



Republic of the Philippines
Department of Education

REGION IV- A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

17 March 2026

DIVISION MEMORANDUM

No. **191** s. 2026

**DISSEMINATION OF THE FOUNDATIONAL GUIDELINES ON
ARTIFICIAL INTELLIGENCE (AI) IN BASIC EDUCATION**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Heads, Public Elementary and Secondary Schools
Heads, Unit/Section
All Others Concerned

1. Pursuant to **DepEd Order No. 003, s. 2026** titled "**Foundational Guidelines on Artificial Intelligence in Basic Education**", this Office, through the Curriculum Implementation Division (CID), informs and/or disseminates these guidelines for your perusal and compliance.
2. Attached is the Department Order for your reference.
3. Immediate dissemination of this Memorandum is directed.

For:

CELEDONIO B. BALDERAS JR.
Schools Division Superintendent

By:


IMELDA C. RAYMUNDO
Chief Education Supervisor – SGOD
Officer-in-Charge

Encl.: As stated

Reference: DepEd Order No. 003, s. 2026

To be indicated in the Perpetual Index
under the following subjects:

GUIDELINES
ARTIFICIAL INTELLIGENCE

CID- dissemination of the foundational guidelines on artificial intelligence (ai) in basic education
CIDTCMGH-002808/March 17, 2026



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Republic of the Philippines
Department of Education

FEB 20 2026

DepEd ORDER
No. **003**, s. 2026

FOUNDATIONAL GUIDELINES ON ARTIFICIAL INTELLIGENCE IN BASIC EDUCATION

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Foundational Guidelines on Artificial Intelligence in Basic Education** to encourage technological advancement towards accessible and quality education aligned with the Department's goals as stated in the Quality Basic Education Development Plan and the Philippine Development Plan.
2. This Order aims to provide foundational principles and standards to ensure that artificial intelligence is used to enhance learning experience and basic education services, promote academic integrity, foster inclusive, safe, and meaningful learning experiences for all learners, and strengthen governance processes—without replacing human agency.
3. All provisions and any other previous issuances inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
4. This Order shall take effect upon its approval, issuance, and 15 days after its publication in the Official Gazette or in a newspaper of general circulation and after its publication on the DepEd website. Three (3) certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.
5. For more information, please contact the **Office of the Assistant Secretary for Strategic Management**, Department of Education, 16th Floor, TechZone Building, 213 Senator Gil Puyat Avenue, San Antonio Village, Makati City, through email at oassm@deped.gov.ph or telephone number (02) 8638-4044.
6. Immediate dissemination of and strict compliance with this Order is directed.

SONNY ANGARA
Secretary



Encl.:

As stated

Reference:

None

To be indicated in the Perpetual Index
under the following subjects:

ARTIFICIAL INTELLIGENCE
BASIC EDUCATION
CURRICULUM
LEARNERS
POLICY
RULES AND REGULATIONS
TEACHERS

JDMC, MPC, DO Foundational Guidelines of AI
0452 - December 11, 2025






FOUNDATIONAL GUIDELINES ON ARTIFICIAL INTELLIGENCE IN BASIC EDUCATION

I. RATIONALE

The rapid expansion of artificial intelligence (AI) use in classrooms, teaching, learning, and education governance has outpaced the ability of the basic education system to put in place clear, unified, and enforceable policies. In the absence of a national framework aligned with existing laws and standards on data privacy, content accuracy, and sound pedagogy, schools and teachers have relied on informal and inconsistent practices. This situation exposes learners to risks such as data privacy breaches, unverified or misleading instructional content, and uneven application of AI tools across schools. At the same time, AI is already being used by teachers, learners, and DepEd offices for instruction, research, analytics, and operations, underscoring the urgency of establishing clear policy guidance to ensure that its use is safe, ethical, and aligned with national education goals.

The need for this policy also arises from both the transformative potential and the inherent risks of AI in basic education. AI technologies offer opportunities to address persistent learning gaps through personalized and adaptive learning, support inclusive and equitable education, and improve the efficiency and responsiveness of education governance. However, these benefits are accompanied by risks such as misinformation from generative systems, weak accountability, and limited capacity among users to apply AI responsibly. Without clear safeguards, standards, and guidance, AI may deepen existing divides or create new ones. The issuance of this policy is therefore necessary to balance innovation with protection, ensure human agency remains central to education, and provide a coherent framework that guides the responsible integration of AI in support of quality, inclusive, and future-ready basic education.

II. SCOPE

This Order defines the scope and foundational guidelines for the adoption and use of artificial intelligence (AI) in basic education, covering teaching and learning, assessment, teacher professional development, and education governance and operations across all DepEd governance levels, subject to contextual considerations such as resource availability and technical capacity. It establishes AI as a complementary, human-centered tool that supports pedagogically sound practices and serves as the overarching framework for all subsequent issuances and initiatives on the responsible and ethical use of AI in basic education.

The Order also sets standards for ethical AI use, engagement with AI providers and partners, and implementation structures within DepEd to ensure effective and coherent execution. Specific operational and technical guidelines shall be issued separately. Private schools may adopt these guidelines consistent with their objectives and existing laws and regulations.

III. DEFINITION OF TERMS

For the purpose of this Order, the following terms are defined operationally as follows:

1. **Artificial Intelligence (AI)** refers to the capability of computer systems to perform tasks that typically require human intelligence, such as perception, learning, reasoning, problem-solving, language interaction, and creative work.
2. **AI Technologies** refers to the tools and techniques that make AI work. These include techniques such as machine learning, natural language processing, image and video recognition, which serve as the foundations for building AI systems.
3. **AI Systems** refers to the operational applications built using AI technologies to perform specific functions in real-world settings.
4. **Data Privacy** refers to protecting personal data from those who should not have access to it and allowing individuals to determine who can access their personal and sensitive personal information, particularly in educational contexts where many users (e.g., children and learners with learning difficulties) are not capable of giving genuinely informed consent.
5. **DepEd AI Registry** refers to a mandatory system maintained by the Education Futures Office (EFO) to record all AI deployments within DepEd and schools.
6. **Digital Maturity Assessment Tool** refers to a tool used by DepEd to assess the readiness of schools in terms of pedagogy, assessment, platform, digital citizenship, teacher capacity, infrastructure, and leadership.
7. **Privacy Impact Assessment (PIA)** refers to a structured process required prior to the deployment of any AI system in DepEd offices or schools, designed to evaluate its risks to privacy, security, data protection, child safety, and ethical use, including the following essential components:
 - 7.1. Mapping data flows
 - 7.2. Identifying personal or sensitive data processed
 - 7.3. Assessing risks of misuse or breaches
 - 7.4. Evaluating compliance with the Data Privacy Act of 2012 and NPC Circular 2023-06
 - 7.5. Recommending safeguards and mitigation measures prior to approval and rollout

IV. POLICY STATEMENT

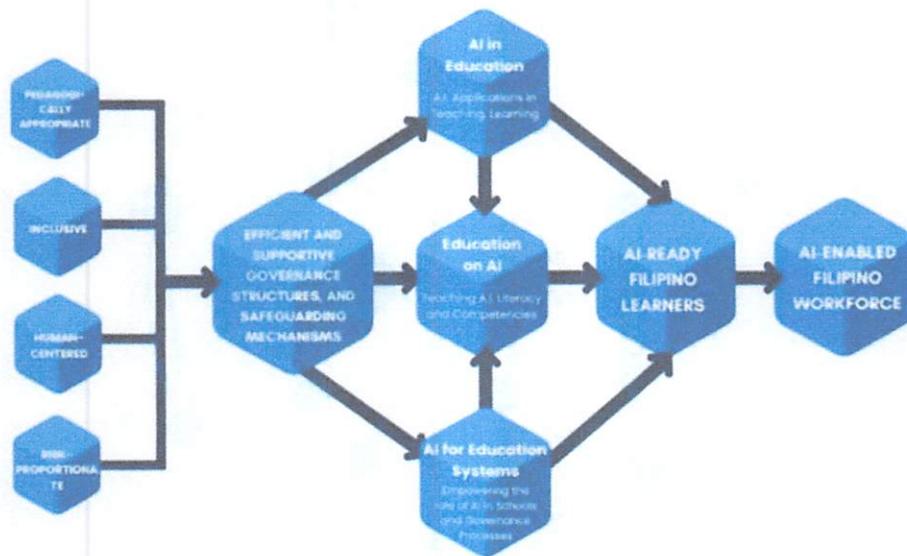
DepEd upholds a balanced approach to the integration of AI in basic education — one that promotes responsible, ethical, and learner-centered innovation while enabling creativity and continuous improvement in teaching and learning. This Order ensures that students continue to develop and exercise critical thinking, problem-solving, and other essential cognitive skills while exploring the opportunities that AI offers for inclusive, adaptive, and future-ready education.

