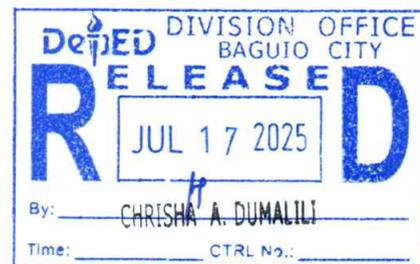




Republic of the Philippines
Department of Education
Cordillera Administrative Region
SCHOOLS DIVISION OF BAGUIO CITY



17 July 2025

DIVISION MEMORANDUM

No. **421-2025**

To: CID Chief Education Supervisor
Public Schools District Supervisors
School Heads
Others Concerned

ADAPTATION IN THE K TO 12 BASIC EDUCATION CURRICULUM IN TIMES OF EMERGENCIES: ADM EIE TEACHING AND LEARNING COMPONENT

1. In support of the Department of Education's commitment to ensure learning continuity in time of emergencies, this Office through the Curriculum Implementation Division, issues the guidelines on the adaptation of the K to 12 Curriculum of the ADM – Education in Emergencies.
2. Considering the onset of the typhoon season, during which the conduct of face-to-face classes may be suspended due to inclement weather conditions, it is imperative to uphold the continuity of learning through the implementation of flexible and context-responsive delivery modalities.
3. While the continuity of learning remains a priority, the K to 12 curriculum may be adapted to respond to the learners' current contexts, with due consideration to their safety, well-being, and capacity to engage in learning tasks during typhoons or periods of heavy rainfall. Suggested home-based teaching and learning adaptations are as follows:
 - a. Prioritize and simplify content delivery:** Focus instruction on core competencies that are achievable and relevant. Deliver them in clearer, more digestible formats suitable for learners' independent study at home.
 - b. Cluster subject competencies:** Instead of giving learners separate activities to do, teachers may combine competencies from different subjects around a common theme or task while targeting the required competencies of each subject. This entails close coordination and collaboration among subject teachers.
 - b. Contextualize and localize content:** Use localized examples (e.g. heavy rainfall report online or on broadcast media), local resources or household items (e.g. calendar for lessons on dates, sequencing, or time intervals, labels on food packages for reading comprehension or vocabulary building) , everyday life contexts, and mother tongue when possible to ensure accessibility of learning.
 - c. Adjust output requirements and deadlines:** Provide alternative outputs such as reflections, drawings, oral recordings, and allow for flexible submission periods.



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d. Provide parent/guardian support guides: Ensure that learning materials include instructions for learning facilitators at home. The role of parents or guardians as learning facilitators at home becomes crucial to ensure the continuity of their child's learning.

e. Use Low-Tech or No-Tech Platforms: Deploy printed modules, learning activity sheets, mobile messages, or broadcast materials suited for the learners' access level. Utilize the learning resources available in our LRMS One-Stop-Shop. To ensure efficient distribution and accessibility, schools must have already conducted a survey or profiling of learners' available devices or gadgets for home-based learning and identified strategic community stations for the pick-up and delivery of printed learning materials.

f. Monitor and Provide Feedback Remotely: Teachers shall keep track of learners' progress through SMS, calls, online platforms, or collected feedback forms.

4. In alignment with the resource kit titled, "*Alternative Education in Emergencies: A Guidebook for Teachers and Administrators on How Alternative and Flexible Learning Options Can Improve Access to Quality Education in Crisis Situations – Self-Learning Module 5A: Teaching and Learning Components of Education in Emergencies*," this Memorandum also outlines the key guidelines for adapting the K to 12 curriculum during emergencies or when learners go back to school to ensure that learning remains inclusive, relevant, and responsive to the needs of affected learners.

a. Prioritization of subjects. Schools and teachers may focus on essential subjects that address immediate and relevant learning needs. For example, Science (for understanding natural hazards), Language (for communication), MAPEH (for psychosocial processing), and TLE (for practical skills) may be prioritized depending on context.

b. Selection, addition, or omission of competencies. Teachers may adapt the MELCs by temporarily omitting less critical or complex competencies that may add undue stress to learners, and integrating competencies that support disaster risk reduction, psychosocial support, and community resilience (e.g., first aid, climate change, hygiene, and local history of calamities).

c. Contextualization of content. Lesson content should be contextualized using local language, cultural references, or lived experiences of learners. DRR concepts and local literature may be integrated to make lessons more meaningful and connected to the current reality of learners.

d. Adjustment of time allocation. Schools may modify the time spent per subject or learning area, and may compress or spread out sessions to fit learners' availability and capacity during emergencies. Modular approaches and blended learning structures should be optimized.

e. Realignment of instructional process. Teachers may redistribute time across the 4As of learning—activity, analysis, abstraction, and application—to allow flexibility, with a focus on essential components and practical learning.



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f. Modification of lesson sequencing. Teachers are encouraged to reorder topics in a way that supports recovery and motivation. For instance, easier or more engaging topics may be introduced earlier to foster learner interest and ease them back into learning routines.

g. Simplification of lesson structures. Lessons should be streamlined to focus on the core concepts and skills. Activities that support formative assessments and learner autonomy are encouraged, while summative assessments may be adjusted or deferred as needed.

h. Adjustment of scope and depth. Teachers should determine the appropriate breadth and depth of topics to be covered, ensuring learners gain essential knowledge without being overwhelmed, given their current context and learning environment.

5. In view of the foregoing, all school heads and teachers are enjoined to review their existing instructional plans and implement the necessary curriculum adaptations in accordance with these guidelines, ensuring that teaching and learning remain responsive, inclusive, and learner-centered even in times of emergencies. Public Schools District Supervisors (PSDSs) shall provide technical assistance and supervise the implementation of these curriculum adaptations within their respective districts.

6. Immediate and wide dissemination of this Memorandum is desired.

SORAYA T. FACULO PhD, CESO VI
Schools Division Superintendent

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