions, with or without digital technology.

Blended learning shall only be adopted as long as the school will be able to continue to meet the required learning standards, considering the following factors:

- Learner readiness and developmental stage
- Learner and home access to devices, learning facilitators, and support
- Teacher capacity to design and facilitate learning

The key stage-specific model below may be adopted by private schools that wish to implement blended learning, whether as part of the Flexible Learning Program (FLP), Education in Emergencies (EiE), or other circumstances.

Key Stage	Blended Uses	Not recommended
<p>KS1 (Kinder - Grade 3)</p> <p>Foundational learners need to prioritize literacy, numeracy, and social interaction; and they have limited self-regulation capacity</p> <p>Teacher-led, low-tech supported learning</p> <p>Maximum of 1 day / week</p>	<ul style="list-style-type: none">• Brief online synchronous sessions (maximum of 90 minutes) with activities instead of passive learning• Short, teacher-led multimedia (projected videos, audio, visuals)• Home-based tasks are print-based or caregiver-supported, with clear, simple instructions	<ul style="list-style-type: none">• Independent or self-paced device use• Reliance on personal gadgets• Learner access to generative AI platforms
<p>KS2 (Grades 4-6)</p> <p>Learners are still developing self-regulation, so they require strong scaffolding and feedback</p> <p>Structured blended learning, teacher-guided with some limited independent tasks</p> <p>Maximum of 1 day / week</p>	<ul style="list-style-type: none">• Online synchronous sessions facilitated by the teacher, with a combination of guided practice (quizzes, interactive exercises), discussions, and independent tasks• Simple Learning Management System (LMS) use	<ul style="list-style-type: none">• Multiple remote days per week• Fully asynchronous learning without teacher check-ins• Heavy reliance on self-paced platforms

	<p>for assignments and feedback</p> <ul style="list-style-type: none"> • Home tasks that are clear, bounded, and checkable (print or low-data options available) 	
<p>KS3 (Grades 7-10)</p> <p>Learners can handle guided independence (self-paced tasks), collaboration, and iterative work</p> <p>Self-paced tasks with project-based learning and peer interactions</p> <p>Maximum of 2 days / week</p>	<ul style="list-style-type: none"> • Flipped learning, where learners access content at home and discussion and collaboration happens F2F • LMS-based assignments with feedback cycles • Collaborative digital projects and peer review • Structured independent work with clear milestones • Combination of in-person instruction and remote tasks 	<ul style="list-style-type: none"> • Fully remote schedules without robust monitoring systems • “Assign-and-leave” use of platforms
<p>KS4 (Grades 11-12)</p> <p>Learners are preparing for higher education, work, and independent learning. They have a higher capacity for managing themselves.</p> <p>Hybrid and highly digital modes of learning</p> <p>Maximum of 3 days / week</p>	<ul style="list-style-type: none"> • LMS-managed courses with deadlines, feedback, and analytics • Independent and self-paced modules • Research, work-based, or project-based learning • Responsible use of advanced tools (including AI) with guidance 	<ul style="list-style-type: none"> • Fully self-directed learning without teacher oversight • Substituting core learning with AI-generated outputs