V. BASIC EDUCATION ARTIFICIAL INTELLIGENCE FRAMEWORK

This Framework establishes the scope and foundational parameters for the adoption and use of artificial intelligence (AI) in basic education. It covers AI applications in teaching and learning, learner assessment, teacher professional development, and education governance and operations, subject to contextual considerations such as resource availability and technical capacity. AI shall be utilized solely as a complementary tool to support human-centered, inclusive, and pedagogically appropriate educational practices aligned with national education and development objectives.

This Framework is anchored on three interrelated areas: (a) AI in Education, which governs the use of AI tools to support instruction, learning personalization, and assessment; (b) Education on AI, which focuses on developing AI literacy, ethical awareness, and critical use of AI among learners, teachers, and education personnel; and (c) AI for Education Systems, which covers the use of AI to enhance education governance, planning, monitoring, and school operations.

Figure 1. Basic Education AI Framework



This Framework shall serve as the primary reference for all DepEd policies, programs, issuances, and partnerships related to the ethical and responsible use of AI in basic education and shall be implemented in accordance with the following guiding principles: (a) human-centeredness and pedagogical appropriateness; (b) inclusion and equity, including respect for cultural and linguistic diversity; (c) protection of human agency and human judgment; and (d) risk-proportionate regulation. Specific operational and implementation guidelines shall be issued through subsequent issuances.

Private schools may adopt the provisions of this Framework in accordance with existing laws, rules, and regulations.

The framework is also aligned with the national efforts on AI integration. DepEd's involvement within the National AI Upskilling Roadmap (NAIUR) specifically focuses on the components relating to learners, teachers, and its corresponding

personnel. The broader workforce and public segments shall be led by their corresponding agencies. As the agency responsible for AI in basic education, DepEd shall introduce AI tools for teaching Math, Science, and Language, among others, in K-12 as identified in the NAIUR where DepEd is designated in Levels 0-2 as illustrated below:

Table 1. The National AI Upskilling Roadmap, by level and target audience

Level		Description	Target Audience	Stakeholders
0	Foundational Enablers	Equip learners with minimum digital, literacy, and numeracy foundations needed for AI learning	Learners	DepEd, TESDA
1	AI for Everyone – Awareness & Confidence Building	Build basic AI awareness, critical thinking, and support over AI use	General public	DepEd, TESDA
2	AI in the Workplace – Digital & Data Upskilling	Develop baseline digital + data literacy + AI thinking for 21st century work	Workers, teachers, MSMEs	DepEd, TESDA, DTI, CSC, UST, PCORP

Source: PSAC Education and Jobs Sector Meeting Key Highlights (2025)

Guided by the NAIUR, the framework shall address the three (3) major roadblocks in integrating AI in the classrooms, respectively:

- Basic connectivity and infrastructure;
- Building teacher capacity; and
- Preparing learners.

This framework is anchored on the existing strategies geared towards our country’s digitalization efforts with the end goal of enabling Filipinos in digital literacy and AI thinking for the 21st century world.

Guiding Principles

DepEd recognizes that innovation flourishes in environments that balance safety with creativity. These guidelines are therefore designed not only to mitigate risks, but to foster responsible experimentation and innovation in education. AI integration shall be guided by the principle of safe innovation which shall encourage teaching and non-teaching personnel, and learners to explore new tools and methods while ensuring that these remain aligned with ethical, pedagogical, and human-centered standards.

Anchored to the Association of Southeast Asian Nations (ASEAN)¹ and United Nations Educational, Scientific and Cultural Organization (UNESCO)² frameworks, the Basic Education AI Framework is guided by the following principles:

Principle 1: Prioritize a ‘human-centered and pedagogically appropriate interaction’ approach in the teaching and learning process. Learners and teachers shall be at the center of the teaching and learning process with the aid of AI as a tool to support effective instructional design that responds to diverse learner needs. The use of developmentally appropriate AI tools should effectively meet human needs and enhance teaching and learning, driven by the intrinsic motivation of teachers and learners who maintain control over the AI tools.

Principle 2: Promote inclusion, equity, and linguistic and cultural diversity in integrating AI. The AI policy shall be aligned to DepEd’s commitment to foundational learning, ensuring that the integration of AI in Key Stage 2-4 builds upon and reinforces the development of literacy and numeracy skills in earlier stages. AI tools and interventions shall remain accessible to the poorest and most disadvantaged learners, with DepEd providing support for universal connectivity, digital skills development, and sustainable Information and Communications Technology (ICT) resources. The use of AI shall likewise uphold cultural and linguistic diversity and prevent discrimination in AI-generated outputs. DepEd offices and school communities with limited ICT access and resources shall be supported by promoting universal connectivity and digital skills, while ensuring sustainable funding and support for ICT packages that assist DepEd non-teaching personnel, public school teachers and learners (i.e., with particular attention to those in **geographically isolated and disadvantaged areas (GIDA), with disabilities, or with literacy and numeracy problems**). Further, the use of AI in implementing programs and services shall protect cultural and linguistic diversity by preventing discrimination in AI generated outputs.

Principle 3: Protection and enhancement of human agency should always be core considerations in using AI. The use of AI in basic education shall not compromise the intellectual and relational skills of all learners, DepEd non-teaching personnel and public school teachers.

Particularly in teaching and learning, the use of AI shall be an opportunity to enhance essential 21st-century skills of learners to enable them to analyze, evaluate, innovate, and effectively communicate ideas and apply learning in real-world contexts. This principle shall ensure that:

- Learners and teachers are informed about the types of data that AI may collect from them;
- Learners and teachers’ intrinsic motivation to grow and learn as individuals is protected;

¹ASEAN Secretariat (2025). Expanded ASEAN Guide on AI Governance and Ethics – Generative AI. Retrieved from <https://asean.org/book/expanded-asean-guide-on-ai-governance-and-ethics-generative-ai/>

² Guidance for generative AI in education and research. (2023). In UNESCO eBooks. <https://doi.org/10.54675/ewzm9535>

- Learners and teachers are not deprived of opportunities to develop cognitive abilities and social skills;
- Learners and teachers have sufficient social interaction and appropriate exposure to creative outputs produced by humans and prevent them from becoming dependent on AI; and
- The development of learning resources (such as textbooks, curriculum guides, lesson plans, etc.) is still primarily human-created, ensuring that content reflects pedagogical integrity, contextual relevance, and cultural authenticity.

Principle 4: Risk-proportionate regulation. DepEd aligns with the European Union (EU) AI Act and ASEAN 2025 Expanded AI Guide by categorizing AI applications and usage by risk, applying stricter controls to high-risk uses while enabling safe innovation for minimal or limited risk tools. This also entails ensuring that AI applications and its corresponding use are evaluated accordingly to guarantee the protection of the users and their data from undue exposure to abuse and misuse.

VI. GENERAL GUIDELINES

1. AI IN EDUCATION (AI Application in Teaching Learning and Assessment)

The application of AI in teaching, learning, and assessment shall function strictly as an auxiliary tool to augment instructional design, feedback mechanisms, and administrative efficiency. The exercise of human judgment and pedagogical discretion shall remain paramount in all educational processes; therefore, AI systems are prohibited from replacing the essential role of teachers or the holistic evaluation of learners.

The Department shall adopt evidence-based and context-specific AI solutions, such as adaptive learning systems and data-driven analytics, to address diverse learner needs. These technologies shall be implemented subject to continuous evaluation to ensure they remain inclusive and responsive to the specific conditions of the school community.

To ensure a unified support system, schools shall engage parents and guardians as strategic partners. Capacity-building initiatives shall be mandated to equip families with the necessary skills to guide and supervise learners in the responsible and ethical use of AI tools in the home environment.

