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Department of Education

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATION



FOR : **ALL REGIONAL DIRECTORS**
ALL SCHOOLS DIVISION SUPERINTENDENTS
OTHER RELEVANT AND CONCERNED OFFICES

FROM : **MALCOLM S. GARMA** 
Undersecretary
Office of the Undersecretary for Governance and Operations 

SUBJECT : **ADVISORY ON THE CONDUCT OF LEARNERS' CONVERGENCE**
PHILIPPINES 2025 IN DUMAGUETE CITY, NEGROS ORIENTAL

DATE : OCTOBER 20, 2025

Pursuant to **Department Memorandum No. 096, s. 2025**, titled "**Learners' Convergence Philippines 2025**," with the theme "**#GalingKabataan: Boses Mo, Bukas Natin!**" to be held from **October 27 to 30, 2025**, in Dumaguete City, Negros Oriental, the Department of Education (DepEd) reaffirms its commitment to empowering learners as partners in governance, leadership, and nation-building.

This Convergence is designed to bring together learners, youth leaders, and education stakeholders from across the country for a four-day face-to-face engagement that champions inclusive participation, collaborative learning, and shared leadership. The program will highlight key areas such as civic engagement, gender and social inclusion, environmental sustainability, innovation and future-readiness, peacebuilding, and culture and the arts.

Through meaningful workshops, dialogues, and interactive sessions, learners will be empowered to share their insights, propose concrete solutions to local and national issues, and build solidarity with fellow youth advocates from diverse backgrounds.

A key feature of the Convergence is the **National Career Expo (NCEX) for School Year 2025-2026**, which will provide learners with direct access to industry representatives, entrepreneurs, higher education institutions (HEIs), technical education providers, and potential employers. This segment aims to help learners explore post-graduation pathways aligned with their skills, aspirations, and potential contributions to national development.



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Ultimately, LearnCon PH 2025 is more than just a gathering but it is a transformative platform that affirms the role of learners as co-creators of an inclusive, empowered, and sustainable future. In line with DepEd's mandate to nurture well-rounded, informed, resilient, and civic-minded individuals, this initiative continues to serve as a safe and meaningful space for developing learner leadership

With this, the Office of the Undersecretary for Governance and Operations (OUGOPS), through the Bureau of Learner Support Services – Youth Formation Division (BLSS-YFD) is pleased to provide the following information relative to the conduct of the activity:

I. SAFETY, SECURITY, AND LEARNER PROTECTION

In response to recent natural events, including earthquakes in Cebu and Davao Oriental and tropical weather systems, the Department, in coordination with PAGASA, PHIVOLCS, and local authorities, confirms that Negros Island Region (NIR), including Dumaguete City, has not been directly affected. As of October 16, 2025, no damage or significant aftershocks have been reported from the October 10 earthquake, and PAGASA forecasts indicate no active tropical cyclones or storm warnings in the area, only isolated rain showers and localized thunderstorms. Local authorities and the City Disaster Risk Reduction and Management Office (CDRRMO) remain on alert and continue precautionary monitoring. Therefore, there are no reported conditions or advisories that would hinder the safe conduct of the Learners' Convergence in Dumaguete City.

To further ensure the safety and well-being of all participants, the LearnCon PH 2025 Secretariat issues the **Safety, Security, and Learner Safeguarding Protocols and Guidelines (ANNEX A)**. In view of the expected increase in passenger and vehicular traffic during the All Saints' and All Souls' Day observance, all delegations are strongly advised to plan travel early, secure transportation and accommodation in advance, and allow buffer time for possible delays due to traffic rerouting, long queues at terminals, and limited on-site parking.

Regions and Schools Division Offices shall instruct parents, guardians, and learners to confirm travel and lodging arrangements, bring required travel and medical documents, monitor PAGASA weather updates, and promptly inform the LearnCon Secretariat of any travel changes or emergencies. Should learners and their guardians find it necessary to adjust travel schedules, such as arriving or departing earlier, they may seek assistance from their respective Regional and Schools Division Offices, as well as the LearnCon Secretariat.



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II. PARTICIPATION

Participation in the Learners' Convergence PH 2025 remains voluntary and subject to the discretion and consent of parents or guardians. As stipulated in the DM 096, s. 2025:

1. The Parental Consent and Waiver Form is required for every learner delegate. This waiver extends to possible risks which may be attributed to *force majeure* or natural disasters and environmental risks including earthquakes, volcanic threat, among others.
2. Parents or guardians retain the right to withhold or withdraw consent if they deem it necessary.
3. Schools Division Offices shall communicate this clarification to all concerned parents and learners.

The Department fully respects the right of parents and guardians to make decisions prioritizing the welfare and safety of their children.

