



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM
No. 601 , s. 2026

July 29, 2026

**ADDENDUM TO DIVISION MEMORANDUM NO. 590, S. 2026 Implementation
Guidelines on the Curriculum-Embedded Club Framework for EPP, TLE and
TechPro Clubs**

To: Assistant Schools Division Superintendent
Chiefs of Divisions
Public Elementary and Secondary School Heads
All Others Concerned

1. To further strengthen the implementation of Division Memorandum No. 590, s. 2026 and to ensure alignment with the Revised K to 10 Curriculum and the strengthened TechPro programs, the three-term school calendar, and the Department of Education's policy on maximizing instructional time, this Addendum is hereby issued to provide the implementation framework for all EPP, TLE and TechPro learner clubs.

2. The Division recognizes that learner clubs are valuable platforms for experiential learning and skills development. However, club implementation shall not interrupt regular classroom instruction nor diminish the time allotted for curriculum delivery. Accordingly, schools are directed to implement clubs as **curriculum-embedded learning experiences** that reinforce competency acquisition, authentic performance tasks, innovation, entrepreneurship, and community engagement.

2.1 Instruction First Policy

Regular classroom instruction shall always take precedence. Club activities shall **not** be conducted during scheduled instructional periods except when integrated into approved classroom learning activities.

2.2 Curriculum-Embedded Club Implementation

All EPP, TLE and TechPro clubs shall function as co-curricular learning laboratories where learners apply competencies learned in class through authentic projects, demonstrations, innovation activities, entrepreneurship, and community engagement.

2.3 One Activity, Multiple Learning Outcomes

Schools are encouraged to design club activities that simultaneously satisfy:

- curriculum competencies;
- performance tasks;
- employability skills;
- entrepreneurship;
- innovation;
- community service.

This avoids duplication of learner and teacher workloads.

3. FIVE-PHASE DIVISION IMPLEMENTATION FRAMEWORK

Instead of asking schools to conduct weekly club meetings, you can adopt:

Phase I – Organize

Organization, election, and planning.

Phase II – Learn

Focus on classroom instruction.

Phase III – Apply

Implementation of projects.

Phase IV – Showcase

Exhibits, demonstrations, innovation fairs, tourism festivals, entrepreneurship fairs.

Phase V – Sustain

Partnerships, documentation, monitoring, and continuous improvement.

4. IMPLEMENTATION STRATEGIES

Schools are encouraged to utilize existing school calendar activities for the implementation of club projects, including but not limited to:

- school-based exhibits;
- entrepreneurship fairs;
- Brigada Eskwela;
- Gulayan sa Paaralan activities;
- environmental programs;
- National Learning Camp enrichment activities, where applicable;
- career guidance activities;
- innovation fairs;
- designated activity days; and
- approved Saturday enrichment activities in accordance with existing DepEd policies.

4.1 Model 1 - Club Implementation Framework

Term 1 (Weeks 1–10): FOUNDATION

Priority: Classroom instruction only.

Deliver competencies.

Develop basic skills.

Organize clubs only (elect officers, prepare annual plans).

No major club activities.

This protects instructional time.

Term 2 (Weeks 11–20): APPLICATION

Once learners have acquired competencies, clubs become the venue where learners **practice** what they learned.

Examples:

Agriculture

School garden
Composting
Ube production

ICT

Coding competition
Multimedia production

Home Economics

School bakery
Nutrition campaign

Industrial Arts

School repair projects
Fabrication

Tourism

Heritage tours
Communication activities
Notice that these are **curriculum outputs**, not extracurricular activities.

Term 3 (Weeks 21–30): SHOWCASE

Instead of examinations only, clubs become the venue for

- exhibits
- demonstrations
- skills olympics
- entrepreneurship fairs
- tourism festivals
- innovation expos
- community extension

This becomes the learners' authentic performance assessment.

Model 2 – Club Implementation Framework

Using the **10-day non-instructional/activity window** already provided in the school calendar. Rather than filling those days with unrelated activities, schools may designate some of them as **Club Implementation Days**.

Example

Day 1
Organization

Day 2
Planning

Day 3
Skills Workshop

Day 4
Project Implementation

Day 5
Community Activity

Day 6
Exhibit Preparation

Day 7
Skills Competition

Day 8
Innovation Showcase

Day 9
Reflection

Day 10
Recognition

Thus, there is **no interruption of regular classes**.

Model 3 – Club Implementation Framework

Instead of every Friday = Club Day (which interrupts classes), "**Project Saturdays**" once every month or once every term. Teachers already receive service credits for approved Saturday activities. This gives uninterrupted time.

5. MONITORING

In the conduct of monitoring, technical assistance, and evaluation, emphasis shall be placed on the quality and impact of club implementation rather than on compliance indicators such as the frequency or number of club meetings conducted. Monitoring shall focus on the extent to which club activities contribute to learners' competency development, the quality and relevance of learner outputs and performance tasks, authentic application of technical knowledge and skills, creativity and innovation, entrepreneurship, communication and collaboration skills, community engagement, and the development of employability skills consistent with the goals of the EPP, TLE and TechPro curriculum. School Heads and teacher-advisers are therefore encouraged to document learner portfolios, project outputs, demonstrations, innovations, and other tangible evidence of learning that reflect the successful integration of club activities into curriculum implementation.

6. *The Schools Division of Tagbilaran City adopts the principle that learner clubs shall serve as curriculum-embedded learning laboratories designed to strengthen competency development through authentic application. Accordingly, classroom instruction shall remain uninterrupted, and club activities shall be integrated into curriculum implementation, performance assessment, project-based learning, entrepreneurship, innovation, and community engagement.*

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

WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent

WDB/JAAL/CID/JTB/jcb