1.1. Teaching and Learning

Teachers shall exercise professional autonomy in utilizing AI as an auxiliary instructional tool, subject to strict verification of content accuracy to preclude sole reliance on AI-generated outputs. The integration of these tools must remain responsive to local school contexts and learner readiness, ensuring that AI is employed to facilitate conceptual understanding rather than to provide direct answers to assessments.

Direct learner engagement with AI tools shall be restricted to Key Stages 2 to 4 (Grades 4 to 12). Consequently, AI utilization in Key Stage 1 (Kindergarten to Grade 3) is limited exclusively to teacher preparation and the development of differentiated instructional materials. For all learners aged thirteen (13) and below, access to AI tools shall be strictly supervised by teachers and requires prior parental notification to ensure compliance with child safety standards.

When appropriate, teachers may:

- i. Utilize AI tools to enhance instruction and support the achievement of core teaching and learning competencies without replacing essential pedagogical practices;
- ii. Leverage AI tools in the creation and enhancement of instructional materials, subject to existing quality assurance and approval processes, to ensure alignment with curriculum standards and responsiveness to diverse learning needs and styles; and
- iii. Use AI tools to facilitate the achievement of expected learning outcomes and the development of 21st-century skills, including communication, collaboration, critical thinking, and digital literacy;

1.2. Assessment

As appropriate, teachers may:

- i. Use AI tools for efficient development of assessment tools such as examinations, quizzes, activity sheets, and other evaluation instruments to provide data-informed insights. However, such processes shall not be fully automated or solely AI-generated. Human supervision, validation, and professional judgment shall remain central to ensure that assessments are accurate, fair, and aligned with established learning standards and pedagogical objectives;
- ii. Utilize AI to assist in verifying the validity of learners' outputs. However, it shall not, under any circumstances, be the primary basis for final judgments on learners' performance and academic honesty;
- iii. Assess learner performance tasks and outputs through authentic and human-centered assessment strategies. The use of AI tools shall not, under any circumstance, diminish the value of direct teachers' professional assessment;
- iv. Use AI tools as support to deliver timely and constructive feedback to learners' outputs, provided that all generated outputs undergo rigorous validation and contextualization to ensure responsiveness to learner needs. To foster digital literacy, teachers shall actively demonstrate the critical evaluation and refinement of AI-generated responses. Notwithstanding the use of such tools, the teacher retains full accountability and agency for the appropriateness and relevance of the final feedback communicated to the learner; and

- v. Ensure transparency and fairness in the use of AI by informing learners about how AI tools are used in assessments and providing opportunities for learners to respond to AI-generated feedback or findings. AI detectors shall not be used as sole evidence of academic dishonesty. Consequently, teachers shall mandate multi-faceted evaluation strategies—including in-person performance tasks and classroom-based activities—to verify learner authenticity without exclusive reliance on technological verification tools.

1.3. Data and Research

The utilization of AI in data and research management is strictly limited to ancillary support functions, such as the analysis of processed data, grammatical refinement, and citation verification. To ensure full compliance with Republic Act (RA) No. 10173, also known as the Data Privacy Act of 2012, the input, processing, or storage of personal and sensitive information within AI systems is categorically prohibited.

To maintain transparency and ethical standards, personnel are required to formally declare all AI tools employed in data processing using the prescribed declaration form in Annex A. Research outputs must remain fundamentally human-centric and compliant with existing ethical guidelines; consequently, the submission of research papers generated, in whole or in part, by AI without significant human contribution and proper disclosure is strictly forbidden and shall be subject to applicable administrative sanctions.

1.4. Governance

The use of AI in DepEd’s policy- and decision-making process shall be limited to evidence-based, ethical, and efficient decisions in the basic education sector. It shall not, under any circumstances, replace human decision-making and stakeholder consultation processes. AI shall be leveraged to strengthen policies and decisions made through human analysis of available data and resources. All AI-related inputs shall be subject to human oversight and vetting.

The use of AI in school and office operations shall only be in support of ethical, transparent, fair, and accountable administrative improvements to ensure an efficient and enabling work and learning environment. The same shall be limited to providing assistance and it shall not, under any circumstance, make final decisions relative to the administrative processes. Human judgment shall remain intact, and final decisions shall still be made by DepEd personnel.

1.5. Responsible and Prohibited Use

In line with international benchmarks, particularly the European Union Artificial Intelligence Act (2024), the ASEAN Expanded Guide on AI Governance and Ethics – Generative AI (2025), and UNESCO and United Nations Children’s Fund (UNICEF) guidelines on AI in education, this Order adopts a risk-based classification of AI system, as follows:

- i. **Unacceptable Risk AI** refers to AI applications that, based on current evidence and international consensus, pose significant threats to the rights, safety, or well-being of learners and education stakeholders. This classification serves as a living reference; the DepEd shall periodically update the list of permitted and prohibited applications based on global evidence, ethical considerations, and national priorities. These include:
- **Biometric/Emotion Recognition** refers to AI systems that attempt to infer learners' or teachers' emotional states or engagement from facial expressions, voice, body movements, biometric signals, or behavioral data. However, health-, developmental-, or assistive-oriented analyses using biometric data, limited to the identification of potential support needs and not involving automated decision-making, are permitted subject to applicable approval, safeguards, consent, clearance and oversight.
 - **Biometric Categorization** refers to the use of AI to classify individuals based on their biometric data (such as facial images, voice, etc.) to deduce or infer sensitive attributes such as political or religious belief, sexual orientation, and race, subject to applicable approval, safeguards, consent, clearance and oversight.
 - **Manipulative Chatbots for Minors** refers to AI-driven conversational systems that exploit children's cognitive or emotional vulnerabilities to influence decisions, beliefs, or behaviors in harmful, deceptive, or coercive ways.
 - **Social Scoring** refers to AI systems that evaluate or classify learners or teachers based on aggregated behavioral, social, or personal data in ways that may cause unfair treatment, exclusion, or reputational harm.
 - **Untargeted Facial Recognition Scraping** refers to indiscriminate collection and use of facial images from public or private sources such as, but not limited to classrooms, hallways, or online platforms for training or deploying facial recognition systems without informed consent.
- ii. **High-Risk AI** refers to AI applications used in areas with significant consequences for learners, such as grading, admissions, scholarships, disciplinary actions, or placement decisions. This shall only be permitted subject to strict safeguards, including a completed PIA, human oversight ("human-in the-loop"), audit logging, and an appeal mechanism.
- iii. **Limited Risk AI** refers to AI applications that involve interaction with learners or staff but do not make determinations with major consequences such as chatbots for administrative queries or AI-generated content (texts, photos, videos, visuals and audio). This require transparency obligations, clear disclosure to users, and safeguards against misuse.
- iv. **Minimal Risk AI** refers to AI applications with little or no risk to rights and safety, such as spam filters, grammar correction tools, or IT process

automation. This may be used subject to standard information technology controls.

This classification framework constitutes the primary basis for evaluating AI admissibility. Applications falling under the "Strictly Prohibited" category are categorically banned regardless of circumstance. Consequently, this framework shall guide the mandatory PIA required prior to the deployment of any AI technology. Refer to Annex B for illustrative use cases.

1.6. **Inappropriate Uses of AI**

To maintain integrity, privacy, and human-centered learning, teaching, non-teaching personnel, and learners shall avoid the following inappropriate uses of AI:

- i. **As a substitute for human participation/authority** which includes automated decision making, substituting AI-generated outputs for stakeholder engagement or participatory inputs, engaging in negotiations or legal contracts without human validation, and evaluating the performance of an employee;
- ii. **As an authority on topics or sole source of data** which includes falsifying data from raw data, generating official statistical results without human validation, generating speculative data that can be misconstrued as current or actual data, treating as an author/co-author of a paper, writing policies, essays, or speeches solely with AI, and drafting implementation plans without human validation;
- iii. **As a mechanism for biometric emotion recognition, social scoring of learners, or deployment of manipulative chatbots** that exploit vulnerabilities of learners or misuse of chatbots and AI assistance to generate hateful speech used to harm others; and

- 1.7. **Declaration of AI Usage.** Where appropriate, teaching and non-teaching personnel and learners are encouraged to disclose their use of AI tools in the creation of instructional materials or academic outputs, as part of promoting transparency and integrity. Teachers shall guide learners in proper attribution practices and responsible AI use, aligned with school-level academic honesty policies.

Schools may adopt context-appropriate disclosure templates or practices suited to their learning environments. Non-disclosure shall not, by itself, constitute a punishable offense, but repeated or intentional misrepresentation may be subject to applicable academic honesty provisions.