III. ADMINISTRATIVE MATTERS

This Office provides the following administrative matters relative to the conduct of the activity:

1. Meals and Accommodation of Participants

Meals	Accommodation	Date
First Meal – Lunch	Check-in	Sunday, October 26, 2025
Last Meal – Breakfast	Check-out	Friday, October 31, 2025

2. All participants and members of the Field Support Technical Working Group (TWG) shall be accommodated at the following billeting schools:

Regions	Billeting School	Address
Region 3	Ramon Pastor Teves Memorial – Dumaguete Science High School	Saint Ignatius Street, Dumaguete City, Negros Oriental
Region 9, 10, BARMM, and CARAGA	South City Elementary School	Real St, Dumaguete City, Negros Oriental
Region 4A, 7, and NCR	Dumaguete City National High School	Dumaguete City, Negros Oriental



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Region 5, 7, and 8	City Central Elementary School and Calindagan Elementary School	Sta. Catalina Street, Dumaguete City, Negros Oriental
Region 11 and 12	North City Elementary School	Brgy Piapi E J. Blanco Dr, Dumaguete City, Negros Oriental
Region 1, 2, 4B, and CAR	West City Elementary School (Regular, Exceptional, Science)	JP Teves St, Dumaguete City, Negros Oriental
Region 6 and NIR	Negros Oriental National High School	Kagawasan Avenue, Dumaguete City, Negros Oriental

3. To facilitate better coordination and supervision, the LearnCon PH 2025 Secretariat will not entertain arrangements for private accommodations for any participant.
4. The provision of vehicles for the participants shall be from October 26 to 31, 2025 and must only be to/from the billeting schools to the different venues of the Convergence.
 - a. The Regional Youth Formation Coordinators (RYFCs) or his/her designated Regional Transportation Coordinator shall closely coordinate with the assigned Transportation Coordinators in their respective billeting schools.
 - b. For easier mechanisms, the transportation vehicles to be utilized during the LearnCon PH 2025 shall be marked with appropriate signage and a designated focal person in the billeting schools.
5. Each participant will be provided with a mattress, which will be pre-arranged at their designated billeting school. To ensure comfort, participants are advised to bring their own pillow, blanket, or any additional sleeping items they may need. Additionally, all participants are requested to bring personal hygiene kits, necessary medications, and a basic emergency kit (e.g., whistle, flashlight) to support their health and safety throughout the event.
6. Any other arrangements not covered in DepEd Memorandum for Learners' Convergence Philippines 2025 and as indicated above shall be charged to the participants' personal account.
7. All participants are requested to like and follow the official Facebook page [<https://tinyurl.com/LearnConPHOfficialFBPage>] and official website [<https://learncon.depdednir.net/>], which will serve as the primary platforms for announcements, advisories, and event-related updates. In addition, each learner-



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participant is expected to have an active Google account, which will be used for submitting outputs and participating in activities during the sessions.

8. The required daily attire/ dress code is as follows:

Date	Attire
October 26, 2025 (Day 0)	For Travel (both learners and chaperones) > Casual Attire
October 27, 2025 (Day 1)	For Opening Program (both learners and chaperones) > Regional Shirt For Career Expo and Learners' Night > Smart Casual Attire
October 28, 2025 (Day 2)	For Thematic Simultaneous Session > Learners: LearnCon PH 2025 Official Shirt (white) For Film Showing > Casual Attire > Chaperones: Smart Casual Attire
October 29, 2025 (Day 3)	For Learners' Congress (both learners and chaperones) > Smart Casual Attire
October 30, 2025 (Day 4)	For Project Pitching, Youth Leaders Forum and Closing Program (both learners and chaperones) > Smart Casual Attire

9. All learner-participants, under the guidance and mentorship of their respective chaperones, are expected to accomplish the **Pre-Work Activity: Situational Analysis** prior to their arrival in Dumaguete City, as detailed in **Annex B**. This activity is designed to encourage participants to reflect on and assess the current conditions, challenges, and opportunities within their respective schools and communities. The outputs will serve as valuable inputs during the Thematic Simultaneous Sessions and the Learners' Congress, ensuring that discussions are anchored in real-life contexts and experiences.

Additionally, all learner-participants are requested to complete the Online Form for the **"Voice of the Youth"** initiative through the following link: <https://tinyurl.com/LCPH2025-VoiceoftheYouth> **on or before 25 October 2025**. This form is designed to capture the insights, perspectives, and aspirations of the learners on key issues affecting their schools and communities. The responses will be consolidated and used to enrich the discussions during the different event segments of LCPH, ensuring that the voices of the participants are meaningfully represented and integrated into the program's outcomes.



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10. A series of **Thematic Simultaneous Sessions** will be facilitated by various external partners on **Tuesday, October 28, 2025**, from **8:00 a.m. to 5:00 p.m.** Participant assignments for the said activity are outlined as follows:

Session	Participant
TSS1: PAMUMUNO: Leadership, Governance, and Civic Engagement	Learners representing Leadership, Governance, and Civic Engagement
TSS2: KALUSUGAN: Health and Well-being	Learners representing Health and Well-being
TSS3: KASARIAN: Gender and Social Inclusion	Learners representing Gender and Social Inclusion
TSS4: KAPALIGIRAN: Climate Action, Environmental Protection, and Agriculture	Learners representing Climate Action, Environmental Protection, and Agriculture
TSS5: PAGPAPAUNLAD: Innovation, Entrepreneurship, and Future Readiness	Learners representing Innovation, Entrepreneurship, and Future Readiness
TSS6: PAMANA: Culture, Arts, and Peace	Learners representing Culture, Arts, and Peace

- The learners-advocates under Indigenous People (IP), Learner with Disability (LWD), and Alternative Learning System (ALS) will be distributed to the different thematic areas. The complete list of participants in each simultaneous session shall be announced through your respective Field Support Technical Working Group, Facebook Page, and posted in all billeting schools.
- The Regional Youth Formation Coordinator shall distribute the chaperones per region to the different simultaneous session venues to accompany the learners throughout the activity.
- All learner-participants are requested to bring basic art and craft materials such as used magazines, colored paper, classroom scissors, paste, and other similar items, which will be used during the session.

