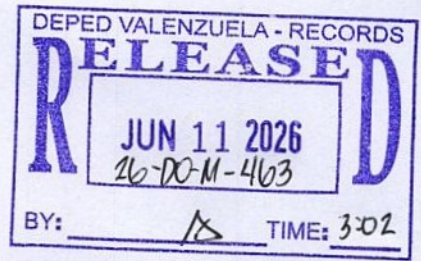




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Republic of the Philippines
Department of Education
 NATIONAL CAPITAL REGION
 SCHOOLS DIVISION OFFICE OF CITY OF VALENZUELA



**Office of the Schools Division
 Superintendent**

DIVISION MEMORANDUM

No. 0469 s. 2026

**GUIDELINES ON THE NATIONAL IMPLEMENTATION OF LEARNER RIGHTS
 AND PROTECTION (LRP) ON WHEELS**

To: OIC – Assistant Schools Division Superintendent
 Chief Education Supervisors – SGOD and CID
 Public School District Supervisors and Education Program Supervisors
 Public Elementary and Secondary School Heads
 All Others Concerned

1. For information and guidance of all concerned, attached is Memorandum OUGOPS-2026-01-10-08118, dated June 08, 2026 from Malcolm S. Garma, Undersecretary for Governance and Operations, Department of Education, regarding the above-captured subject, content of which is self-explanatory.
2. Particular attention is invited to paragraph nos. 1 to 6 of said memorandum, for reference.
3. For more information, kindly contact BLSS-LRPD through email at lrpo@deped.gov.ph or (02) 8638-1782.
4. Immediate dissemination and compliance to this memorandum is desired.

NOEL D. BAGANO
 Schools Division Superintendent

Encl.: As stated
 References: None
 To be indicated in the Perpetual Index
 under the following subjects:
LRP
 WINA/YFD-LEARNERRIGHTSANDPROTECTIONONWHEELS
 _____ / June 08, 2026

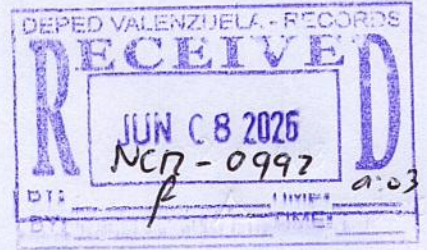


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


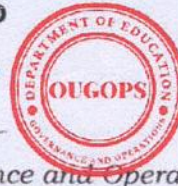
OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

MEMORANDUM

OM-OUOPS- 2026-11-01826

TO : REGIONAL DIRECTORS
 SCHOOLS DIVISION SUPERINTENDENTS
 SCHOOL DISTRICT SUPERVISORS
 SCHOOL HEADS
 REGIONAL/DIVISION LRP FOCAL PERSONNEL
 ALL OTHERS CONCERNED

FROM : MALCOLM S. GARMA 
 Undersecretary for Governance and Operations



SUBJECT : GUIDELINES ON THE NATIONAL IMPLEMENTATION OF
 LEARNER RIGHTS AND PROTECTION (LRP) ON
 WHEELS

DATE : May 14, 2026

In line with the Department of Education’s (DepEd) commitment to zero-tolerance policy against all forms of abuse, violence, neglect, exploitation, and bullying¹ in schools and consistent with DepEd’s principle in ensuring safe and learning environments for our learners², this Memorandum is issued in support of this year’s national implementation of the Learner Rights and Protection (LRP) on Wheels with the theme “*Tara, Aral: Ligtas na Paaralan, Bullying Wakasan.*”

In 2024, the implementation of LRP on Wheels is designed to bring learner rights awareness and protection services closer to learners in every region, particularly during the opening of the school year. This initiative aims to inform and capacitate learners by enhancing their understanding of their rights and co-equal duties, encouraging help-seeking behavior, and strengthening access to reporting and referral mechanisms for all LRP concerns.

This year’s theme shall uphold the essential role of learners in addressing bullying and violence in schools. There will be short and key stage-appropriate discussions which shall be assessed through a learner-led interactive and engaging activity, which guidelines are provided on the attached concept note.

¹ DepEd Order No. 40, s. 2012 or the DepEd Child Protection Policy

² DepEd Order No. 006, s. 2026 or the Guidelines on Ensuring a Safe and Motivating Learning Environment



In support thereof, this Office submits this Memorandum addressed to all Regional Offices to operationalize the national implementation of the 2026 LRP on Wheels, preferably during the Opening Block of the School Year 2026-2027.

All materials needed on the conduct of the activity shall be accessed through the link and QR code below:



<https://tinyurl.com/k9thpmj8>

In relation to the printing and production of various materials needed for the conduct of the program, Regional Offices are reminded that procurement of mascots is not mandatory.

Additionally, to ensure the proper monitoring, reporting, and evaluation of the conduct of the LRP on Wheels³, all Regional Focal Personnel are requested to submit a narrative/activity report of which the template is attached to this memorandum as Annex B.

For clarification/s you may reach the BLSS-LRPD through email at lrpo@deped.gov.ph or (02) 8638-1782.

For compliance.

Thank you very much.

[BLSS-LRPD\LRES]

³ As compliance to DM-OUGOPS-2026-11-00332 or the Guidelines on the Utilization of the Program Support Funds to the Regional Offices for the Implementation of Learner Rights and Protection (LRP) Programs, Projects, and Activities under FY 2026



Republika ng Pilipinas
Department of Education
LEARNER RIGHTS AND PROTECTION DIVISION

CONCEPT NOTE

LEARNER RIGHTS AND PROTECTION ON WHEELS 2026

THEME: Tara, Aral: Ligtas na Paaralan, Bullying Wakasan!

I. Rationale

The Bureau of Learner Support Services–Learner Rights and Protection Division (BLSS–LRPD) proposes the continued implementation of Learner Rights and Protection (LRP) on Wheels, a national initiative that promotes awareness of learners' rights and protection, as well as DepEd's services directly to schools through regional mobile caravans.

This initiative operationalizes DepEd's zero-tolerance policy against all forms of abuse, violence, neglect, discrimination, and bullying, while further strengthening school-based reporting and referral mechanisms.

For this year's LRP on Wheels, the program will focus on addressing bullying, in line with the Revised Implementing Rules and Regulations (IRR) of the Anti-Bullying Act of 2013, particularly Section 3a. *Promoting safe learning environments which ensure that educational institutions are free from bullying and violence and fosters an atmosphere that is conducive to learning.*

This policy emphasizes the adoption of proactive and preventive measures, as well as timely and appropriate responses to bullying incidents, thereby reinforcing safe and protective learning environments in all schools.

For the 2026 LRP on Wheels, the following activities are proposed to be conducted:

- a. Implementation of Session on Bullying Prevention
- b. Conduct of a Learner-led Activity entitled "**BYAHE: Bullying-free Youth Action for Healthy Environment**"

II. Objectives

The program aims to:

- Equip learners with essential protective skills to recognize risks, maintain personal safety, and seek help from appropriate authorities.



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- Encourage compassionate, respectful, and culturally appropriate behavior among students to strengthen positive relationships in school.
- Support the development of safe, inclusive, and values-based school environments.
- Increase learner awareness of school-based support systems such as counseling services, child protection units, and reporting mechanisms.
- Strengthen learner-led activity in connection with preventive mechanisms utilized by schools.