- i. **Citing AI Use.** All materials and outputs that substantially incorporate AI-generated content should acknowledge such use, following acceptable academic or professional standards. The intent is to promote honesty and critical reflection, not to impose formal citation rules on every instance of AI use. The citation should follow acceptable academic standards and provide sufficient detail to identify the specific AI tool and

prompt used as applicable. The corresponding citation shall include access to the chat history with the AI tool, through a link, which can be downloaded after each chat session making the entire conversation visible and accessible to the reader or receiver of the material or output which utilized artificial intelligence. (Example: OpenAI. (2025). ChatGPT (July 7 version) (link to the chat session or history). Used ChatGPT to generate insight or recommendation regarding the symbolism of the tabo in the book *El Filibusterismo*)

ii. Use of AI in Teaching and Learning

- **Inclusion in Lesson Planning, Instructional Materials and Assessment.** As applicable, teachers shall explicitly indicate AI use in the preparation of lesson plans, instructional guides, teaching portfolios, teaching materials, learning assessment development and results, to maintain transparency, accountability, and ensure alignment with the learning standards (See Annex A for sample declaration statement for teachers which may be indicated and included as a citation for the output where AI was utilized in any way or manner).
- **Learner's Declaration.** Teachers shall ensure that all AI-assisted learner submissions include explicit citations detailing: (1) the AI tool employed, (2) the nature of its support, and (3) a confirmation of the learner's independent understanding (See Annex A for sample declaration statement for learners which may be indicated and included as a citation for the output where AI was utilized in any way or manner). AI usage must be treated as a reference source; failure to disclose such use may constitute academic dishonesty. Teachers shall validate these declarations and guide learners on ethical integration, considering common applications including, but not limited to, the following:

Table 1. Examples of AI Usage of Learners and Its Purpose³

Type of Use	Description	Illustrative Global Examples
Brainstorming	AI used to generate outlines, ideas, topic suggestions	ChatGPT (Text Prompts), Google Gemini
Writing improvement	AI used to enhance writing mechanics	Grammarly, Quillbot
Presentation creation	AI used to make slides or scripts	Canva, Tome
Homework support	AI used for content explanation	Khanmigo (Khan Academy), ChatGPT with teacher supervision

³ De La Salle University. (2023). Policies on Generative Artificial Intelligence in Higher Education. Accessed July 2025 at <https://www.dlsu.edu.ph/wp-content/uploads/pdf/provost/forms/policy-for-generative-ai-in-education.pdf>.

Teacher feedback enhancement	AI tools that analyze classroom dialogue to improve instruction	TeachFX (teacher reflection app)
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Consistent with this Guidelines, teachers shall have the discretion on which types of use are acceptable and which types of use undermine the learning outcomes, standards, and objectives consistent with the risk-based classification indicated in Annex B.

- **Documentation and Academic Integrity.** Declaration of AI usage (either through proper citation of the chat history link or through the declaration forms) shall be required as part of academic documentation and shall be retained for review or reference purposes in compliance with the Data Privacy Act of 2012 and records management policies.

Where appropriate, the failure to disclose the use of AI tools in academic outputs/submission may be considered a violation of academic integrity, subject to corresponding school policies on academic dishonesty.

2. **EDUCATION ON AI (Teaching AI Literacy and Competencies)**

The pillar of Education on AI focuses on equipping learners with the competencies needed to understand and engage with AI responsibly. This includes AI literacy, integrating critical thinking and ethical considerations into the curriculum, and ensuring that learners can navigate both the opportunities and risks of AI technologies. By integrating these competencies across the learning areas, DepEd shall ensure that students are not only users of AI but are also informed citizens who can critically evaluate AI-generated information, safeguard against misinformation, and participate meaningfully in an AI-driven society.

2.1. **AI Concepts Learning Integration.**

Where appropriate, teachers shall:

- Integrate topics on the use and ethical considerations of AI across various learning areas, embedding AI literacy and digital critical thinking skills into the curriculum and teacher training. This shall equip learners, teachers, and other education stakeholders with the ability to verify, question, and responsibly use AI-generated content, fostering a balanced understanding of both the opportunities and challenges presented by AI; and
- Promote the practical application of critical thinking skills in academic and professional contexts by encouraging responsible evaluation and use of AI-generated information and content.

2.2. **Instructional Support.**

As appropriate, teachers shall:

- i. Ensure that the use of AI into the learning process promotes and preserves critical thinking, problem-solving, and creativity as central components of the learners' educational experience; and
- ii. Declare the use of any AI tools in the lesson planning and learning assessment preparations, including the development of learning activities and teaching materials.

2.3. Professional Development on AI Literacy

DepEd shall ensure that teaching and non-teaching personnel receive adequate and continuous professional training, development, and support through capacity-building opportunities to effectively and ethically use AI in basic education.

- i. Professional Development shall be phased into competency levels (basic, intermediate, advanced) and credentialed, ensuring alignment with National Artificial Intelligence Strategy Roadmap (NAISR) workforce development and the Philippines Digital Strategy, defined as follows:
 - **Basic Competency** refers to the foundational understanding of AI concepts, ethical use, and basic applications. Personnel at this level can identify appropriate AI tools, apply them in low-stakes tasks (e.g., drafting, brainstorming, accessibility support), and ensure compliance with ethical and privacy standards.
 - **Intermediate Competency** refers to applied integration of AI into instruction, assessment, and school operations. Personnel at this level can design AI-enabled learning activities, critically evaluate AI-generated content, interpret predictive analytics, identify AI bias and stereotypes, and guide learners on responsible AI use.
 - **Advanced Competency** refers to leadership-level expertise in designing, supervising, and innovating AI use in education. Personnel at this level can lead institutional AI strategies, conduct PIA, mentor colleagues, collaborate with AI providers, and contribute to policy development and research on AI in education;
- ii. Trainings shall include but not limited to AI functionalities, pedagogical applications, assessment and verification, ethical considerations, data privacy, digital responsibility, lesson planning, instructional design and the development of instructional materials and learning resources using AI tools (for teaching personnel);
- iii. DepEd shall facilitate and support the continuous professional development of teaching and non-teaching personnel. This shall include the organization and institutionalization of capacity-building initiatives such as In-Service Training (INSET) and School Learning Action Cell (LAC) sessions for teachers, collaborative expertise, coaching, and mentoring. These professional development mechanisms shall aim to equip teachers with the competencies required to effectively and ethically integrate AI in classroom instructions;

- iv. Teaching and non-teaching personnel are encouraged to participate in AI-related training programs and professional learning opportunities to develop a comprehensive understanding of AI functionalities and their applications. This shall be integrated into the National Educators Academy of the Philippines (NEAP) system to ensure sustainability and credentialing. DepEd, through the Bureau of Human Resource and Organizational Development (BHROD) and NEAP, shall design training program that provides structured, tiered training pathways, including certification and appropriate incentives, to promote adoption and address potential resistance to AI integration;
- v. Teaching personnel are encouraged to explore the use of AI tools to enhance instructional delivery, design and develop instructional materials and learning resources, support differentiated instruction, and personalize learning experiences in alignment with curriculum standards and learners' individual needs;
- vi. DepEd shall ensure that schools, particularly in Geographically Isolated and Disadvantaged Areas (GIDAs), are prioritized for access to digital infrastructure necessary for AI use. DepEd shall prioritize schools in GIDAs for access to digital infrastructure under the DepEd Computerization Program and other relevant initiatives; and
- vii. DepEd shall partner and collaborate with relevant agencies, academic and industry institutions for research, monitoring, and evaluation of AI-powered tools that are used and deployed in DepEd.

2.4. Learning Enhancement and Critical Engagement Principles

- i. Teacher shall ensure that learners:
 - Utilize AI tools to support and enhance their schoolwork. It shall not be, under any circumstance, be a substitute of their own effort;
 - Use AI as a supporting tool to enhance critical thinking, problem-solving, and creativity, not as a replacement for the development of these skills; and
 - Actively engage in independent work, learning activities, and progressive tasks that require human critical thinking and problem-solving abilities.