11. The LearnCon PH 2025 will employ digital means of learning and assessment through online forms, cloud-based storage, word processing, and other platforms. All learner-participants and chaperones are required to have adequate data allocation in their mobile devices to connect to internet-based platforms during LearnCon sessions. Communication expenses relative to this activity may be charged to local funds and/or other available sources of funds, subject to the usual accounting and auditing rules and regulations. Chaperones are also required to bring DepEd-issued laptops as available resources that their learner-participants can use.



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12. Participants must be at their billeting rooms before the set time for lights off.

IV. NATIONAL FEDERATION OF SUPREME SECONDARY LEARNER GOVERNMENT (NFSSLG) ELECTIONS

The National Federation of Supreme Secondary Learner Government (NFSSLG) Elections for School Year 2025–2026 will be held on **Monday, October 26, 2025 from 1:00 pm to 5:00 pm** at the Conference Room, Schools Division Office of Dumaguete City, Negros Oriental. All newly elected Regional Federation of Supreme Secondary Learner Government (RFSSLG) Presidents from the eighteen (18) regions are expected to arrive in Dumaguete City on the morning of October 26, 2025, and participate in the elections, accompanied by their respective Regional Youth Formation Coordinators (RYFCs) or designated Alternate RYFCs. The oath-taking ceremony for all newly elected NFSSLG Officers and Board Members will take place during the Closing Program on Thursday, October 30, 2025, from 8:00 a.m. to 12:00 p.m. Attendees are requested to wear either formal attire or cultural attire.

For concerns and clarifications, kindly contact **Dr. Gina Lopez-Cruz**, Senior Education Program Specialist and Officer-In-Charge of the BLSS-YFD through telephone number 86379814 or email at blss.yfd@deped.gov.ph (cc: learnconph@deped.gov.ph).

References:

- DepEd Memorandum No. 096, s. 2025 — Administration and Conduct of the Learners' Convergence PH 2025
- Advance Advisory — LearnCon PH 2025
- PAGASA Regional Forecast, 16 October 2025
- PHIVOLCS Earthquake Information, 10 October 2025 (Davao Oriental Earthquake)
- Dumaguete City DRRMO Situation Report, October 2025



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Safety, Security and Child Safeguarding Protocols and Guidelines

To ensure the safety, security, and well-being of all participating learners, chaperones, technical working groups, and service providers and a positive experience at the Learners Convergence Philippines 2025, the following detailed protocols and guidelines shall be adhered to by all individuals involved in the event:

A. General Information

1. For safety and emergency, there will be a 24/7 Help Desk (consisting of Learners Rights and Protection Focal, Safety and Security Personnel, and Medical Team) stationed at all venues, including billeting schools, for the entire duration of the event to provide immediate support, intervention and referral mechanisms as the need may arise.
2. The Help Desk shall have a counseling room and open area for possible learner activities (e.g. playing venue, coloring area, and/or other recreational activity for learner participants).
3. There shall be female safety and security personnel (both from DepEd and government armed forces) to be detailed in all billeting and activity venues.
4. The event shall abide to:
 - a. DepEd Order No. 32, s. 2019, "National Policy Framework on Learners and Schools as Zones of Peace," that provides guidance in conducting activities involving government forces inside schools.
 - b. DepEd Order No. 39, series of 2022, "Health and Safety Protocols in Light of the COVID 19 Pandemic," that guides ensuring the health, safety, and well-being of learners and DepEd personnel as it applies to learner formation-related activities including convergence.
 - c. DepEd Order No. 13, s. 2017, "Policy and Guidelines on Healthy Food and Beverage Choices in Schools and DepEd Offices," to ensure the promotion and development of healthy eating habits among learners and DepEd personnel.
 - d. DepEd Order No. 40, s. 2012, "DepEd Child Protection Policy," to minimize risk, guarantee safe space, and ensure a positive event or activity experience for all participants, organizers, and others who are involved in the event or activity in a non- discriminatory manner, ensuring equal treatment and access regardless of gender, disability, religion, ethnicity or other characteristics. Further, through the safeguarding guidelines, appropriate preventive, protective, and remedial measures will be properly implemented.
 - e. DepEd Order No. 55, s. 2013, "Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 10627 otherwise known as the Anti- Bullying Act of 2013," to address bullying concerns

that may transpire during the events and/or billeting quarters. The said DO, further strengthens the implementation of the DepEd Child Protection Policy.

