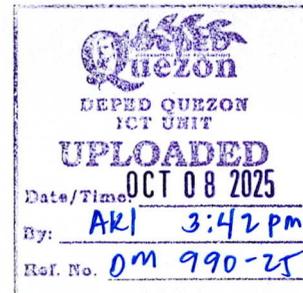




Republic of the Philippines  
**Department of Education**  
Region IV-A  
SCHOOLS DIVISION OF QUEZON PROVINCE



6 October 2025

**DIVISION MEMORANDUM**  
DM No. 990, s. 2025

**IMPLEMENTING GUIDELINES ON THE ACCOMPLISHMENT AND SUBMISSION OF THE  
LEARNER FORMATION INTEGRATED PLAN OF ACTION (LFIPA)**

**To:** Assistant Schools Division Superintendents  
Division Chiefs  
Public Schools District Supervisors  
School Heads In-Charge of Learner Formation  
Elementary and Secondary School Heads  
All Others Concerned

1. In reference to **Division Memorandum No. 724, s. 2025** titled **Utilization and Submission of the Learner Formation Integrated Plan of Action (LFIPA) for School Year 2025-2026**, this Office, through the School Governance and Operations Division – Learner Formation Section (SGOD-LFS), disseminates to all elementary and secondary schools the implementing guidelines in accomplishing and submitting the official unified action plan template for all programs, projects, and activities (PPAs) concerned with learner formation. Only one original hard copy shall be resubmitted within **October 31, 2025 to November 7, 2025** at the SDO Records Unit.
2. All Supreme Elementary Learner Government (SELG) and Supreme Secondary Learner Government (SSLG) advisers are reminded to strictly comply with the guidelines stipulated in Enclosure 1 of this Memorandum.
3. Reference materials to be used can be downloaded through the link **<https://tinyurl.com/LGAdvisersKit>** including the LFIPA, minutes of th meeting and resolution.
4. Immediate dissemination of and strict compliance with this Memorandum are desired.

  
**ROMMEL C. BAUTISTA, CESO V**  
Schools Division Superintendent 

sgod/mamt/10/06/2025  
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Enclosure 1 to DM No. 990, s. 2025

**IMPLEMENTING GUIDELINES ON THE UTILIZATION, ACCOMPLISHMENT, AND  
SUBMISSION FOR APPROVAL OF THE LEARNER FORMATION INTEGRATED  
PLAN OF ACTION (LFIPA)**

**I. RATIONALE**

The streamlining of learner formation programs into a unified action plan is an essential strategy to ensure coherence, alignment, and efficiency in the implementation of learner-centered initiatives across all organizations, including the Supreme Elementary Learner Government (SELG) or Supreme Secondary Learner Government (SSLG), and other co-curricular and extra-curricular clubs and organizations. This initiative addresses the common challenge of fragmented and overlapping activities by integrating all learner formation efforts into a single, well-coordinated framework that supports the Department of Education's mission, vision, core values, and strategic directions.

A unified action plan fosters collaboration among teacher-advisers, student leaders, and stakeholders in the planning, implementation, monitoring, and evaluation of programs, projects, and activities. It provides a clear structure that enhances consistency, resource optimization, and accountability while ensuring that all initiatives contribute to the holistic development of learners. Through this streamlined approach, schools can more effectively nurture responsible, disciplined, and service-oriented student leaders who embody the ideals of *Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa*. Ultimately, this unified system strengthens learner governance and formation as vital components of inclusive and transformative education.

**II. OBJECTIVES**

- Establish a unified and coherent framework that aligns all learner formation programs, including the Learner Government Program, and other clubs and organizations, with the Department of Education's mission, vision, core values, and strategic directions.
- Promote collaboration, coordination, and accountability among teacher-advisers, student leaders, and stakeholders in the planning, implementation, monitoring, and evaluation of learner formation programs, projects, and activities.
- Ensure the holistic development of learners by integrating academic excellence, leadership, social responsibility, and values formation into a comprehensive and streamlined action plan that fosters inclusivity, discipline, and service-oriented citizenship.