2.5. Parental Involvement and Participation

Recognizing parents and guardians as essential partners in the holistic development of learners, the DepEd shall implement mechanisms to ensure the responsible and ethical use of AI within the home environment. At the commencement of each school year, teachers are mandated to inform parents of the specific AI tools to be utilized in instruction, including the associated risks and the ethical safeguards implemented to mitigate them. Furthermore, Parent-Teacher Associations (PTAs) shall serve as the primary platform for regular updates on technological advancements and the specific applications of AI in the classroom. PTAs are likewise encouraged to adopt AI

technologies to enhance their own administrative and operational efficiency.

2.6. Promoting Responsible and Motivated AI Use

DepEd shall cultivate responsible and motivated use of AI among learners and educators. This includes integrating ethics, digital citizenship, and practical AI applications into the curriculum to nurture confidence, creativity, and accountability in AI engagement. This will also be strengthened through the integration of AI into the curriculum and introduction of various lessons into different subject areas encouraging the responsible and motivated use of AI in basic education.

3. AI FOR EDUCATION SYSTEMS (Empowering the role of AI in Schools and Governance)

The pillar of AI for Education Systems emphasizes empowering the role of AI in enhancing school operations, governance, and decision-making. AI-powered tools can streamline administrative processes, allowing school personnel to focus more on supporting teachers and learners. These tools can also establish early warning signs to detect risks such as absenteeism, declining performance, or disengagement. By strengthening data management and predictive analytics, AI can help education leaders design evidence-based policies and allocate resources more efficiently. In this way, AI serves not only as a support mechanism for teachers and students, but also as a strategic enabler for more responsive and accountable education systems.

3.1. Idea Generation or enhancement. Where appropriate, DepEd teaching and non-teaching personnel shall:

- i. Utilize AI tools to support the search for relevant references and sources, brainstorming sessions and development of scenarios/narratives;
- ii. Ensure that the utilization of AI tools is only in support to the drafting of letters, summaries, and policy briefs; outlining presentations, essays, or speeches; and polishing written reports through grammar checking; and
- iii. Ensure that AI tools are used ethically and is not used as a substitute for human production and validation.

3.2. Office/School Supervision. DepEd offices/schools shall:

- i. Support the utilization of AI tools to ensure its effectiveness, reliability, and alignment with goals and standards;
- ii. Oversee the proper utilization of AI in processes;
- iii. Ensure that AI tools are used ethically to safeguard personal data and privacy; and

- iv. Assist in the regular conduct of reviewing and updating data management practices to prevent data breaches, hacking, and unauthorized access.

3.3. Office/Schools Operations. DepEd offices/schools may:

- i. Utilize AI tools in drafting reports, correspondences, and other administrative tasks (such as creation of presentations, documentation, and schedulers); and
- ii. Develop and utilize data analytics dashboards with AI-assisted capabilities to enhance data visualization, trend analysis, and reporting efficiency

3.4. AI For Accessibility and Inclusivity

Teachers shall ensure that:

- AI Tools employed are age-appropriate, aligned with the learners' developmental levels, and designed to provide support. It shall not, under any circumstance, substitute independent thought, human agency, and authentic learning engagement;
- All learners, regardless of their age, ethnicity, language, religion, political or other opinion, characteristics, abilities, socio-economic backgrounds, and gender, are provided with equitable access to quality-assured, localized, and contextually relevant online and offline AI-assisted learning resources. The use and provision of such resources shall adhere to accessibility and Universal Design for Learning principles, uphold ethical and data privacy standards, and align with established DepEd curriculum and quality assurance policies; and
- AI Tools support Philippine cultural contexts to ensure relevance, inclusivity, and responsiveness to diverse learners' needs.

3.5. Partnerships and Multisectoral Collaborations (MoUs, data sharing agreements, safeguards)

Establishing partnerships is a crucial step to advance the ethical and responsible use of AI in basic education. AI-related collaboration with external partners shall be learner-centered, prioritize teacher empowerment and development, and contribute to the improvement of the teaching and learning process/outcomes. DepEd shall prioritize the integration of culturally relevant AI tools, or localized tools, when it comes to external partnerships. It shall also ensure active participation towards multisectoral collaboration with the aim of furthering the responsible use of AI and a seamless integration into the basic education system. The following provisions shall ensure that partnerships relating to the use and integration of AI in DepEd are ethical, compliant with data privacy laws, aligned with education standards and curriculum, and promote inclusive, accessible, and quality learning for all learners.

- i. DepEd shall ensure that all partnerships shall be governed by a Memorandum of Agreement, Data Sharing Agreement, or any similar agreement that outlines the scope and duration of the partnership, the roles and responsibilities, data handling protocols, strict compliance with Data Privacy Act of 2012, mechanisms for feedback, monitoring and evaluation, and exit/renewal terms and that it shall be compliant with RA No. 10175 also known as the Cybercrime Prevention Act when it comes to data breach reporting and cybersecurity matters;
- ii. DepEd, through the collaborative efforts of the Bureau of Learning Delivery (BLD), Bureau of Learning Resources (BLR), and Bureau of Curriculum Development (BCD), shall ensure that all partnerships are aligned with the curriculum standards, instructional design principles, and established processes for learning resource development and quality assurance within the basic education system;
- iii. DepEd, through the Strategic Management, Learning Systems (LS) strands and the Information and Communications Technology Service (ICTS), shall review, assess, and evaluate any AI tool or technology proposed for use in DepEd offices and public schools;
- iv. DepEd shall collaborate with local government units (LGUs) or private stakeholders and organizations to help identify and reach underserved, marginalized, or remote schools.
- v. DepEd shall ensure that all vendors and partners shall provide model cards, safety test reports (e.g. bias, toxicity, hallucination rates), content provenance solutions, and agree not to train models on DepEd data.

VII. STANDARDS, SAFEGUARDS, AND ENABLING MECHANISMS

1. Data Privacy and Protection (DepEd AI Registry, PIAs)

- 1.1. The use of AI tools shall strictly adhere to the Data Privacy Act of 2012, Cybercrime Prevention Act of 2012, RA No. 11930 also known as the Anti-Online Sexual Abuse or Exploitation of Children (OSAEC) and the Anti-Child Sexual Abuse or Exploitation Materials (CSAEM) Act, RA No. 11313 or the Safe Spaces Act, other child protection laws, relevant DepEd orders such as DepEd Order No. 40, s. 2012, and other policies. AI applications must not infringe upon the data privacy or intellectual property rights of individuals, in accordance with RA No. 8293 also known as the Intellectual Property Code. Moreover, internal, confidential, and sensitive documents that contain personally identifiable information shall not be uploaded, shared, or processed through AI platforms, especially those that collect, store, or use input data for model training. Processing of such data within internally governed DepEd AI systems may be permitted solely for approved research or operational purposes, subject to data minimization, anonymization, consent where applicable, and appropriate privacy and security safeguards.
- 1.2. AI Systems processing learner data shall meet the National Cybersecurity Plan (NCSP) and Philippine e-Government Interoperability Framework (PeGIF) standards to ensure secure, interoperable deployments.

- 1.3. DepEd shall exercise strict caution in handling sensitive institutional information to prevent data breaches, unauthorized access, and misuse of data.
- 1.4. Prior to the implementation of AI technologies in school, it shall be ensured that schools are subjected to the Digital Maturity Assessment tool (attached herein as Annex C).
- 1.5. No AI shall be developed and/or deployed without contractual warranties that (i) DepEd data shall not be used for training for commercial use, subject for approval of EFO, LS, ICTS and Data Privacy Office (DPO), (ii) content provenance or watermarking is enabled, and (iii) incident reporting to DepEd occurs within 72 hours of any breach, subject for clearance and approval of the Department. This restriction shall not apply to AI systems developed or operated internally by DepEd for approved research, development, or capacity-building purposes.
- 1.6. Before deploying AI tools in DepEd systems or schools, the initiating office shall conduct a PIA. This assessment must define the tool's scope and purpose, identify specific deployment risks, and ensure compliance with data protection and learners' rights. Pursuant to the Data Privacy Act of 2012—and guided by the risk-based classifications in Annex B and the National Privacy Commission guide in Annex D—the PIA , facilitated by the DPO, shall evaluate the system, particularly regarding the following:
 - i. **Transparency** - Data processing must serve a clear, legally defined educational purpose. Data subjects must be notified of when and how AI processes their information.
 - ii. **Rights of Data Subjects** – Subjects must be informed of AI data usage and retain the rights to access, correct inaccuracies, object to processing, or request erasure under specific conditions.
 - iii. **Consent** – Consent must be freely given, informed, and documented prior to processing. Parental consent is mandatory for learners under 18 years old.
 - iv. **Security and Accountability** – Adequate safeguards must be implemented to protect data, particularly where AI tools involve data storage.
- 1.7. The **DepEd AI Registry** mandates that each AI system shall be registered prior to use, with entries including:
 - i. Name of the AI tool or system
 - ii. Name of its vendor
 - iii. Intended purpose and risk classification
 - iv. Results of the Privacy Impact Assessment
 - v. Designated responsible officers
 - vi. Result of conformity/compliance assessment

The initiating office shall register all AI deployments in the DepEd AI Registry (Annex E), specifying the tool's risk classification and PIA status. This process shall be facilitated by the EFO, LS, and ICTS.