III. Participants

2026 LRP on Wheels will be conducted in all regions, participated in by:

- Learners
- Teaching and non-teaching personnel
- Parents and other stakeholders

All related activities shall be conducted within the school premises to ensure learner safety and preferably implemented within the **opening block of the school year** 2026-2027 in adherence to the issuance of DepEd Order No. 009, s. 2026.¹

IV. Proposed Program Schedule

The opening program shall be conducted in a plenary session with the participation of teachers, parents, and other stakeholders. This shall be followed by activities facilitated by SELG/SSLG Presidents guided by the Learner Formation Officers/LRP Focals/Teacher-Advisers.

For guidance on the sequence of activities, kindly refer to the suggested program matrix below. Regional Offices, Schools Division Offices, and/or schools may modify the program flow in consideration of their local context, provided that the prescribed topics for discussion are strictly adhered to.

Date	Venue	Proposed Activity	Tasking
*June 8-12, 2026 (Preferably during Opening Block of SY 2026-2027)	Schools	2026 Learner Rights and Protection (LRP) on Wheels Tara Aral: Ligtas na Paaralan, Bullying Wakasan	BLSS-LRPD and Regional Office Technical Working Group

¹ DepEd Order No. 009, s. 2026 or the Guidelines on the Implementation of the Three-Term School Calendar in Basic Education



Suggested Program Matrix			
Duration	Activity	Person-in-Charge	Participants
A. Opening Program			
15 minutes	Parade of the LRP on Wheels Mobile Caravan	School Head and/or School/Division/Regional LRP Focal Person/ Stakeholders	
15 mins	Opening Program Preliminaries <ul style="list-style-type: none"> • National Anthem • Prayer • DepEd Quality Policy • Message: RD/SDS/RLRP Focal/ SH • Photo Opportunity 	School Head and/or School/Division/Regional LRP Focal Person	Teachers / Non-Teaching Personnel / Learners / Parents / Stakeholders
B. Session Discussion			
30 minutes	Presentation of Data on Bullying Cases for SY 2025-2026 Overview of PPAs Conducted, Interventions and Plans for SY 2026-2027	LRP Focal / School Head	
1 hour and 30 minutes	Discussion on the IRR of RA No. 10627 otherwise known the Anti-Bullying Act of 2013	Local PNP Personnel / LCPC / School Head / School/Division/Regional LRP Focal	Teachers / Non-Teaching Personnel / Learners / Parents / Stakeholders

C. Learner-led Activity			
50 minutes	Implementation of the Learner-led Session on Bullying Prevention	Homeroom Guidance Adviser/Teacher	Learners

V. Implementation of Learner-Led Activities

Materials may be accessed through the link provided below.



<https://tinyurl.com/k9thpmj8>

Teachers, however, are encouraged to adopt or contextualize the printed materials according to the needs of their respective activities.

Notwithstanding such adaptations, the prescribed content and sequence of sessions must be strictly followed to ensure consistency of key messages from the Central Office down to the learners.

VI. Proposed Program Components for a Learner-led Activity

The program shall be implemented under the theme **“BYAHE: Bullying-free Youth Action for Healthy Environment”** designed to promote active participation of learners through engaging and interactive activities.

A suggested concept for the activity is the use of an airport, seaport, or transport terminal setting, symbolizing a “journey of learning” toward safety and protection in schools. This may incorporate various modes of transportation (air, land, or sea) as part of the learning experience.

Schools may modify or contextualize this concept in accordance with their local setting and available resources, provided that the core objective of promoting learners’ awareness of safety and protection in schools is effectively conveyed.

The Learner-Led Sessions on Bullying Prevention will be simultaneously launched across all schools. This discussion aims to:



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- Raise awareness on bullying and its impact
- Promote kindness, empathy, and respect among learners
- Encourage help-seeking behaviors
- Reinforce learners' shared responsibility in maintaining safe, inclusive, and supportive classrooms

Following this, learners will be given a passport/ship ticket/bus ticket and a small luggage to hold all the learning materials from their travels.

The Core Destination: Learners' Rights, Protection, and Accountability

(Assessment of the effectivity and understanding of the Learner-Led Activities)

- **Destination 1: The Journey to Learners' Rights and their Co-Equal Responsibilities:** An activity where learners identify their corresponding responsibilities on the provided sets of rights, engaging learners to become both right respecters and advocates, through a game called **"Route Connect."**

Game Mechanics:

1. On the set of rights posted on the board, learner-participants shall find the corresponding puzzle piece (responsibility) and place it on the puzzle part correctly.
2. Learner-participants shall briefly explain how they were able to identify the correct corresponding responsibility.

Note to the Facilitator:

1. The set of rights shall be posted on the board before the activity starts. The facilitator may introduce the activity by saying, *"All learners have rights and coequal duties. In this activity, you are going to identify those corresponding responsibilities by completing the puzzle pieces posted on the board"*.
2. After completing the activity, the facilitator shall encourage learners to briefly explain how they were able to identify the correct corresponding responsibilities and finally put a stamp on **Destination 1** in their passports / travel booklets.

Materials Needed:

1. Printed puzzle pieces with rights and duties.

- **Destination 2: Detecting Harmful Behaviors:** A simulation focused on identifying whether an act constitutes bullying, engaging learners to assess the effect of these harmful behaviors on others and themselves, and developing help-seeking behaviors.

Mechanics:

1. The facilitator will post 2-3 written scenarios related to bullying and unsafe online or offline behaviors.
2. After each scenario, learners will raise the "Happy Face" card if they think the behavior shown promotes kindness and safety, and the "Frown Face" card if they think the behavior is harmful or unsafe.
3. After the raising of cards, the facilitator will ask the learners:
 - a. What did you notice in the scenario/situation?
 - b. What harmful behaviors were depicted in the scenario?
 - c. What should you do if you experience or witness this situation?

4. The facilitator will process the learners' answers by explaining:
 - a. Types of bullying (physical, verbal, social, emotional, cyberbullying)
 - b. Unsafe behaviors online and offline
 - c. Importance of empathy and kindness
 - d. Proper help-seeking behaviors and trusted adults they may approach for support

Note to the Facilitator:

1. Carefully facilitate the discussion using age-appropriate language.
2. Ensure that learners feel safe while sharing their thoughts.
3. Clarify and provide further descriptions and examples of the different types of bullying and harmful behaviors.
4. Encourage help-seeking behavior but avoid requiring learners to disclose personal experiences in front of the class.

Materials Needed:

1. Happy Face/Frown Face meta cards
2. Cartolina/Manila Paper for the scenarios

- **Destination 3: Signal for Safety:** Simulation on possible scenarios of LRP concerns, particularly on bullying and violence, focusing on how a learner should respond using the colors Red (Stop), Yellow (Assess), and Green (Report).

Mechanics:

1. The facilitator will post 2-3 written scenarios involving bullying, violence, discrimination, or unsafe online behavior.
2. After each scenario, learners will identify the appropriate response using the color signals:
 - a. Red (Stop) - Identify behaviors that are harmful or should immediately be stopped.
 - b. Yellow (Assess) - Encourage learners to think carefully about the situation, identify risks, and decide what actions should be taken.
 - c. Green (Report) - Identify trusted adults and proper reporting channels where they can seek help or report concerns.
3. Ask the learners to raise colored flags/cards representing their chosen response.
4. The facilitator will process the learners' answers by discussing:
 - a. Why is the behavior harmful or unsafe?
 - b. How to respond to the situations safely and responsibly
 - c. Importance of being an Upstander
 - d. Appropriate reporting mechanisms in schools and even at home.

Note to the Facilitator:

1. Ensure that all discussions are conducted using child-friendly and age-appropriate language.
2. Avoid graphic examples or scenarios that may distress learners.
3. Remind learners to avoid directly intervening in dangerous situations without adult assistance.