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### III. SCOPE

These guidelines shall cover the streamlining and unification of all learner formation programs, projects, and activities implemented within the school. It shall apply to all recognized learners' organizations, including but not limited to the Learner Government (SELG/SSLG), and all co-curricular and extra-curricular clubs, societies, and special interest groups operating under the supervision of the school administration.

The guidelines shall guide teacher-advisers, student officers, and program implementers in aligning their respective plans and activities with the unified learner formation action plan for the school year. It encompasses the processes of initiation, planning, and coordination to ensure that all initiatives contribute to the holistic development of learners and the attainment of DepEd's mission, vision, and core values.

Furthermore, the guidelines shall apply to both elementary and secondary levels and learning delivery modalities within the school, ensuring consistency and inclusivity in promoting leadership, social responsibility, academic excellence, and values formation among all learners.

### IV. PROCEDURES AND SPECIFIC GUIDELINES

#### A. Initiation and Pre-Planning Phase

1. The first step in accomplishing the Learner Formation Integrated Plan of Action (LFIPA) is to establish the school's Coordinating Council. As operationally defined through the Interim Guidelines of the Learner Government Program, the Coordinating Council shall be a body responsible to coordinate the school wide PPAs that require participation and involvement of the learners, provide support mechanisms in the implementation of various PPAs of all recognized clubs and organizations such as but not limited to YES-O, BKD, RCYC, YECS, BSP, GSP, academic clubs, etc., and synchronize PPAs of all recognized clubs and organizations within the school. The Coordinating Council shall be headed by the SELG/SSLG President as Chairperson while the adviser shall be the School Head. It shall be composed of the SELG/SSLG Officers and Presidents of all recognized learners' clubs and organizations in the school.
2. By the first quarter of the school year, the Coordinating Council shall convene through a meeting to facilitate the proposal of programs, projects, and activities which can be included in the LFIPA for implementation within the school year. All agreements and decisions related and relevant to the PPAs of the SELG/SSLG and other clubs and organizations shall be properly documented through official minutes of the meeting of the Coordinating Council and resolution signed by all concerned. The minutes and resolution shall be required as attachment for the approval of the LFIPA in the Schools

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Division Office (SDO). No other attachments shall be included upon submission of the LFIPA for approval.

### B. Planning Phase

1. Once all PPAs are synchronized and shortlisted, the SELG/SSLG officers with the guidance of their teacher-adviser shall start the preparation of the actual LFIPA. The SELG/SSLG shall utilize the official LFIPA template prescribed by the SDO. No alterations shall be done in the header and footer of the template.
2. The SELG/SSLG Officers shall be guided and shall strictly comply with the following rules and procedures in supplying information in each cell, row, or column of the unified action plan:
  - a. Only PPAs related to Learner Government (SELG/SSLG), Youth for Environment in Schools Organization (YES-O), Barkada Kontra Droga/Barkada Kontra Bisyo (BKD/BKB), Red Cross Youth Council (RCYC), Youth Entrepreneurship and Cooperativism in Schools (YECS), Boy Scouts of the Philippines (BSP), Girl Scouts of the Philippines (GSP), Career Guidance Program (CGP), and other clubs and organizations recognized by the school shall be included in the LFIPA.
  - b. DO NOT INCLUDE IN THE LFIPA:
    - For academic or subject area clubs, their PPAs shall be included in the action plan of the concerned subject or learning area to be prepared by the teacher or subject coordinator.
    - For learner rights and protection, all related PPAs to LRP or child protection shall be included in a separate action plan to be prepared by the guidance coordinator/counselor/designate.
    - For school sports clubs, all related PPAs including but not limited to intramurals, trainings, clinics, and other competitions shall be included in a separate action plan to be prepared by the school sports coordinator/facilitator.
    - For educational field trips, as per DepEd Order No. 66, s. 2017, this should be explicitly stated and included in the approved Annual Implementation Plan or AIP.
  - c. Type in the full name of your school at the title part of the LFIPA, use the same formatting. Type also the municipality where the school is located. The introduction and general objectives in the first page of the LFIPA is already provided. Avoid any alterations, insertions, and/or deletions. Keep all provided information as is.