- 1.8. The Registry shall serve as the official reference for monitoring, evaluation, and transparency of AI use in basic education. It ensures that all deployments adhere to transparency, privacy, and safety criteria established by official guidelines, national data protection laws, and the international standards of the Independent International Scientific Panel on Artificial Intelligence.

VIII. ROLES AND RESPONSIBILITIES

1. **Central Office (CO):** The CO shall lead the national operationalization of this policy through the following mandates:
 - 1.1. Formulate implementation guidelines and establish multisectoral partnerships with government, private, and academic entities to strengthen the AI framework;
 - 1.2. Establish a Technical Working Group (TWG) led by the Strategic Management Strand (EFO)—in coordination with ICTS and LS—to manage the AI Registry, evaluate AI technologies for technical and pedagogical alignment, and issue supplemental advisories;
 - 1.3. Spearhead the design, development, and quality assurance of AI literacy professional development for teaching and non-teaching personnel through NEAP and BHROD, respectively;
 - 1.4. Lead the integration of AI into the curriculum, including the establishment of implementation timelines and the prescription of pedagogical guidelines through the LS Strand; and
 - 1.5. Develop and provide quality-assured, curriculum-aligned AI tools and resources in both print and digital formats to support teachers and learners.
2. **Regional Office (RO)**
 - 2.1. Provide technical assistance to SDOs to ensure effective adherence to AI guidelines;
 - 2.2. Support and utilize research initiatives regarding AI in education to inform regional program development and implementation strategies;
 - 2.3. Monitor and report on regional AI implementation through the Office of the Regional Director and the CLMD, ensuring regular progress submissions to the Central Office; and
 - 2.4. Ensure compliance with this Order and any other subsequent orders in relation to such.
3. **School Divisions Office (SDO)**
 - 3.1. Capacitate and empower schools in the utilization of AI for local governance and school-level implementation;
 - 3.2. Provide technical assistance and expertise on AI utilization to teachers and school heads;

- 3.3. Oversee compliance with data privacy, child protection, and ethical standards across all functional divisions and schools;
- 3.4. Monitor and evaluate AI progress through the Office of the SDS and the CID to inform technical support and consolidate reports for the Regional Office;
- 3.5. Register and assess all AI initiatives by completing the DepEd PIA and AI Registry prior to any partnership or deployment;
- 3.6. Ensure compliance with this Order and all subsequent regulations regarding AI use.

4. **School Heads**

- 4.1. Provide professional development opportunities for teachers focused on the ethical and effective application of AI in the classroom;
- 4.2. Facilitate advocacy and orientation for teachers, learners, and parents regarding data privacy, informed consent, and the prevention of academic dishonesty;
- 4.3. Engage stakeholders through community consultations to ensure continuous improvement of AI implementation;
- 4.4. Establish a monitoring system with systematic record-keeping to track AI tool usage and any AI-related incidents;
- 4.5. Ensure equitable access to AI learning opportunities for all learners, regardless of background or ability;
- 4.6. Manage and organize resources through the Learning Resource Coordinator (LRC) to ensure all materials meet DepEd standards and are accessible to the school community in coordination with field offices; and
- 4.7. Ensure compliance with this Order and all subsequent regulations regarding AI use.

5. **Teachers**

- 5.1. **Design and deliver AI-enhanced lessons** that align with the prescribed DepEd curriculum and learning standards across all grade levels;
- 5.2. **Establish boundaries for AI use** by clearly communicating to learners when, how, and to what extent AI tools may be used in learning activities and assessments;
- 5.3. **Empower cognitive development** by balancing technological advancements with activities that require learners to exercise basic and critical thinking functions;
- 5.4. **Personalize instruction** by utilizing AI to enhance lesson plans and instructional materials tailored to diverse learner needs;

- 5.5. **Promote transparency** by disclosing AI usage in lesson plans and instructional materials to clarify its role in the teaching process;
- 5.6. **Collaborate and train** with colleagues to share best practices and provide learners with peer-to-peer and direct training on ethical AI use;
- 5.7. **Monitor classroom usage** by tracking learner engagement with AI tools and reporting findings or incidents to the school head; and
- 5.8. **Exercise professional judgment** by avoiding the use of AI as a substitute for evaluating learner work, such as grading, marking exams, or providing feedback on performance tasks.

IX. ADMINISTRATIVE LIABILITY

The violation of this provision and or any part of this Order shall be dealt with administratively.

X. FUNDING SOURCES REQUIREMENTS

1. The provision of Program Support Funds (PSF) shall be extended to all ROs and shall be charged against the EFO's General Management and Supervision (GMS) fund. Separate implementing guidelines shall be issued to detail the utilization of the PSF.
2. Funding for the integration of AI into the curriculum and learning delivery shall be charged under the Basic Education Curriculum (BEC) funds.
3. Cost for the training of all teaching personnel on the responsible and ethical use of AI, including its integration to lesson preparation, delivery, and evaluation shall be charged under the Human Resource Development (HRD) funds.
4. Collaborations, partnerships, and agreements shall be formalized through a Memorandum of Agreement or a Memorandum of Understanding. These documents must outline specific terms and ensure execution in accordance with relevant laws and regulations, including but not limited to accounting, budgeting, auditing, and data management.
5. All expenses related to the operationalization of this policy shall be subject to existing accounting, budgeting, and auditing, rules and regulations.

XI. MONITORING AND EVALUATION

1. The implementation of this Order shall be systematically monitored and evaluated across all governance levels, with the Strategic Management and LS Strands maintaining a continuous M&E system to assess policy effectiveness and AI service provider partnerships.
2. The RO, through the Office of the Regional Director and CLMD, and the SDO, through the Office of the SDS and CID, shall oversee school compliance, while Schools and Learning Centers are mandated to rigorously monitor and document the ethical use of AI by teachers and learners.

3. All M&E results shall be reported to the next higher governance level to inform policy reviews; non-compliance or identified issues shall be addressed through corrective measures or appropriate administrative, civil, and criminal sanction.
4. DepEd shall publish an Annual AI in Basic Education Report detailing registered systems, PIA compliance, capacity-building, incidents, regional equity (including GIDA schools), and mitigation actions.
5. The DepEd shall ensure this policy remains aligned with evidence-based assessments from international bodies, such as the Independent International Scientific Panel on AI, adapting guidance annually based on their policy-relevant reports.

XII. SEPARABILITY AND EFFECTIVITY

1. Separability Clause

If any portion or provision of this Order is subsequently declared invalid or unconstitutional by the competent authority, other provisions hereof which are not affected thereby shall remain in full force and effect.

2. Effectivity

This Order shall take effect upon its approval, issuance, and fifteen (15) days after its publication on the Official Gazette or a newspaper of general circulation and filing with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC) UP Diliman, Quezon City.

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ANNEX A

SAMPLE TEMPLATE FOR AI USE DECLARATION (For learners, teachers, and non-teaching personnel)

Consistent with the policy guidelines on the use of AI in basic education, I, [insert full name of personnel/teacher/learner], hereby declare that I have used AI tools to assist in [insert the reason for using AI].

I used [AI tool/app/program] to help in [insert name/description of activity/output] for the purposes of [insert purpose, e.g., monitoring report, providing feedback, finalization of research study, quiz creation, providing feedback, or include the name of the task and the purpose of using AI, etc.]. The prompt used were [list of prompts].

I confirm that I have reviewed, edited, and understood all the content completed. I used AI tools only to support my learning/work/deliverable and not to replace my own thinking, agency, or output. I take full accountability for the final output submitted.