Materials Needed:

1. Red, Yellow, and Green meta cards/flags
2. Cartolina/Manila Paper for the scenarios

➤ **Destination 4: Final Approach: A Pledge to becoming an Upstander:**

Learners are encouraged to make a difference in their school community by becoming an upstander, encouraging leadership, empathy, and compassion, highlighting their co-equal duty and responsibility as learners, in creating a safe learning environment.

Activity Mechanics:

1. Learners will be divided into five (5) groups.
2. Each group will work collaboratively to create /compose lines or statements for School Anti-Bullying Pledge based on their assigned topic.
3. The learners are given 5-10 mins to discuss their ideas within the group and compose clear, meaningful, and positive statements.
**for Key Stage 1-3 simple but meaningful sentences will do.*
4. Each group shall nominate a presenter and the group's output to the class.

Group Task

	Topic	What to do
Group 1	Bullying Awareness	Write two to three (2-3) statements that promote awareness and understanding of bullying, its effects, and the importance of kindness and respect. <i>Sample statement: We pledge to be respectful and kind to others.</i>
Group 2	Detecting Harmful Behaviors	Compose two to three (2-3) statements recognizing harmful behaviors, warning signs or actions that may hurt others. <i>Sample statement: We will not tolerate any forms of bullying to anyone</i>
Group 3	Reporting Mechanisms	Create statements encouraging learners to report bullying incidents to trusted adults/school personnel. <i>Sample statement: We will speak up and tell our teachers when bullying happens.</i>
Group 4	Becoming an Upstander	Draft statements on how learners can support victims, stand up



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		<p>against bullying and promote a safe and inclusive school environment.</p> <p><i>Sample statement:</i> <i>We commit to help create a safe and friendly school environment at all times.</i></p>
--	--	--

5. Group 5 will consolidate the outputs into one final class pledge. (statements above are consolidated)

Sample Pledge:

School Anti-Bullying Pledge

We pledge to be respectful and kind to others.
We will not tolerate any forms of bullying to anyone.
We will speak up and tell our teachers when bullying happens.
We commit to helping create a safe and friendly school environment at all times.

Note to the Facilitator:

1. Guide learners to compose sentences anchored to the topics given to them.
2. Encourage learners to use respectful and learner-friendly language.
3. Use rubrics to acknowledge learners' efforts.

Materials Needed:

1. Markers
2. cartolina/manila paper
3. crayons (Key Stages 1 - 3)

Learner-participants' passports/tickets shall be stamped once they have successfully completed the activities on each destination.

VII. Statement of Resources

The LRPD has downloaded funds to the Regional Offices for FY 2026 under the Child Protection Program line item, specifically for the conduct of the LRP on Wheels. Further, the BLSS-LRPD has allocated funds under current funds with code: **AC-26-LRPO-CPP-005**, amounting to Php 80,000.00 per region

The allocated funds shall ensure that more schools, learners, and personnel will be reached, as well as the printing and distribution of IEC materials at the school level.

VIII. Monitoring and Evaluation

To ensure proper monitoring, reporting, and evaluation of the conduct of this program, all Regional Focal Personnel are requested to submit a narrative/activity report using the template attached to this Concept Note and also available through the provided Google Drive link.



Additionally, the number of learners reached during the classroom-based session on bullying prevention must be reported through the following link: <https://tinyurl.com/4k8f5yam> . This link must be accessed only by the **Regional Focal Person** and shall be submitted fifteen (15) days after the completion of the program.

[BLSS-LRPD/ASPR]



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ANNEX B

TITLE OF ACTIVITY	DATE/TIME	PLACE/VENUE

DETAILS OF ACTIVITY	
I. Overview/Brief Background:	
II. Objective:	
III. Highlights of Activities:	
IV. Outputs of the Activity	
V. Recommendations / Relevant applications in DepEd	
VI. Requested Actions (if any):	
VII. Monitoring and Evaluation (Specific Data)	

Total Number of Participants:

Name	Designation	Name of School	Year/s of service as CPC Member

VIII. Attachments (Check if Applicable)

Available	Photos
Available	PowerPoint Presentations
Available	Brochures / Toolkit
Available	Workshop/Activity Method
Available	Program of Activity
Available	Attendance Sheet
Others (Please Specify)	Kindly attached the acknowledgement Receipt

Prepared by:

Approved by:

LRP Focal Person_____
Regional Director

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9 Safer 9 SCHOOLS AHEAD ✈️



Name:

Grade:

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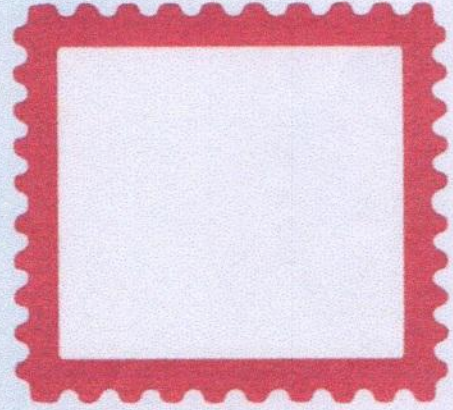


LRP on Wheels Safer Schools Ahead

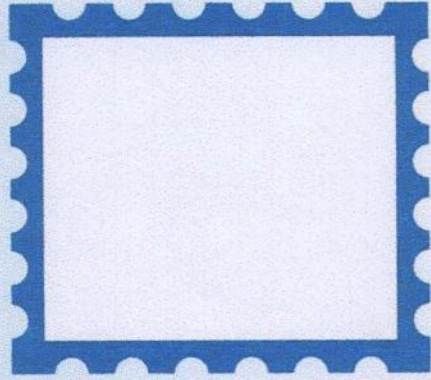
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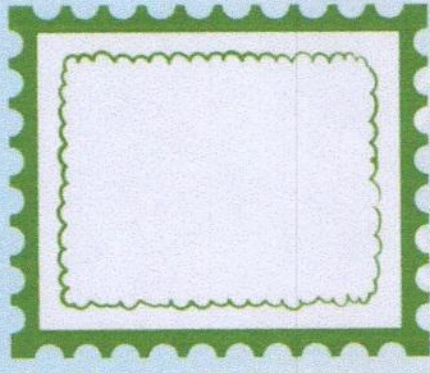
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Destination 3

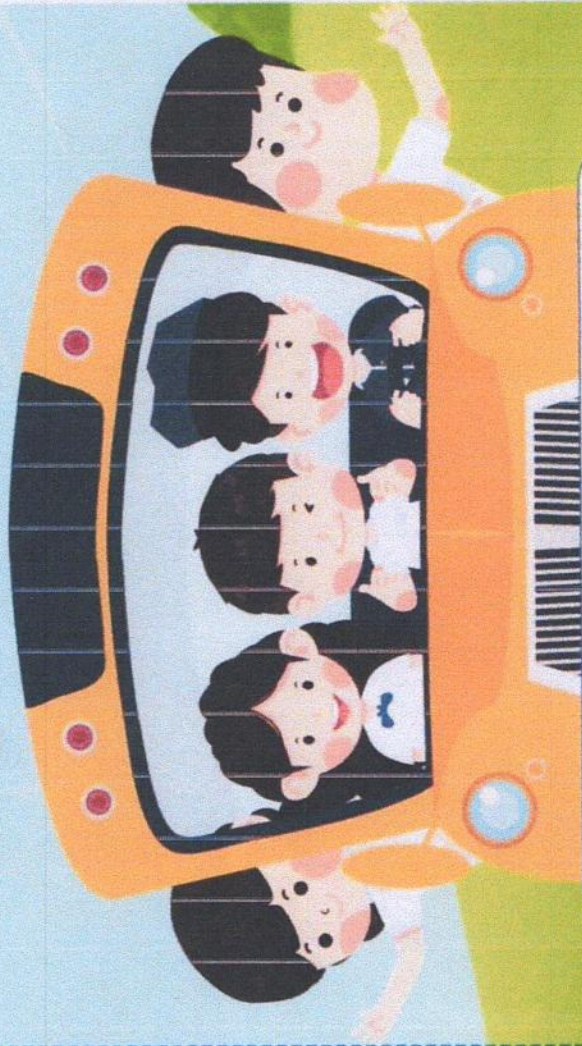


Destination 4





SCHOOLS SAHEAD



Name:

Grade:



DepEd Learner Rights and Protection Division

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LRP ON WHEELS

SAFER SCHOOLS AHEAD

DESTINATION 1

DESTINATION 3

DESTINATION 4

DESTINATION 2





SCHOOL'S AHEAD



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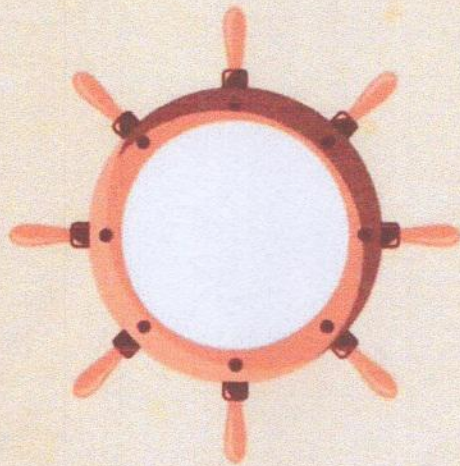
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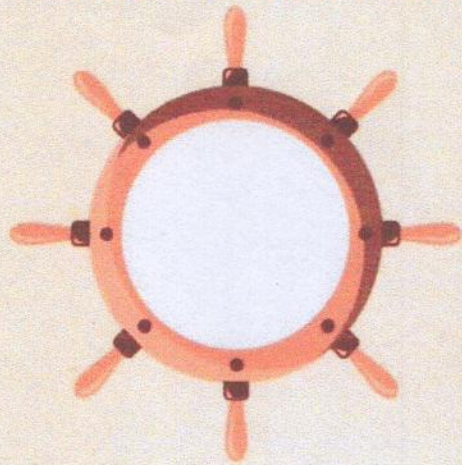
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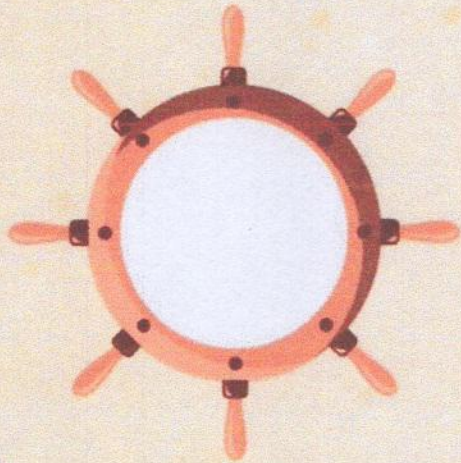
Safer Schools Ahead



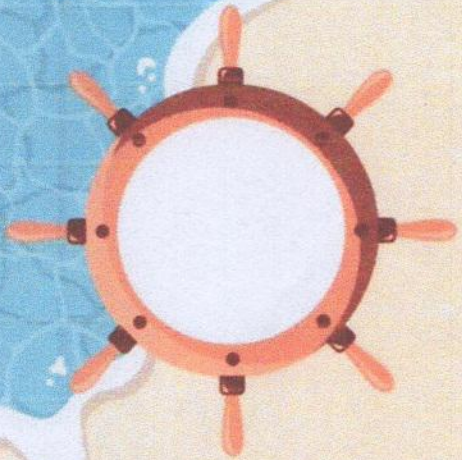
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Destination 2