- f. DepEd Order No. 18, s. 2015, "DepEd Guidelines and Procedures on the Management of Children-at-Risk (CAR) and Children in Conflict with the Law (CICL)," to address possible incidents of violence involving learners /participants ensuring that they are protected and their rights are respected.
 - g. DepEd Order No. 32, s. 2017, "Gender-Responsive Basic Education Policy," to ensure that in all sporting activities and events, the principles of gender equality, gender equity, gender sensitivity, non- discrimination, and human rights provision and governance of basic education are strictly observed.
 - h. DepEd Order No. 31, s. 2022, "Child Rights Policy: Adopting the Rights- Based Education Framework in Philippine Basic Education," ensuring that in all sporting activities and events learner/participants are recognized as rights holders and adults (i.e. coaches, trainers, parents, and/or chaperones) are duty-bearers who have corresponding obligations to uphold the rights of our learners.
 - i. DepEd Office Memorandum No. OM-OUOPS-2024-05-01115 "Guidelines on the Implementation of the Safe Spaces Act in Basic Education" ensuring the strict implementation of Republic Act No. 11313 or the "Safe Spaces Act," promoting the protection of learners participants from gender-based sexual harassment and violence.
- 5. A designated isolation area shall be provided in case a participant manifests any sign or symptom of CoVID-19 or any communicable disease during the entire activity.
 - 6. Drink plenty of water and rest periodically to maintain your energy and focus. Designated water stations shall be available at all venues, including billeting schools, for the entire event.
 - 7. Practice caution in consuming food and beverages not included in the meals provided during the event. In case of diarrhea, stomachache, allergic reactions, or food poisoning, proceed to the nearest Help Desk for medical assistance. Medical expenses shall be charged against the event contingency and/or personal funds, depending on the medical case.
 - 8. Stores within 100 meters of all venues, including billeting schools, shall remain tobacco-free.
 - 9. All participants and individuals rendering services for the event must secure and wear the LCPH Identification Cards, especially during the conduct of activities to help the event staff, safety & security personnel, and fellow participants identify you easily. Ensure that the bearer's emergency contact information, emergency hotlines, and local transportation fares are placed in the

ID holder.

10. All participants and individuals must familiarize themselves with the emergency exits and procedures at the billeting and activity venues. Participate in the evacuation drill to be conducted in your respective billeting and activity venue.
11. In case of an emergency, listen carefully and act quickly according to instructions given by event staff or safety and security personnel.
12. Keep your personal belongings secure and with you. Never leave your bags or valuables unattended to prevent theft or loss. Avoid bringing valuable items unless necessary. Bring only what is essential to minimize the risk of loss.
13. For lost and found items, report immediately to the Help Desk.
14. Standard classrooms shall accommodate not more than 80% capacity to avoid congestion (DepEd Order 34, s. 2022).
15. Use only the designated transportation service provided by the event organizers. During travel, use a seatbelt (if available) and sit comfortably. Adhere to all safety rules during travel to avoid accidents and injuries.
16. Be cautious about sharing personal information online and offline. Protect your privacy by not disclosing personal details and actual locations during the event (including ingress and egress) on social media, within the venue/vicinity, and other platforms.
17. Everyone shall ensure respectful, non-violent, and non-sexual interactions during the event. This applies, but is not limited, to:
 - a. adult participants to learner participants;
 - b. adult participants to fellow adult participants;
 - c. learner participants to fellow learner participants; and
 - d. learner participants to adult participants.

Further, the use of foul and vulgar language is prohibited.

18. Treat everyone with respect and follow the event's code of conduct. Behave courteously and respectfully towards everyone at the event. Any form of indecent acts or language will not be tolerated and will be sanctioned accordingly.
19. Obtain informed consent from fellow participants, learners' parents, legal guardians, or teachers before photographing or filming a child and submit it to the LCPH Secretariat. The Learner Convergence Philippines staff, the Learner Convergence Philippines photographer or videographer must explain how the photograph or film will be used. This adheres to the existing child protection guidelines and policies of the agency. The Safety and Security Committee will ensure a copy or access to the consent forms.

20. Refrain from doing the following potentially dangerous activities or environments to keep yourself and others safe and reduce the risk of accidents, injuries, or other adverse incidents during the entire duration of the event:
- Wandering alone in unfamiliar parts of the venue, billeting schools, or outside designated event areas, especially beyond curfew hours;
 - Entering restricted or off-limits zones;
 - Engaging in high-risk physical activities such as climbing structures, running in crowded areas, or roughhousing (acting or handling someone in a boisterous, violent manner);
 - Participating in activities that are not part of the official program without proper supervision;
 - Accepting invitations from strangers, unfamiliar individuals, or even family members or relatives (unless there is written permission signed by the authorized emergency contact person of the learner and verified by the chaperone) to leave the event areas or billeting schools or withdraw his/her participation to the event;
 - Getting into vehicles with unknown individuals or undesignated transport services;
 - Engaging in behaviors such as bullying, fighting, or other forms of violence;
 - Consuming alcohol, drugs, cigarettes, e-cigarettes, or any other controlled substances;
 - Taking any medications not prescribed to them by a medical professional.
 - Sharing personal information with strangers online or via social media;
 - Meeting in person with individuals they only know through the internet;
 - Ignoring safety warnings; and
 - Pushing or shoving in lines, especially in emergency situations.
21. Flammable materials or substances should be avoided at all event areas. If their use is necessary, proper safety precautions must be taken to ensure all participants' safety. Appropriate fire safety equipment and trained personnel should be readily available to handle any fire-related incidents promptly.
22. In situations where individuals get separated from their group or stranded at any of the event venues, the following protocols shall be observed:
- A centralized location shall be designated at each venue to temporarily accommodate stranded individuals until they can be reunited with their group/chaperone.
 - The assigned staff shall monitor and assist stranded individuals, providing them with basic needs like water, snacks, etc.
 - A log shall be maintained of all stranded individuals, including their name, group/delegation, and the circumstances that led to them being stranded.
 - Protocols shall be established for locating the individual's

- group/chaperone and facilitating their safe reunification.
 - e. Unaccompanied minors shall remain under constant supervision until reunited with their authorized guardians/chaperones.
 - f. Contingency plans shall be in place for temporary accommodation if reunification is delayed.
23. Adult delegates/participants are highly required to observe the following:
- a. They should not share a room with the learner participants except for authorized chaperons;
 - b. They should not engage in any form of inappropriate touching of the learner participants;
 - c. They should not make sexually suggestive comments to a learner participant, even in fun;
 - d. They should not allow allegations made by a learner participant to go unchallenged, unrecorded, or not acted upon;
 - e. They should maintain a safe and appropriate distance from the learner participant;
24. Use umbrellas or raincoats/ponchos to protect yourself from rain or excessive sun exposure when moving between venues or activity areas protect yourself from rain or excessive sun exposure.