I affirm that the use of AI tools was intended solely to enhance the quality of the declared output. All outputs have been reviewed, adapted, edited, and validated using my professional expertise and agency to ensure accuracy, appropriateness, and alignment with Data Privacy Act of 2012.

Likewise, I affirm that no confidential information or sensitive institutional information data was shared with the AI platform/app identified above in the process.


A blue ink signature is visible below the redacted area.

FOR TEACHER AI USE DECLARATION

Consistent with the policy guidelines on the use of AI in basic education, I, [insert full name of teacher], hereby declare that I have used AI tools to assist in the preparation and delivery of teaching and learning materials.

I used [AI tool/app/program] to [insert name/description of lesson/activity/output] for the purposes of [insert purpose, e.g., lesson planning, content generation, assessment, quiz creation, providing feedback, etc.]. The prompt used were [list of prompts].

I affirm that the use of AI tools was intended solely to enhance the quality of instructional material, align with curriculum standards, and support the teaching and learning process. All outputs have been reviewed, adapted, edited, and validated using my professional expertise and agency to ensure accuracy, appropriateness, and alignment with learners' developmental needs/levels.

Likewise, I affirm that no confidential learner information or sensitive institutional information data was shared with the AI platform/app identified above in the process.


13

FOR LEARNER AI USE DECLARATION

I, [insert full name of learner], declare that I used AI tools in the completion of this schoolwork. I acknowledge that AI is only a tool that can help support my learning, but it cannot replace my own effort, thinking, and learning. Below are the details of how I used AI in this task:

I used [AI tool used, i.e., name of app/website] in the task [name of task/project/presentation/output] to [purpose of using AI tool]. The part/s of the task/output submitted that used AI are [insert part of the task] with the prompt of [insert prompts used].

I confirm that I have reviewed, edited, and understood all the content completed. I used AI tools only to support my learning and not to replace my own thinking, agency, or output. I take full accountability for the final output submitted.



Annex B: RISK-BASED CLASSIFICATION OF AI-SYSTEMS AND SAMPLE USE CASES (Learners)

UNACCEPTABLE-RISK AI USES

- Subliminal manipulation for minors via chatbot such as:
 - Algorithm-based steering of learner's career choices (e.g., using AI to determine or recommend what strand a Grade 10 student should take in SHS.)
 - Influencing socio-emotional state (e.g., pressures students into studying longer hours with shaming messages.)
 - distorting history, facts, political alignment (e.g., presenting a biased or false version of World War II)

ABSOLUTELY PROHIBITED

HIGH-RISK AI

- Mental health and wellness check AI apps (e.g., AI may be used to provide information, promote awareness, and support early identification of wellness concerns. However, AI systems shall not be used for diagnosis, treatment, or counseling of mental health conditions.)
- AI proctoring apps such as monitoring webcam, screen, or room activity (monitoring webcam, screen activity, or audio during learning and assessment)
- Scholarships eligibility checker (learners input personal info for assessment)
- Biometric attendance/monitoring (e.g., face recognition to log class presence)

**PERMITTED SUBJECT TO
STRICT SAFEGUARDS**

LIMITED RISK AI

- AI-generated content (photos, videos, visuals)
- AI study companions or tutoring bots (e.g., AI app explaining Math problems and giving step-by-step answers)
- Adaptive learning platforms recommending lessons or pacing. (e.g., AI-powered learning management system (LMS) recommending easier or harder lessons depending on the quiz results)
- AI tools for peer review or automated feedback on writing (e.g., checking grammars and suggesting improvements, detecting writing issues)
- Gamified AI apps tracking learner progress and awarding "badges" or rewards (e.g., AI quiz app awarding digital "badges" for completing modules quickly)

**NEED TRANSPARENCY
OBLIGATIONS**

MINIMAL RISK AI

- Grammar correction (e.g., auto correct, spell checker)
- Accessibility features (text-to-speech, speech-to-text)
- Auto-formatting of documents or citations (e.g., auto-generating bibliography in APA style)
- AI tools for schedules, reminders, or note-taking. (e.g., AI suggesting a study schedule, calendar reminders)
- Simple recommendation features (e.g., Music apps recommending study playlists or background music to focus.)

**SUBJECT TO
STANDARD IT CONTROLS**

Annex B: RISK-BASED CLASSIFICATION OF AI-SYSTEMS AND SAMPLE USE CASES (Teaching Personnel)

UNACCEPTABLE-RISK AI USES

- AI tools that evaluate teacher performance based solely on surveillance (e.g., system scoring teachers only through facial recognition through class, without context)
- Manipulative AI pushing political or commercial agendas to teachers (chatbot nudging teachers to promote certain political viewpoint in class)
- AI systems that distort teaching materials or historical content (e.g., lesson generators embedding biased or false narratives in history modules)
- Emotion recognition AI to rate teachers (e.g., ranking teachers' effectiveness based on students' facial expressions)
- AI-driven social scoring (e.g., assigning teachers a "reliability score" that influences promotions or assignments)

ABSOLUTELY PROHIBITED

HIGH-RISK AI

- AI classroom surveillance/proctoring (e.g., system monitoring if teachers are "on task" during classes or exams)
- AI systems for teacher appraisal (e.g., AI dashboard generating teacher performance ratings based on student test scores)
- Recruitment or promotion AI tools (e.g., AI ranking applicants for teaching posts or leadership roles)
- Sensitive HR/administrative tools (e.g., AI system processing teachers' personal data for payroll, leaves or scholarships)

**PERMITTED SUBJECT TO
STRICT SAFEGUARDS**

LIMITED RISK AI

- Lesson plan and test generation (e.g., Using AI to draft lesson plans, test questionnaires, or activities)
- AI grading support (e.g., using AI to auto-mark multiple choice or short-answer items)
- Adaptive teaching dashboards (e.g., AI systems suggesting which students needs remedial classes based on recent quizzes)
- Virtual teacher assistants (e.g., AI bot answering student FAQs about class requirements)

**NEED TRANSPARENCY
OBLIGATIONS**

MINIMAL RISK AI

- Grammar correction (e.g., auto correct, spell checker)
- Auto-formatting of documents or citations (e.g., auto-generating bibliography in APA style)
- AI tools for schedules, reminders, or note-taking. (e.g., AI suggesting a study schedule, calendar reminders)
- Transcription and captioning tools (e.g., AI transcribing parent-teacher meetings or online meetings for inclusivity)
- Presentation helpers (e.g., AI suggesting slide layouts or designs for class presentations.)

**SUBJECT TO
STANDARD IT CONTROLS**

Annex B: RISK-BASED CLASSIFICATION OF AI-SYSTEMS AND SAMPLE USE CASES (Non-Teaching Personnel)

UNACCEPTABLE-RISK AI USES

- AI social scoring of employees (e.g., assigning staff a "trustworthiness" score that affects promotions or assignments)
- AI used to distort or falsify official records (e.g., automated systems altering finance, procurement, or HR records without accountability)
- Emotion/behavior recognition for monitoring staff loyalty (e.g., AI camera systems rating staff productivity based on facial expressions or body language)
- AI that spreads biased or manipulated information internally (e.g., chatbots pushing false policy interpretations to staff for political purposes)

ABSOLUTELY PROHIBITED

HIGH-RISK AI

- AI recruitment and hiring tools (e.g., AI shortlisting applicants for non-teaching positions (HR screening systems))
- AI systems for staff appraisal (e.g., performance dashboards scoring employees' efficiency based on office reports)
- AI in finance and procurement risk assessments (e.g., algorithms flagging "high-risk" procurement or fund releases)
- Sensitive HR/administrative tools (e.g., AI tools processing salaries, benefits, and leave credits with automated anomaly detection)
- AI-based background checks (e.g., automated systems cross-checking applicants' social media or personal history)

PERMITTED SUBJECT TO STRICT SAFEGUARDS

LIMITED RISK AI

- AI for drafting reports or correspondence (e.g., Using AI to draft office memoranda or communications)
- Data analytics dashboard (e.g., AI tools predicting enrollment trends, resource allocation, or budget utilization)
- Automated scheduling and workflow tools (e.g., AI systems assigning tasks or prioritizing ticket requests in IT helpdesks)
- AI content summarizers (e.g., AI tools summarizing policy documents or meeting transcripts for quick reference)
- Document classification and filing systems (e.g., AI automatically tagging and archiving DepEd office documents)

NEED TRANSPARENCY OBLIGATIONS

MINIMAL RISK AI

- Grammar correction (e.g., auto correct, spell checker)
- Auto-formatting of documents or citations (e.g., auto-generating bibliography in APA style)
- AI tools for schedules, reminders, or note-taking. (e.g., AI suggesting a study schedule, calendar reminders)
- Transcription and captioning tools (e.g., AI transcribing parent-teacher meetings or online meetings for inclusivity)
- Presentation helpers (e.g., AI suggesting slide layouts or designs for class presentations.)
- Basic IT support chatbots (AI helpdesk answering FAQs on password resets, system access, or filing deadlines)

SUBJECT TO STANDARD IT CONTROLS

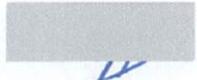


*AI risk classifications apply across all stakeholders, as they are determined by the system's purpose and context of use rather than the specific user.