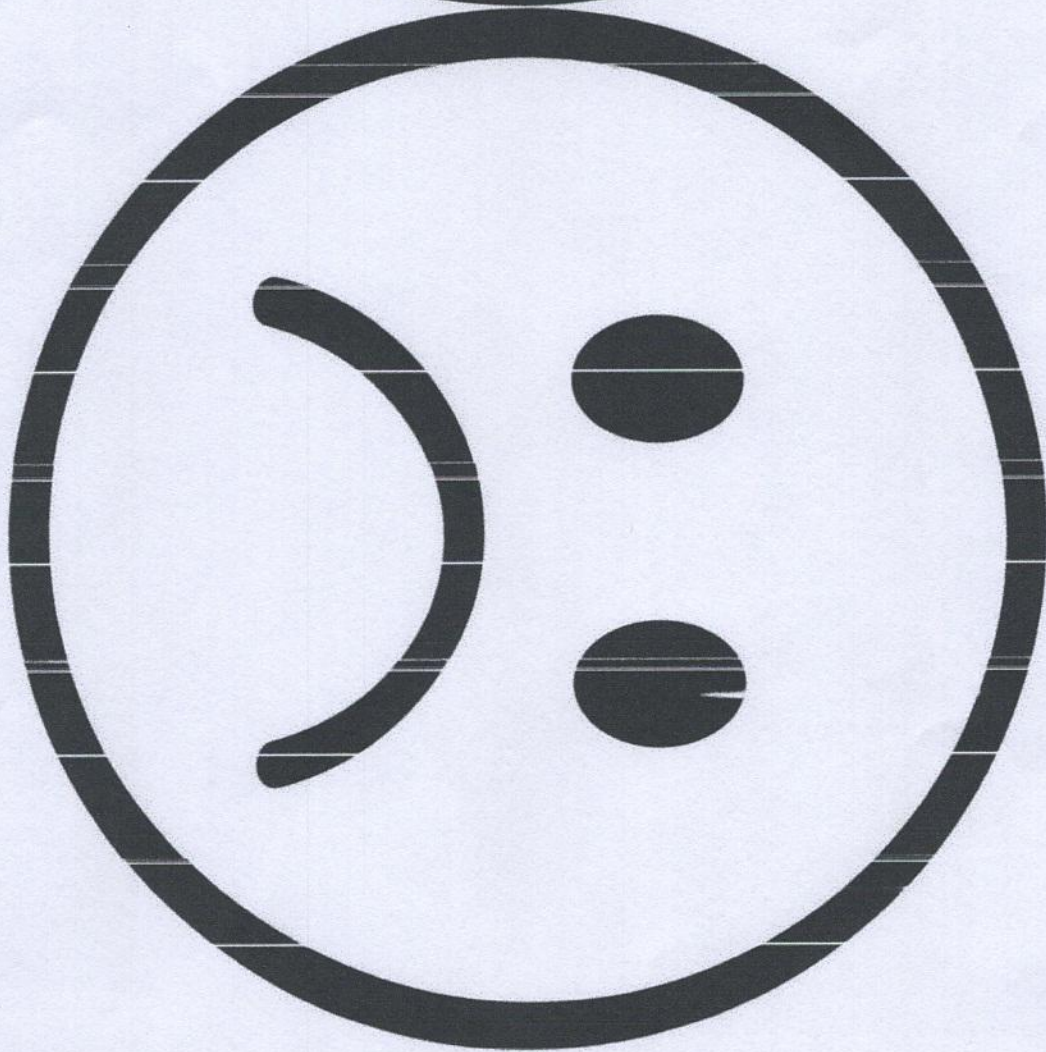
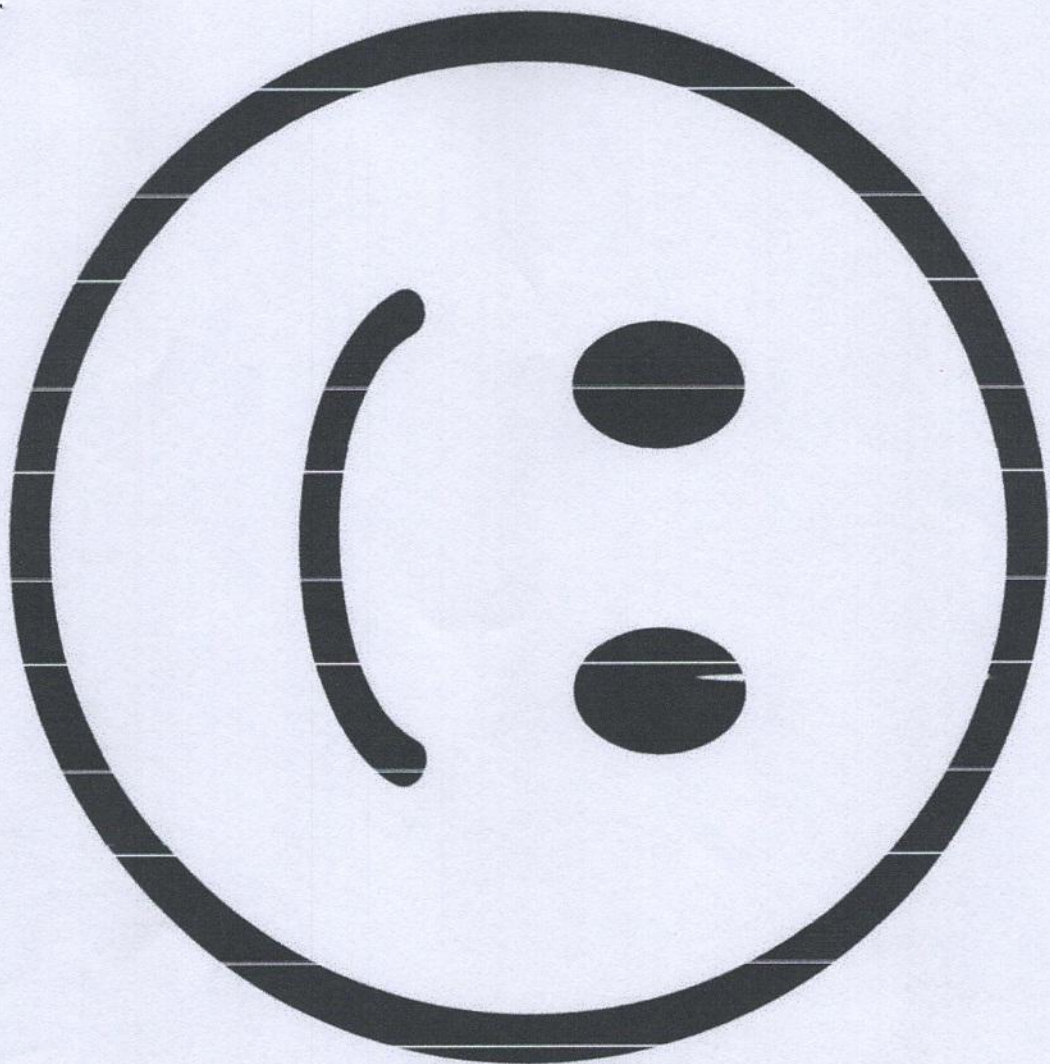