B. For Learners

1. As much as possible, please stay with your assigned buddy or group/delegation to make sure that no one is left alone or lost during the event and upon return to the assigned billeting school/station. If you get separated, immediately go to a designated Help Desk or contact your chaperone/event staff/safety and security personnel. All learner-participants are presumed to be in good health. Those who exhibit any symptoms of illness must report to the chaperones about their health concerns. Do not hesitate to seek help if you feel unwell or notice someone else who needs assistance. The following protocols shall be implemented to accommodate the needs of learners with disabilities and ensure their full participation:
 - a. Ensure all event venues and facilities are accessible for learners with mobility disabilities, including ramps, elevators, accessible restrooms, etc.
 - b. Provide sign language interpreters for learners with hearing impairments during all sessions and activities.
 - c. Print materials in large print formats for learners with visual impairments. Arrange for assistants to guide them as needed.
 - d. Designate calm rooms/quiet spaces for learners with sensory processing issues to take breaks as needed.
 - e. Ensure dietary restrictions are accounted for learners with food allergies or special nutritional needs.
 - f. Assign dedicated staff or volunteers to provide one-on-one assistance to learners with significant disabilities throughout the event.
 - g. Provide clear communications and visual aids to ensure all

information is conveyed accessibly.

2. Report any suspicious online and offline activities to a chaperone. If you encounter any suspicious behavior online and offline, inform a responsible adult immediately. Should they receive a friend request or social media message from an adult participant, they are not obliged to accept or respond.
3. Be mindful of fellow learners' possible unhealthy behaviors and report to the chaperone for appropriate intervention.

C. For Chaperones

1. Together with the assigned learners, attend the safety briefing and participate in the evacuation drill to be conducted at the assigned billeting school and activity venues.
2. Before the event's actual conduct and moving out of the official station, conduct a safety briefing with learners highlighting the emergency procedures and contact points. Establish a buddy system among assigned learners.
3. Accompany/Supervise the learners for the whole duration of the event and should never leave them unattended. During simultaneous sessions where chaperones will have their own activity, the event organizers will assign temporary chaperones for all learners in each session venue; however, chaperones shall still supervise the safe attendance and participation of their assigned learners until their return to their respective billeting schools. If the primary assigned chaperone(s) is/are unable to perform their duties and responsibilities due to medical emergency, injury, illness or other unforeseen circumstances, alternate chaperones shall be designated immediately to take over learner supervision. The transfer of responsibilities shall be properly documented and communicated to all concerned parties to ensure continuous monitoring and safety of learners.
4. Maintain a headcount of your assigned learners. Regularly check that all your assigned learners are present in the expected activity venue, especially during transitions between activities, or in the assigned billeting quarter/school, especially during curfew hours. Report the headcount to the safety and security committee after curfew hours.
5. Communicate the daily itinerary clearly and notify learners promptly about any changes.
6. Keep an open line of communication to share/report important information/updates/incidents with other chaperones, event organizers, and safety and security officers. Follow the ethical sharing/reporting protocols especially when handling confidential cases involving learners. Document and keep detailed records of any

incidents for accountability and future reference. Address all LRP reports and concerns through observance of 5Rs:

- a. Recognize – acknowledgment of the LRP concern raised
 - b. Record – ensure that the Intake Sheet Form is filled up or completion of an Incidental Report
 - c. Respond – Provide immediate intervention such as but not limited to counseling as may be needed, and lead in reactional activities for learner-delegates
 - d. Refer – endorse the LRP complaints to the proper agencies for immediate intervention or assistance
 - e. Report – ensure that all LRP concerns received and addressed are reported to the LRPO and the Learners' Convergence Safety and Security sub-committee on learner protection.
7. Adhere to the DO 55 s. 2013 and DO 40 s. 2012 in relation to the psychological needs of the learners. In cases of child rights and protection concerns and violations, prepare and submit an intake sheet and incident report for appropriate action and intervention.
8. Ensure you have the emergency contact information for each learner, emergency hotlines for the event, and the location of the nearest medical facilities and emergency services.
9. Carry a basic first aid kit and be prepared to handle minor injuries or illnesses. Preferably, chaperones should be trained with the basic life support and first aid, Psychological First Aid (PFA), and Mental Health and Psychosocial Support (MHPSS).
- a. Coordinate with event transportation to ensure timely and safe travel for assigned learners. Accompany learners during transit to maintain supervision and assistance.
 - b. Supervise online activities to prevent exposure to inappropriate content or risky interactions. Teach learners about digital privacy and the potential dangers of oversharing.
 - c. Exercise parental authority and responsibility over the child while under their supervision, instruction, and custody. Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of sporting events and venues.
 - d. Keep them in their company and support, educate, and instruct them by the right precept and good example.
 - e. Give them support, advice and counsel, companionship.
 - f. Enhance, protect, preserve, and always keep them physically and mentally healthy.
 - g. Protect them from bad company and prevent them from acquiring habits detrimental to their health, studies, and morals.
 - h. Represent them in all matters affecting their interests.
 - i. Inculcate the value of respect and obedience.
 - j. Practice positive and non-violent discipline, as may be required under the circumstances; provided, that in no case shall corporal punishment be inflicted upon them.

