



Republic of the Philippines
Department of Education
Region XII
Schools Division Office of Tacurong City

July 29, 2026

DIVISION MEMORANDUM
CID -2026 085

**REITERATION ON THE PROVISION OF FAIR AND REASONABLE LEARNING
TASKS DURING THE IMPLEMENTATION OF EDUCATION IN EMERGENCIES
(EiE) – HINAY LEVEL**

To: Assistant Schools Division Superintendent
Chief EPS (CID & SGOD)
Education Program Supervisors
Cluster Heads
Elementary and Secondary School Administrators
Public
This Division

1. Pursuant to **DepEd Order No. 14, s. 2026**, *Guidelines on Learning Continuity in Emergencies*, in compliment with **DepEd Order No. 22, s. 2024**, *Revised Guidelines in the Class and Work Suspension in Schools During Disasters and Emergencies* which uphold the continuity of quality, inclusive, and learner-centered education during emergencies while ensuring the protection, safety, health, and well-being of learners and personnel, this Office reiterates the provision of **fair, reasonable, and manageable learning tasks** during the implementation of the **HINAY Level** (*Ease-in: Learning Slows Down During Mild Disruptions to Reduce Pressures*) of the EiE framework.
2. This reiteration is issued in response to the **consolidated observations/feedback and findings from school supervision, monitoring, and technical assistance activities** conducted by the SDO-Curriculum Implementation Division. These supervisory activities revealed varying practices among schools in the implementation of learning tasks during the HINAY Level, including instances where the volume and complexity of learner requirements exceeded what is appropriate under the prevailing emergency conditions.
3. In implementing learning delivery under the HINAY Level, all school heads shall ensure that teachers:
 - a. assign only learning tasks that are necessary, meaningful, and aligned with the prescribed learning competencies;



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- b. maintain a fair and reasonable learner workload by avoiding excessive, repetitive, or unnecessary activities and outputs;
 - c. coordinate learning requirements across grade levels and learning areas to ensure a balanced and manageable academic load;
 - d. provide flexibility in the completion and submission of learning tasks, taking into consideration learners' access to resources and the challenges posed by the emergency; and
 - e. adopt learner-centred approaches that uphold inclusivity, equity, and compassion in the delivery of instruction.
4. Consistent with the EiE policy, schools shall place high priority on the **mental health, psychosocial well-being, and protection of learners**. School heads shall ensure that learning activities **support—not compromise**—learners' well-being by fostering safe, supportive, and nurturing learning environments. Teachers are expected to exercise professional judgement, empathy, and flexibility in determining **appropriate learning tasks**, recognizing that meaningful learning is achieved through **quality engagement** rather than the quantity of assigned work.
5. Education Program Supervisors, Cluster Heads, and School Heads shall monitor compliance with this Memorandum and provide the necessary technical and supervisory support to ensure faithful implementation in all schools.
6. Immediate dissemination of and strict compliance with this Memorandum is desired.

CARLOS G. SUSARNO, PhD., CESO VI
Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

Enclosures: None
Reference: None
Allotment: None

To be included in the perpetual index under
EDUCATION IN EMERGENCIES

LEARNING TASKS

REP/DM/CID/ REITERATION ON THE PROVISION OF FAIR AND REASONABLE LEARNING TASKS DURING THE IMPLEMENTATION OF EDUCATION IN EMERGENCIES (EiE) – HINAY LEVEL /July 29,2026.



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