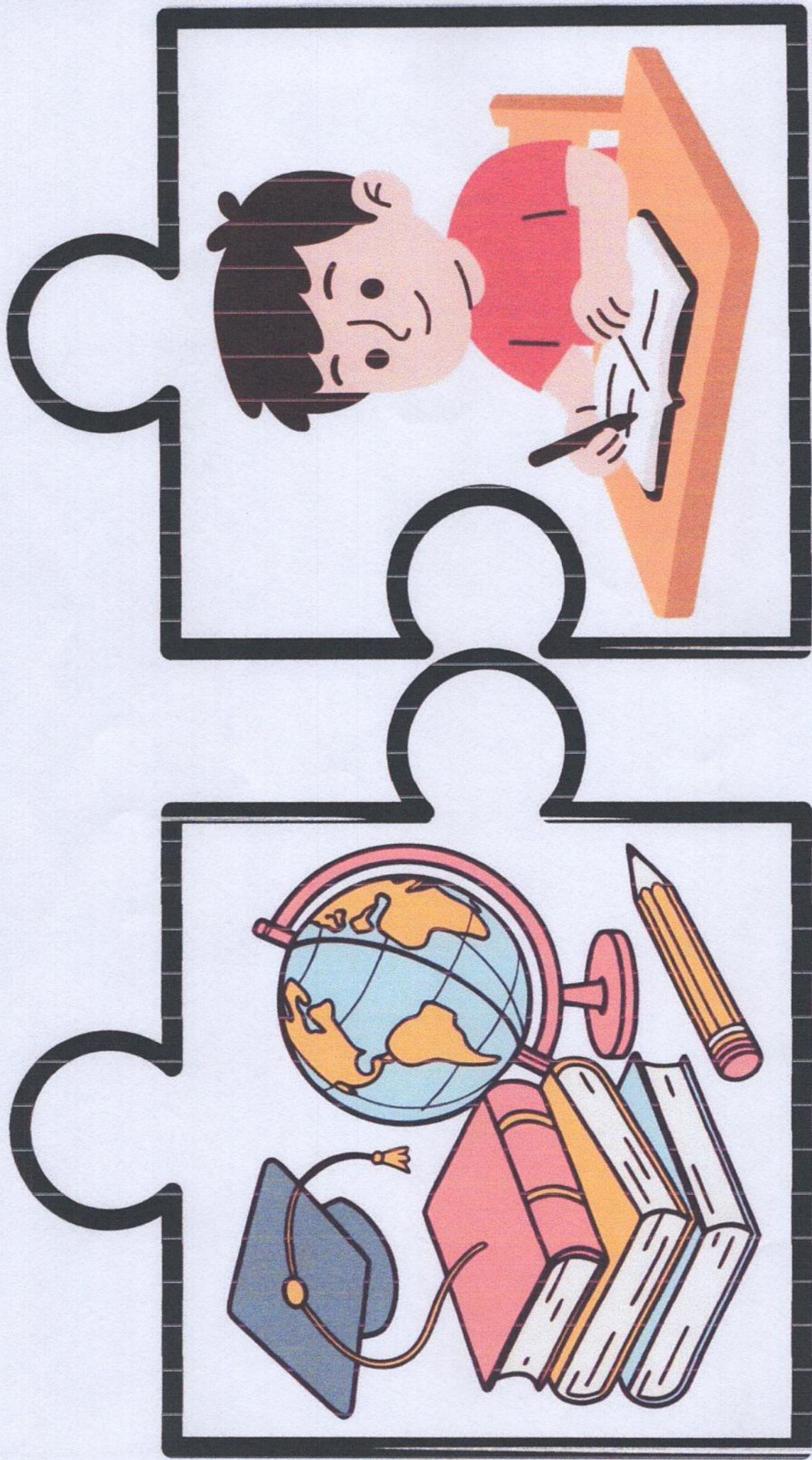
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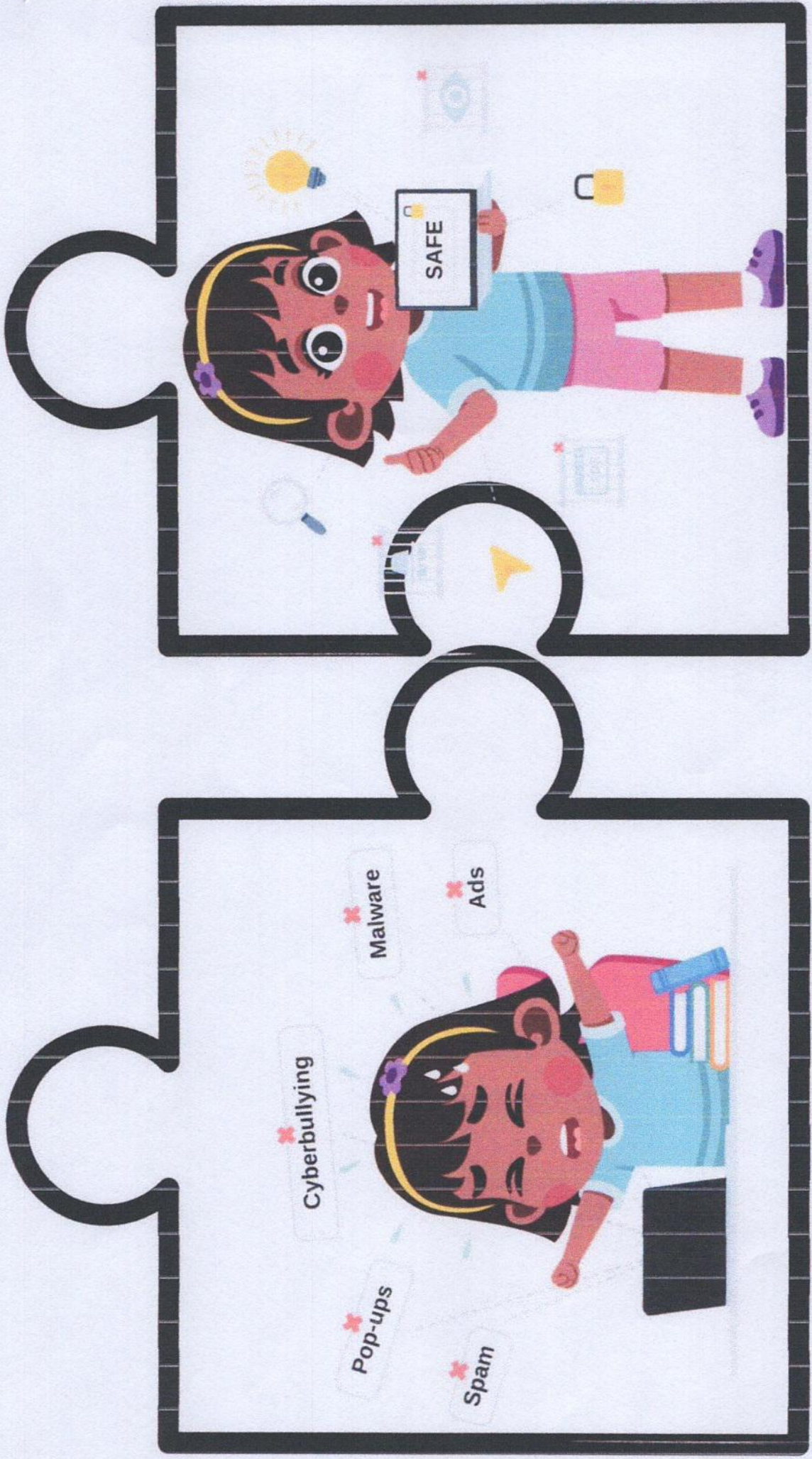
Destination 4