- k. All incidents and cases shall be reported to the Safety and Security Committee, through channels at the DepEd-Central Office.
- l. Continuously monitor the learners for any potential after-event intervention or needs.

D. Safety and Security Committee (including health, medical, and learners' well-being)

Pre-event:

1. Conduct a thorough risk assessment to identify potential hazards and vulnerabilities specific to the event. Conduct a detailed inspection of the venue and billeting schools to identify potential safety and security risks and ensure all safety measures are in place.
2. Develop comprehensive emergency response and contingency plans that include emergency procedures, evacuation plans, and communication protocols, to handle emergencies and disasters effectively.
3. Set up clearly marked help desks and first aid stations staffed with trained personnel and functional equipment (e.g., two-way radios, megaphones) and supplies.
4. Familiarize yourself with the emergency response plans for fire, medical emergencies, natural hazards, and other critical incidents developed by the Safety and Security Committee and the Local DRRM Office.
5. Know the locations of all exits and evacuation routes. Assist in evacuating learners, chaperones, event organizers, service providers, and other event guests, if necessary.
6. Ensure all Committee members are trained on basic emergency response, including first aid, fire safety, and evacuation procedures and familiar with communication protocols, including the use of radios and emergency contact numbers. Respond promptly to medical emergencies and provide necessary assistance until professional help arrives.
7. Provide a detailed briefing to all staff and volunteers on security procedures, emergency protocols, and their specific roles.

Event proper:

1. Ensure the visible presence of all Committee members to deter potential safety and security threats or hazards. Always conduct yourself with integrity, courtesy, and respect. Always be alert and attentive.
2. Wear the proper uniform and always carry identification.

3. Use clear and concise language. In emergency situations, ensure all instructions are unambiguous.
4. Follow the established protocol for reporting incidents, suspicious activities, and security breaches.
5. Use appropriate radio procedures and codes. Keep communication brief and to the point.
6. Ensure all personnel and visitors wear the LCPH prescribed identification cards and implement access control measures (ID verification). Always verify the identity/check identification cards of all participants, event organizers, service providers, other personnel and visitors before granting access to event venues and billeting schools. Check that they are in the authorized individuals listed in the LCPH Participants Master List.
7. Monitor and control the number of attendees to avoid overcrowding and ensure compliance with venue capacity limits.
8. Ensure all emergency exits are clearly marked, unobstructed, and known to all staff, volunteers, and attendees.
9. Maintain accurate logs of entry and exit of individuals, vehicles, and deliveries.
10. Monitor surveillance systems effectively. Report and document any suspicious activity.
11. Use non-violent methods to de-escalate conflicts whenever possible.
12. Call for backup when a situation is beyond your control or poses a high risk.
13. Respond immediately to incidents. Prioritize safety and security of individuals over property.
14. Document all incidents accurately and in detail. Include time, date, location, and individuals involved.
15. Cooperate with law enforcement and emergency services. Provide them with necessary information and support.
16. Regularly inspect fire safety equipment. Ensure that fire exits are clear and accessible. Be familiar with the locations and usage of fire extinguishers.
17. Conduct and participate in evacuation drills. Ensure all personnel are aware of safety and evacuation procedures.
18. Conduct regular audits of learners' attendance, inspect billeting quarters/rooms, hold debriefing sessions or medical check-ups, and

provide relaxation activities.

19. Ensure that all actions to protect participants are in the child's best interest.

Post-event:

1. Conduct a post-event review to analyze incidents and identify areas for improvement.
2. Review the established feedback mechanism for participants, event organizers, service providers, and other concerned individuals in relation to safety and security aspects of the event.

E. Service Providers

1. Facilitate a pre-departure orientation on learner safety rules.
2. Ensure all service providers wear identifiable uniforms and LCPH prescribed identification cards for easy recognition.
3. Maintain clear communication channels among all service providers and with event organizers.
4. Participate in safety and security and child safeguarding briefing to be conducted by the LCPH Secretariat and sign the Child Safeguarding Acknowledgement Receipt (AR) and receive the prescribed LCPH identification card. No service providers shall be allowed to render service for the event without a signed AR.
5. Participate in regular coordination meetings with event organizers to stay updated on safety protocols and any changes to the event plan.
6. Maintain logs for all incidents, including injuries, equipment malfunctions, and other safety and security concerns.
7. Report any incidents to event security and organizers immediately. Follow clear protocols for reporting incidents, suspicious activities, and emergencies.
8. Participate in a post-evaluation conference to analyze incidents and identify areas for improvement.

For Catering Service Providers

1. Adhere to strict food safety standards, including proper handling, storage, and temperature control of food.
2. Ensure catering staff follow rigorous personal hygiene practices.
3. Prepare a separate menu for individuals with special dietary requirements.
4. Keep the catering area clean and dispose of waste properly to avoid contamination and pests.
5. Equip the catering area with fire extinguishers and train staff in

their use.