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- d. The second page of the LFIPA is already the third part or the production. It shows a table where various information shall be supplemented. Use the following rules and reminders for guidance:
- The table part of the LFIPA is divided in four core values. Make sure to sort appropriately each PPA accordingly based on the specific objective.
  - Column 1 is for the title of the PPAs. If the title is an acronym, write the title in ALL CAPITAL LETTERS. Then supply the meaning of each letter of the acronym enclosed in parentheses. Example: ABYSS (Accountability of Budget for Youth Societies and Services). If the title is not an acronym, capitalize only the first letter. Example: Kasarinlan, Pagpupugay, Pag-agapay. Do not include statements or descriptions of the PPA after its title in the first column, as the description will be included in the actual PPA proposal and not in the action plan.
  - Column 2 is for the time frame. Be specific in indicating the date or dates to be covered by each PPA. If a PPA is to be implemented year-round, type the first day of the school year – last day of the school year. Example: June 16, 2025 – March 31, 2025. If the PPA is to be implemented in bi-annually, quarterly, or monthly, indicate all specific target dates for implementation. Example: Bi-annual – October 30, 2025 and February 15, 2025; Quarterly – August 1, 2025, November 3, 2025, January 4, 2025, March 1, 2025. If a PPA is to be implemented on a daily or weekly basis, type the first day type the first day of the school year – last day of the school year. Example: June 16, 2025 – March 31, 2025. Words or phrases such as everyday, daily, every other day, every week, every second day of the month, every Friday, and the like will not be accepted.
  - Column 3 is for the venue or platform. The first thing that the SELG/SSLG officers should consider is whether the PPA is in-person or online/virtual. If the PPA shall be implemented in person, the actual location and venue shall be typed in the column. Example: Pag-asa ES Gymnasium, Batobalani ES Covered Court, Araw NHS Audio-Visual Room, Buwan NHS Open Court, Bituin Integrated School Classrooms (for in-school activities). If the location will be outside school premises, the actual address and venue shall be indicated. Example: Sevilla's Farm and Resort, Brgy. Domoit, Lucena City; Isabang Barangay Hall, Brgy. Isabang, Tayabas City. If the PPA shall be implemented online or in a virtual platform, the meeting platform or specific social media account must be stated. Example: Zoom, Google meet, Microsoft Teams, DepEd Tayo Calasiao ES Facebook Page, Masilungan NHS Official Tiktok Account, Tara-tara IS Instagram Account, Paliparan ES

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Youtube Account. In case of a blended modality, both the guidelines for in-person and online PPAs shall be followed and stated for column 3.

- Column 4 is for the specific objectives. State only one specific objective per PPA. The objective should be SMART (Specific, Measurable, Attainable, Realistic, and Time-Bound).
- Column 5 is for the target participants. The target participants should be specific. They should be the actual participants or a beneficiary of a training or program. If all learners shall be the target participants, state Kindergarten to Grade 6 learners (for elementary) and Grade 7 to Grade 12 learners (for secondary). If only select grade levels or sections shall be the target, enumerate or state them specifically in column 5. Example: Grade 3 Carinosa, Grade 7 Special Science Class, Grade 12 HUMSS. For participants or beneficiaries other than the enrolled learners in the school, be specific. Stating “all learners”, “all teachers”, and the like will not be accepted.
- Column 6 is for the budget allocation and its source. Be specific with the allocation amount and its source. Example: Php3,000.00 from MOOE, Php1,000 from PTA Fund, Php500.00 from Canteen Fund. To make a standard format to all, use N/A if there are no funds needed for the PPA. If the PPA shall be funded through donations or income generation, state the specific monetary value and its source. Example: Php1,212.25 from LGU’s Kabuhayan Project, Php336.90 from Sangguniang Kabataan’s Run for a Cause. If there are separate sources of funds for one PPA, state all sources and amount allocated. Example: Php100.00 from Canteen Fund, Php450.00 from PTA Fund, and Php50.00 from School’s Scrap Collection Project.
- Column 7 is for material resources. The material resources should include all specific items that will be used during implementation. Do not use collective nouns such as cleaning materials, vegetables, fruits, learning materials, school items, etc. Enumerate all things needed accordingly. Documentary requirements such as proposals, memos, and the like are not included.
- Column 8 is for human resources. The human resources should include the proponent clubs and organizations’ officers and/or members, the teacher-adviser or program coordinator, the school head (if necessary), and other external stakeholders or partners/collaborators for the PPA implementation. Human resources also include invited guests and resource speakers as needed. Be reminded that learner formation PPAs are all learner-centered. If column 8 states that human resources or the