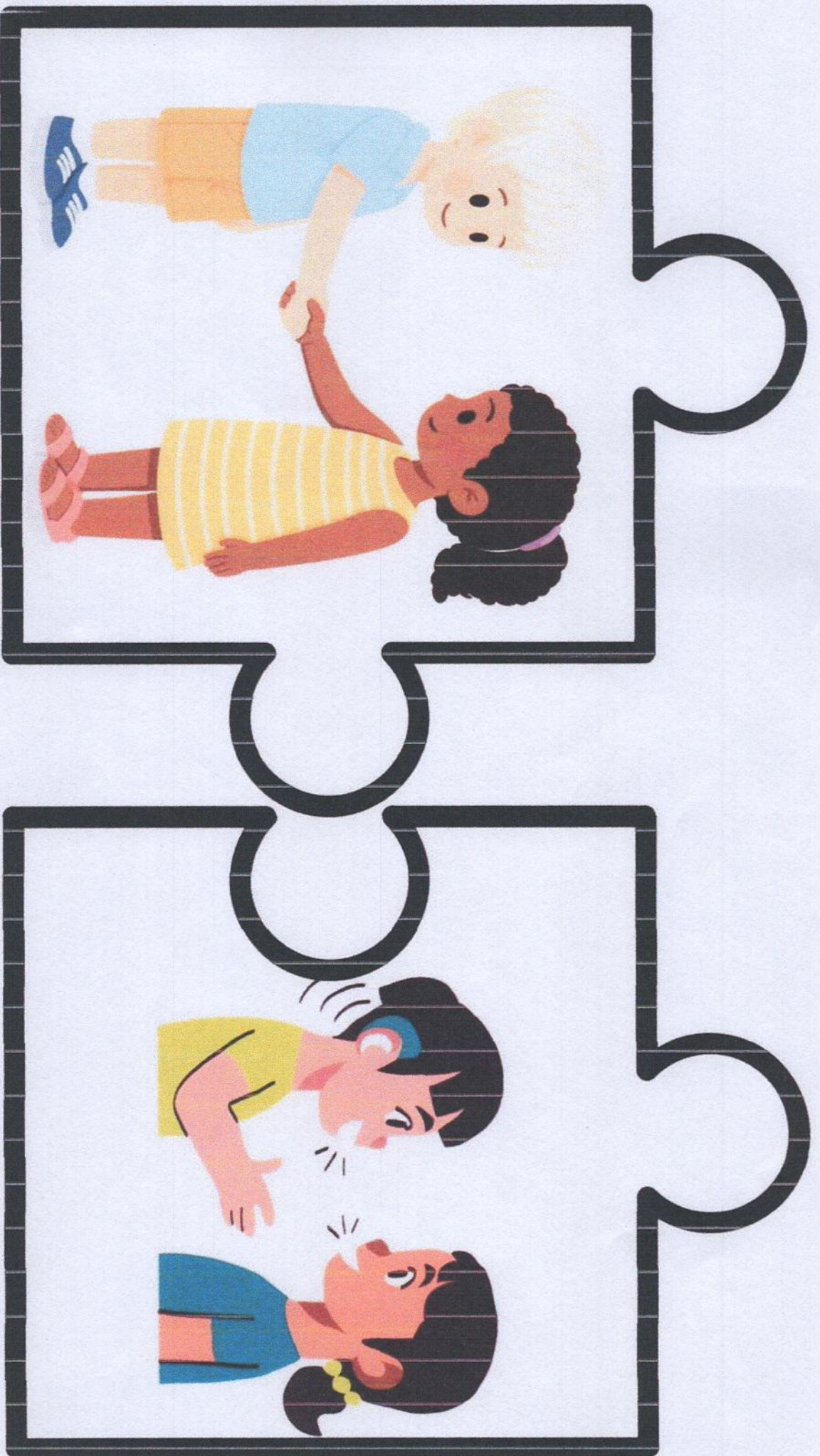




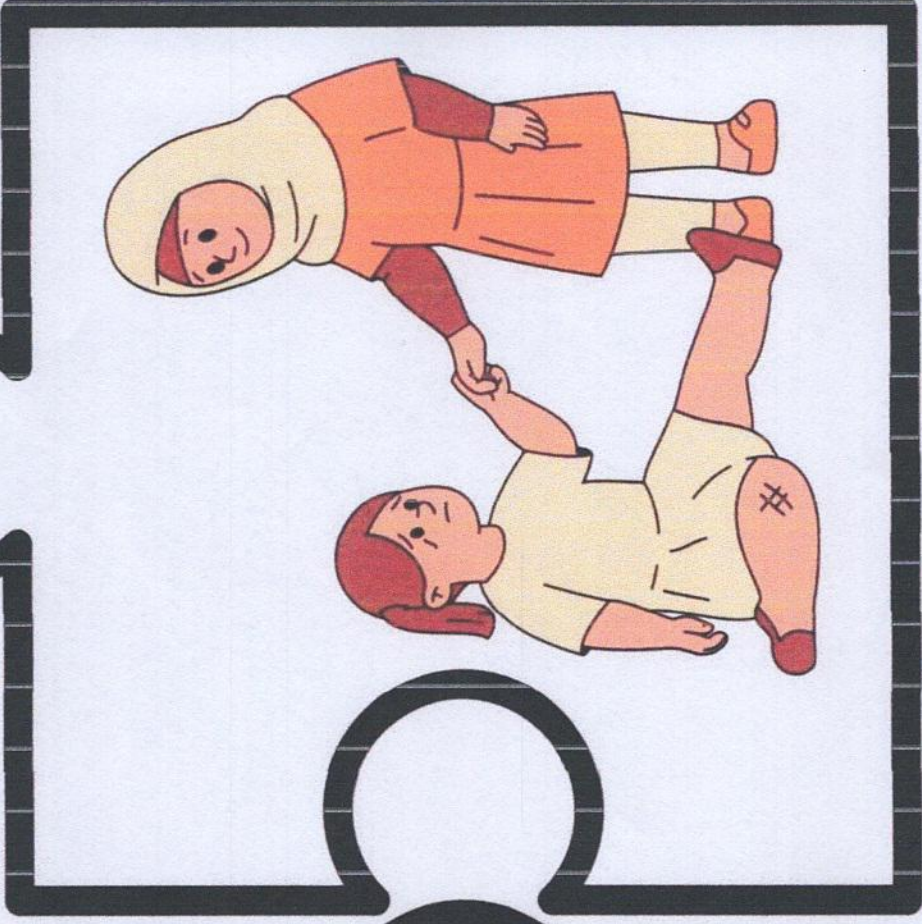
Every child has the right to access quality and inclusive education. Every child has a duty to study diligently, value learning, develop their potential and use their talents to contribute to nation-building.



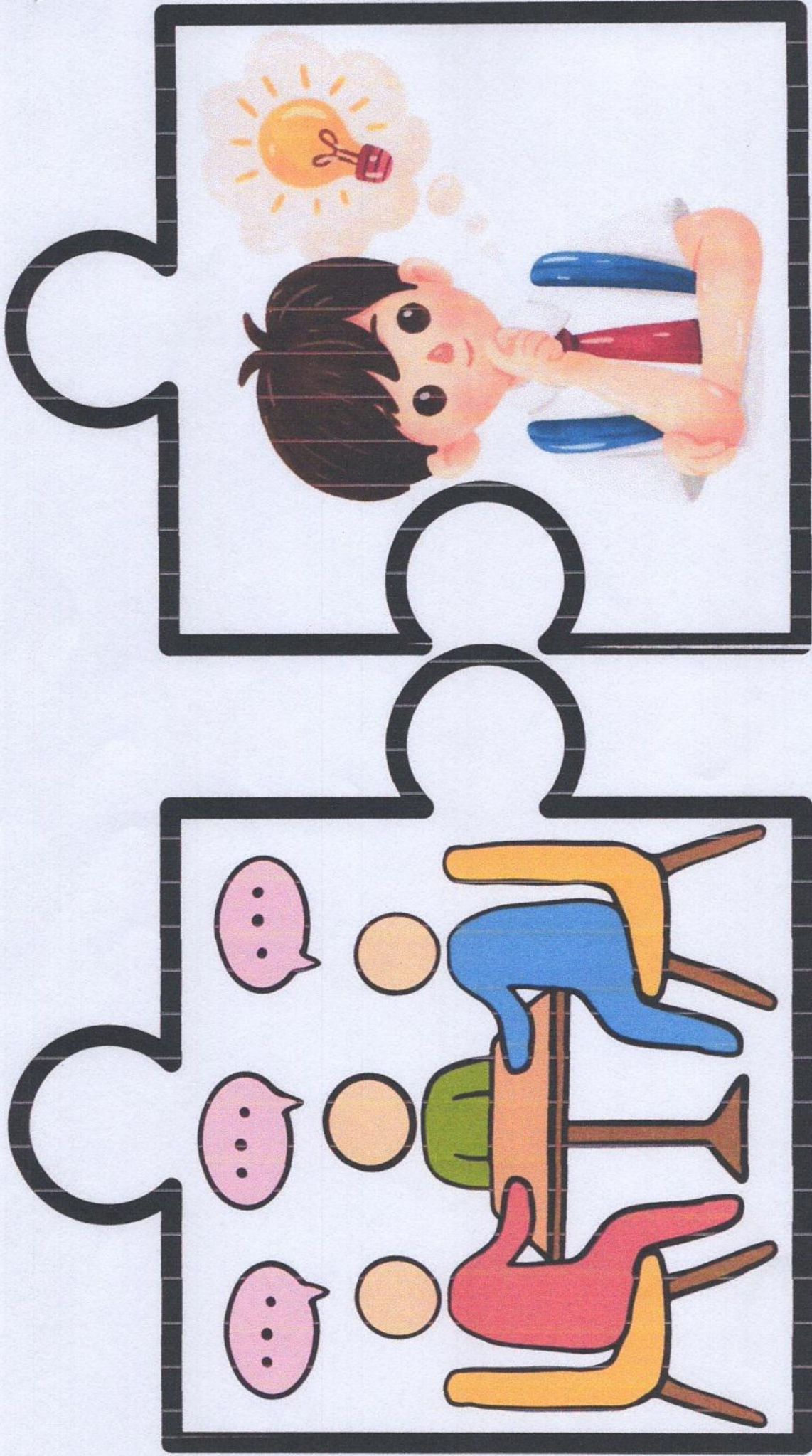
Every child has the right to data privacy and online protection. Every child has a duty to practice responsible posting and use of all social media platforms.