For Lighting, Sound, and Visual Operators

1. Regularly inspect all equipment for safety and functionality. Ensure all electrical installations meet safety standards.
2. Follow safe procedures for setting up and tearing down equipment. Use proper lifting techniques and equipment to avoid injuries.
3. Secure and manage cables to prevent tripping hazards. Use cable covers and signage as necessary.
4. Monitor and control sound levels to prevent hearing damage and comply with local noise regulations.
5. Ensure operators are familiar with the venue's emergency protocols and know how to quickly shut down equipment if needed.

For Transport Providers

1. Ensure all vehicles are well-maintained and meet safety standards. Perform pre-trip inspections.
2. Ensure drivers are trained in safe driving practices and emergency response procedures.
3. Provide safety briefings to passengers. Ensure all passengers use seat belts and follow safety instructions.
4. Designate safe and organized areas for pick-up and drop-off to avoid congestion and ensure pedestrian safety.
5. Equip vehicles with first aid kits, fire extinguishers, and emergency contact information.

F. For Learner Convergence Philippines Presenters/Resource Person

1. Presenters shall ensure that the visuals, words, and content presented in the Learner Convergence Philippines are age and developmentally appropriate, and follow the principles of non-discrimination, gender sensitivity, and inclusivity.
2. Presenters will have to acknowledge the diversity of the Learners Convergence Philippines participants and be sensitive about this.
3. If a certain topic discusses violence or any potentially distressing content, a trigger warning shall be placed at the start of the presentation.
4. Presenters shall also pay special attention to their language, ensuring that this is safe for learner participants.
5. All presentation materials should be vetted by the LCPH Program committee.

G. Turn-over of Physical Custody and Family Reunification Guidelines

These guidelines should only be used in the following situations to ensure the safe and orderly reunification of learners with their families, relatives, or authorized individuals:

- a. end of event when learners should be picked up by their parents, guardians, or authorized individuals, or when learners should be dropped off by their chaperones at their respective residences or the nearest strategic safe location;
- b. emergency/unexpected situations especially medical emergencies;
- c. lockdowns due to security threats;
- d. learner's behavior that necessitates their removal from the event for disciplinary reasons;
- e. family emergency or unexpected need arises, requiring a learner to leave the event early;
- f. parental/legal guardian requests to pick up their learner before the scheduled end of the event for personal reasons.

The assigned chaperones shall adhere to the following guidelines and protocols:

1. Inform families about the turnover and reunification process before the event, including the location of the turnover/reunification area and required identification. Ensure continuous communication with families during the event via group chats, text alerts, or other means.
2. Ensure all individuals authorized to pick up learners have valid identification and are listed on the learner's emergency contact and information form. If an (authorized) individual is not listed in the learner's file, verify with the primary contact of the learner before releasing the learner.
3. For medical emergencies, disciplinary issues, or any other unexpected situations requiring the learner's removal from the event or early pick-up/drop-off, contact the parent/guardian immediately and coordinate the quickest way to reunite them with their child. Ensure all necessary medical information and incident reports are communicated clearly and completely to the parents/guardians.
4. Turnover/Reunification process should be done in an established secure area identified and supervised by the event staff (LRPO/Safety and Security personnel). Have the authorized individual sign the turnover/reunification log. Release the learner only after all checks are complete.
5. Maintain a log of all learners being turned over/reunified, including the time, name of the learner, and the individual they were released to.

6. Have consent forms signed by parents/guardians before the event, specifying who is authorized to pick up the learner.
7. In situations where participants get stranded during their travel from and to their official stations, the following protocols shall be observed:
 - a. Participants should report their situation including their locations, the number of stranded DepEd personnel, and learners, and their needs to the Safety and Security Personnel.
 - b. The concerned DRRM Coordinator in the area or responsibility where the stranded participants are located shall coordinate with their respective LGUs to provide basic needs and other resources and support to ensure their safety and well-being until they are permitted by the authorities for safe travels.
 - c. Ensure psychological first aid (PFA) and Mental Health and Psychosocial Support (MHPSS) are available in the turnover/reunification area for learners and families.
 - d. Double-check with the learner's immediate family the safe and completed turnover/reunification process.

ANNEX B

LEARNERS' CONVERGENCE PHILIPPINES 2025

Pre-Work-Activity

INDIVIDUAL SCHOOL-COMMUNITY SITUATIONAL ANALYSIS REPORT

I. Rationale

In preparation for the Learners' Convergence Philippines 2025 ("LearnCon PH 2025"), each learner-participant are required to accomplish a **School-Community Situational Analysis Report** ("SitAn") that reflects the following:

1. the learner-participants' school-community issues, problems, strengths, and good practices;
2. their own informed commentary on how such affect the learner population and other community members;
3. their informed observations on the school-community's existing actions and practices to solve the issues and problems; and
4. their ideas to solve the issues and problems as a learner and community member.

This pre-work shall serve as the learner-participants' reference across the LearnCon PH 2025 workshops (*e.g. simultaneous breakout sessions, Learners' Congress, and Project Pitching Exercise*).