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proponents are all adults or teachers, the PPA will be rejected because it is teacher-directed and not learner-initiated.

- Column 9 is for the expected outcome and outputs. Outcome is different from output. Outcome is the long-term effect of the PPA once it is implemented. The output is the immediate and tangible result after PPA implementation. They should be stated clearly and separately within this column. Example: Enhanced leadership skills of student leaders (outcome); Trained student leaders on resolution writing (output). If only one of these two is stated in column 9, it will not be accepted.
  - Column 10 is for the success indicator and risk. For the statement of the success indicator, consider the stated output in column 9 and always begin with, “Upon completion of the PPA, it is expected to...” Example: Upon completion of the PPA, it is expected to train 30 student leaders on resolution writing. For the statement of the risk, be specific with giving conditions that could hinder the success of PPA implementation. Example: Weak internet connectivity, Disagreement of parents to participate, Unavailability of funds, etc.
  - Standard Formatting: Long bond paper; Bookman Old Style
- e. The SELG/SSLG, upon completion up to this step, shall print one copy of the LFIPA.
- f. The last page of the LFIPA shall indicate the approval of the LFIPA. Only the seven major officers (President, Vice President, Secretary, Treasurer, Auditor, Public Information Officer, and Protocol Officer) of the SELG/SSLG shall sign under “Prepared by”. Their complete names including middle initials shall be typed in their corresponding positions and they will sign in blue wet ink at the right side of their names. The name of the designated teacher-adviser shall be retyped under “Checked by” while the name of the school head shall be retyped under “Noted by”. No other signatories within the school shall be included.
- g. After the signatures of all concerned are completed, the LFIPA shall be submitted to the District Office.

### C. Pre-Approval Phase

1. Upon completion of the submission of all elementary and secondary schools of their respective LFIPAs, the District School Head In-Charge of Learner Formation shall counter check the accuracy and veracity of the submitted LFIPA as per implementing guidelines. If found to be quality assured, the school head in-charge shall sign his/her initials under the name of the school head.

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2. The district liaison shall collect in one folder all quality assured LFIPAs and process one DTS number for the entire district. LFIPAs which are not quality assured and/or not signed by the District School Head In-Charge of Learner Formation shall not be included in this folder and will not be accepted by the SDO.

#### **D. Approval Phase**

1. All submitted LFIPAs shall be received at the SDO Records Unit. The Records Unit shall forward all documents to the SGOD Office. The Division Learner Formation Focal Person shall check the submitted LFIPAs using the prescribed rubrics.
2. After the evaluation, all LFIPAs which passed the evaluation shall be forwarded to the SGOD Chief, ASDS In-Charge of SGOD, and SDS for approval.
3. Those LFIPAs which will have significant findings will be returned to the records unit.
4. For all approved LFIPAs signed by the SDS, secure the original copy for this will serve as basis for the succeeding project cycle compliances, and other purposes as deemed necessary.

#### **V. MONITORING AND PROVISION OF TECHNICAL ASSISTANCE**

All School Heads In-Charge of Learner Formation shall monitor the submission of all elementary and secondary schools within their respective districts. They must ensure compliance of all concerned in accordance to the prescribed guidelines. The District School Heads In-Charge of Learner Formation shall also provided technical assistance to schools and teacher-advisers as needed.

#### **VI. EFFECTIVITY**

These guidelines shall take effect upon approval and uploading of this Division Memorandum. This document can also be used as reference for the succeeding years of submission of the LFIPA.

*-nothing follows-*

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