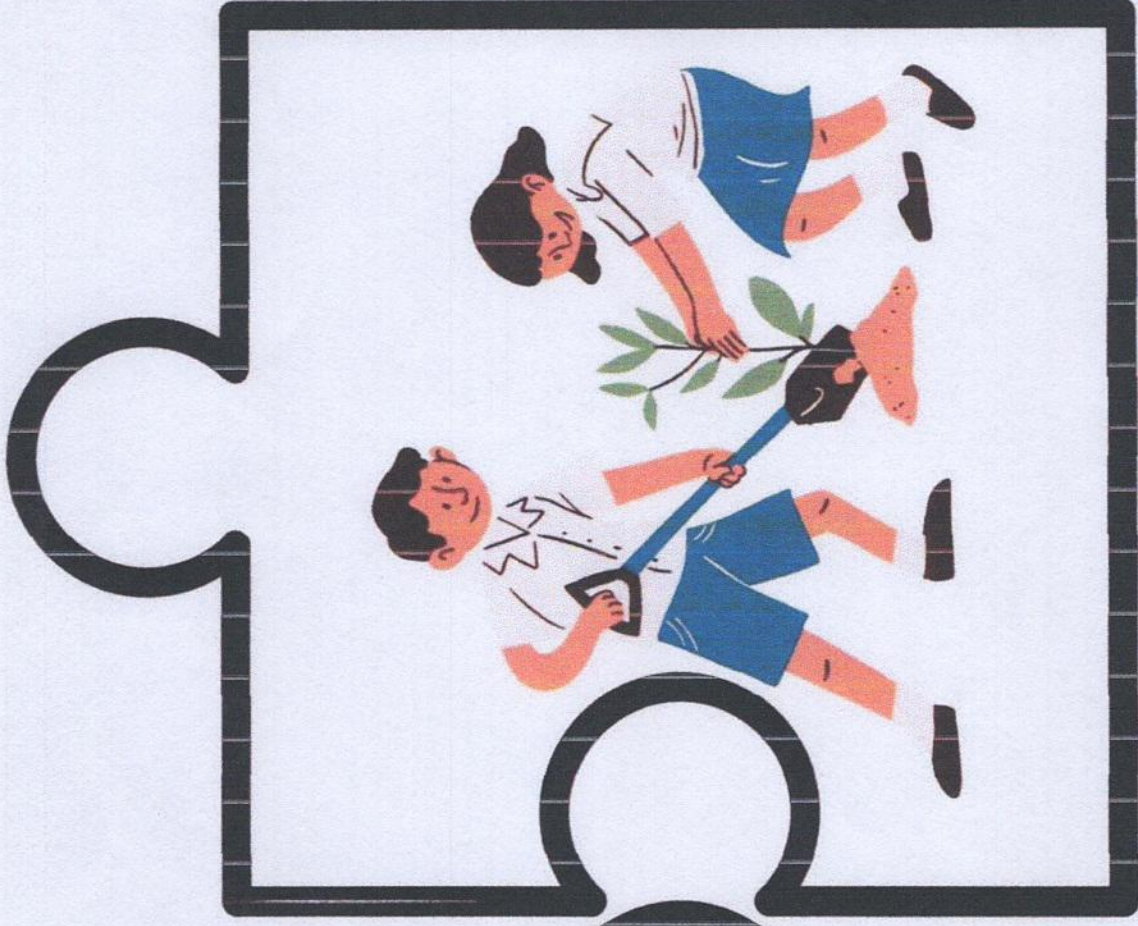
Every child has the right to recognition and respect of one's views, opinions, gender orientation, ethnicity, culture, status, and beliefs. Every child has a duty to respect and recognize the rights of others regardless of their views, opinions, gender orientation, ethnicity, culture, status, and beliefs.



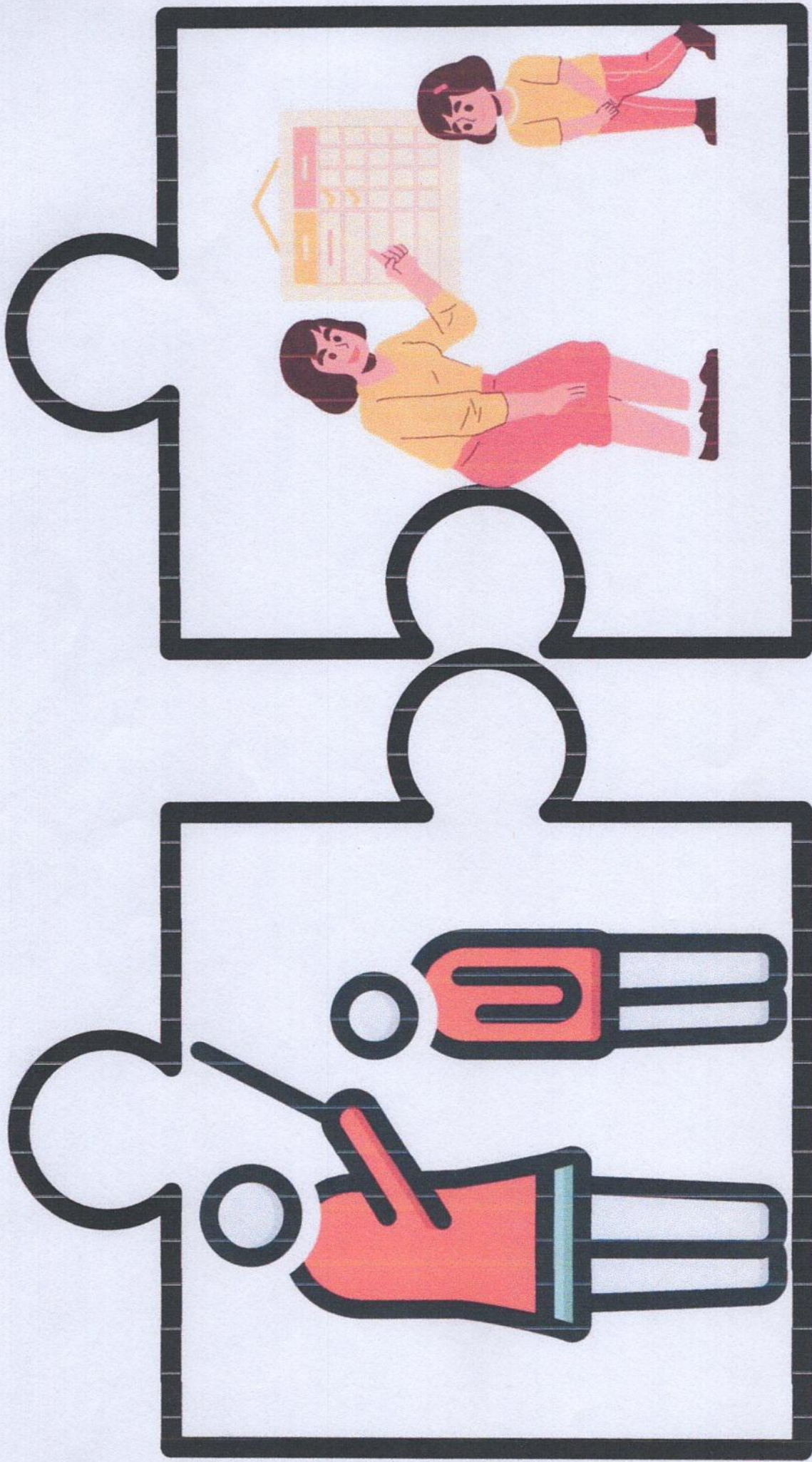
Every child has the right to protection from all forms of abuse. Every child has a duty to advocate for the rights of others, report incidents of abuse to authorities and promote safe and positive learning environment.



Every child has the right to participate in policy making and program implementation. Every child has a duty to actively contribute to the betterment of their fellow learners, school, community, and the nation as a whole.



Every child has the right to a clean and healthy learning environment. Every child has a duty to maintain cleanliness of their school and respect for the environment.



Every child has the right to due process in disciplinary cases. Every child has a duty to abide by the school's rules and regulations, and observe the code of conduct.