II. Guidelines for Completing the Pre-Work Activity

1. Topic Selection

- a. The learner-participants shall prepare the School-Community Situational Analysis Report based on the following LearnCon Thematic Areas that they are a delegate of:
 - i. Leadership, Governance, and Civic Engagement
 - ii. Health and Well-being
 - iii. Gender and Social Inclusion
 - iv. Climate Action, Environmental Protection, and Agriculture
 - v. Innovation, Entrepreneurship, and Future Readiness
 - vi. Culture, Arts, and Peace
- b. Learner-participants are highly encouraged to write on a topic they deem important, are passionate about, and/or interests them. No personal, academic, or community experience they choose to create a report on is too small or irrelevant.
- c. As such, it is improper for administrators in the Regional Offices, Schools Division Offices, and Schools, and other concerned adults around the learner-participant, to force a topic onto any learner-participant.

PROJECT TITLE

Name of Learner-Participant

Names of School, SDO, and Region

Introduction

Guide Questions

- What is the main problem and what are its negative outcomes? (The problem and its effects)
- What is the context under which the problem arose? (Underlying causes and roots)
- Why is it important to pursue change relative to the problem identified? (Relevance)

Problem Mapping

Guide Questions

- What are the prevalent issues in your school-community?
- How are learners and community members affected by these issues and problems?
- How are the learners and community members within the school-community affected by the problems?
- What causes these issues and problems?

Current Actions and Best Practices

Guide Questions

- What organizations, institutions, or current programs are existing in the community that may help solve the problem?
- What are the current initiatives being undertaken to address the problem?
- Which of the pursued solutions worked and which did not?
- What are the reasons why the pursued solutions did not work?
- How did the learners and community members respond to the pursued solutions?

Ideas to Solve the Problem

Guide Questions

- What ideas can you propose to solve the problem?
- What studies or reports can you share to support that the ideas may work?
- What physical, financial, and/legal supports are needed to realize your ideas?
- How can the members of the school-community help you to realize your ideas to solve the problem?

References

- Aa
- Bb
- Cc

to the LearnCon PH 2025 Secretariat prior to the conduct of the LearnCon PH.

- b. Chaperones and other supervising adults shall encourage accomplishment of the SitAn Report to allow learner-participants to participate in the event with well-informed and grounded opinion on matters concerning them, their fellow learners, and their communities.
- c. Should the Regional Offices, Schools Division Offices, and/or Schools wish to consolidate, analyze, and publish the SitAn Reports for the offices' own reference the said offices shall secure the learner-participants' consent.
- d. In the creation of the learner-participants' SitAn Report, subject-area teacher, club or organization teacher-adviser or mentors, and/or other school administrators are highly encouraged to provide learner-participants with due guidance, protection, and access to relevant information, whenever appropriate and necessary.

III. Utilizing the Report during LearnCon PH 2025

1. A copy of each individual learner's Report should be brought to the LearnCon PH 2025 event venues to serve as a reference during workshop sessions. LearnCon PH facilitators and secretariat shall collect accomplished SitAn Reports in key points during the LearnCon programming, to aid in the course of the sessions.
2. Provided that each SitAn Report is developed based on specific local contexts, learner-participants are highly encouraged to engage in meaningful conversations with their peers in the LearnCon PH, to compare and contrast their findings with others'.
3. By sharing commonalities and differences among the findings in their locality, in addition to cited data and literature, learner-participants are expected to situate better their community context in the larger national and global contexts, to gain a better understanding of the school-community's strengths and weaknesses, and to propose learner-led solutions to address these problems. Such is the main goal of the LearnCon PH 2025.

For questions and/or concerns, field personnel may contact the Bureau of Learner Support Services – Youth Formation Division (BLSS-YFD) through email at blss.yfd@deped.gov.ph

2. Report Completion

- a. In drafting the Report, learner-participants are highly encouraged to:
 - i. Assess their own advocacy and interests within the Thematic Area that they are a delegate of;
 - ii. Gather formal and informal data from fellow learners, teachers in their school, parents, barangay officials and workers, and other community workers that may share grounded insights about the local issues, problems, strengths, and practices. Among others, data-gathering methods could include observations, interviews, historical document analysis.
 - iii. Develop insights and opinion based on own analysis of data.
 - iv. Support insights with global and national studies, literature, reports, and other resources from printed or digital platforms. Learner-participants shall, at all times, practice academic honesty and use proper in-text citation and referencing system.
- b. Learner-participants may choose the length and word count of their SitAn Report, but limiting it to around 3–5 pages is encouraged to avoid any form of distress during the process. Learner-participants may write using any language they are comfortable with and well-versed in.
- c. Existing research, essay, or any academic paper or work developed previously by the learner-participant as a subject-area requirement may be repurposed to aid the creation of the SitAn Report.
- d. A template of the SitAn Report is enclosed with this document to which learner-participants shall adhere to. Guide questions are also provided for reference.
- e. For reference, learner-participants may check policy notes and briefers published by academic, government, and non-government think-tanks, such as, but not limited to the following:
 - i. University of the Philippines Center for Integrative and Development Studies (UP-CIDS) through www.cids.up.edu.ph;
 - ii. Philippine Institute of Development Studies (PIDS) through www.pids.gov.ph;
 - iii. The Second Congressional Commission on Education through <https://cdcom2.gov.ph/>; and
 - iv. IBON Foundation Resources through <https://www.ibon.org/category/resources/>.

3. Adult Supervision and Guidance

- a. This SitAn Report shall not be evaluated through any numerical-based grading system and learner-participants are not required to submit this