ANNEX C - DIGITAL MATURITY ASSESSMENT TOOL

Dimension	Starting (1)	Developing (2)	Established (3)	Evolving (4)	Leading (5)	Self-Assessment	Comments/Remarks
Pedagogy	Most lessons are teacher-directed and lecture-based; learning delivery is mostly one-size-fits-all	Teachers give different tasks to their students and integrate interactive activities in a few lessons	Teachers consistently integrate interactive and differentiated strategies (e.g., group work, project-based tasks, use of EdTech tools) across lessons. Learning is partially personalized, with some opportunities for student choice and pacing, though teacher guidance remains central.	Instruction is adaptive and responsive, with teachers adjusting content, pace, and groupings based on learners' needs and interests. Students regularly have choices in activities and learning pathways, while teachers provide structured guidance (e.g. learner-paced modules, flexible groupings, students choose their activities)	Student-centered, personalized learning is fully embedded in the daily classroom. Learners have the option to create their own group for peer tutoring and study groups. Teachers facilitate self-paced teaching		
Assessment	Assessments are mostly memory/recall tests. Feedback is limited to raw scores and with few consultations between students and teachers	Teachers use short quizzes or oral checks; feedback is occasional with some qualitative comments on individual assessments	Teachers regularly use a mix of traditional and performance-based assessments (e.g., projects, written tasks, practical work). Feedback is consistent and given at key checkpoints, though it is still primarily teacher driven.	Teachers use a wide variety of online and in-person assessments (e.g., projects, performance tasks, self-checks). Feedback is timely and linked to student progress, given not only at the end but also during assessments.	Teachers use a variety of tools to assess students online and in-person. Teachers can provide feedback frequently throughout the project or activity. Students are able to monitor and track their own progress to guide their learning		
Digital Citizenship	Few students, teachers, and school personnel are aware of the responsible uses of technology.	Students are familiar with basic practices for the responsible use of technology. Digital citizenship is taught as standalone topics and mostly through a teacher's reminders.	Teachers and school personnel consistently model responsible digital behavior. Students apply responsible use practices in structured activities, but these are not yet fully embedded across all subjects.	Most students, teachers, and school personnel practice responsible uses of technology. These practices are integrated into daily teaching and learning activities.	All students, teachers, and school personnel demonstrate a culture of digital responsibility and safety in using virtual spaces. There are active policies that promotes this culture.		
Teacher Capacity	Most teachers rely on traditional methods for lesson delivery. Few teachers integrate technology in the classroom.	Teachers use computers for basic tasks such as preparing lessons (PowerPoint, lesson plans, test-making).	Teachers regularly use technology to support teaching and learning (e.g., presentations, digital resources, basic online tools). Technology use is consistent but remains largely teacher-directed.	Teachers explore new technologies and tools to enhance teaching (e.g., varied tasks, flexible grouping, learner-paced modules). Teachers are able to introduce these to the students.	Teachers are self-motivated and consistently use technology to innovate and explore new approaches in teaching. Teachers are able to share best practices among co-teachers.		
Leadership	The school has no school-wide vision or formal planning for digital learning and integration of technology in teaching.	School leaders support limited use of technology and initiatives. Efforts for digitalization are mostly done in isolation.	School leaders provide consistent support for technology integration through school-level initiatives and encourage teachers to participate. Some alignment with school goals exists, though digitalization efforts remain fragmented.	School leaders show an interest in progressing the integration of technology in education. Leaders frequently monitor its progress and support the capacity building of their teachers.	Leaders drive a shared vision and collaborate with their teachers towards digitalization in education. Leaders actively strategize towards innovation and allocating resources for digitalization. Implementations involve a clear digital learning strategy.		
Platform	No designated platform for digital learning; teachers rely on traditional systems for filing modules and activities.	Digital platforms are available for the teacher to use but used by a few teachers and school personnel.	A digital platform is available at the school level and is regularly used by several teachers and personnel for lesson delivery and activity management. However, usage is inconsistent and not yet fully integrated into daily teaching and learning practices.	A school-wide digital platform is available for distributing tasks, collecting outputs, and providing timely feedback. Majority of students, teachers, and school personnel utilize this.	A school-wide LMS is able to integrate student data across grade levels and subjects, allows students to manage their own dashboards, stores modules, and provides timely feedback. All students, teachers, and school personnel use this.		
Infrastructure	Power supply and internet connectivity are unreliable and inconsistent. There is no or limited dedicated spaces for digital learning. Few students, teachers, and school personnel have access to a digital device.	Basic devices and internet connectivity are available for classes. Use of these devices are often limited.	Devices and connectivity are accessible to many teachers and students, with some dedicated spaces for digital learning. However, availability and reliability vary, which limits seamless integration into daily learning.	Devices, connectivity, and offline resources are readily available for daily class activities.	Infrastructure supports full integration of tech and personalized learning goals in daily activities.		



ANNEX D: Privacy Impact Assessment Guide

I. Project/System Description

a. Description

Describe the program, project, process, measure, system or technology product and its context. Define and specify what it intends to achieve. Consider the pointers below to help you describe the project.

- Brief Description of the project/system
 - Describe the process of the projects
 - Describe the scope and extent
 - Any links with existing programs or other projects
- The system/project's overall aims (purpose of the project/system)
 - What is the project/system aims to achieve?
 - What are the benefits for the organizations and data subjects?
- Any related documents to support the projects/system
 - Project/System Requirements Specification
 - Project/System Design Specification
 - Or any related documents

b. Scope of the PIA

This section should explain, what part or phase of the program the PIA covers and, where necessary for clarity, what it does not cover.

- What will the PIA cover?
- What areas are outside scope?
- Is this just a “desk-top” information gathering exercise, do I have to get information from a wide variety of sources?
- Who needs to be involved and when will they be available?
- Where does the PIA need to fit in the overall project plan and timelines?
- Who will make decisions about the issues identified by the PIA? What information do they need and how long will it take to get sign-off from them?
- Do I need to consult with anyone (for instance the individuals whose personal information the project will involve)? When and how should this happen?
- Are there any third parties involved and how long do I need to allow for them to play their part?

II. Threshold Analysis

The following questions are intended to help you decide whether a PIA is necessary. Answering ‘yes’ to any of these questions is an indication that a PIA would be a useful exercise. You can expand on your answers as the project develops if you need to.

- a. Will the project or system involve the collection of new information about individuals?

No

Yes

b. Is the information about individuals sensitive in nature and likely to raise privacy concerns or expectations e.g. health records, criminal records or other information people would consider particularly private?

No

Yes

c. Are you using information about individuals for a purpose it is not currently used for, or in a way it is not currently used?

No

Yes

d. Will the initiative require you to contact individuals in ways which they may find intrusive?

No

Yes

e. Will information about individuals be disclosed to organizations or people who have not previously had routine access to the information?

No

Yes

f. Does the initiative involve you using new technology which might be perceived as being privacy intrusive (e.g. biometrics or facial recognition)?

No

Yes

g. Will the initiative result in you making decisions or taking action against individuals in ways which can have a significant impact on them?

No

Yes

h. Are the personal data collected prior to August 2016?

No

Yes

III. Stakeholder(s) Engagement

State all project stakeholders, consulted in conducting PIA. Identify which part they were involved. (Describe how stakeholders were engaged in the PIA process)

Name	Role	Involvement	Inputs/ Recommendations
*			

* add additional rows if needed.

IV. Personal Data Flows

Sample Data Flow

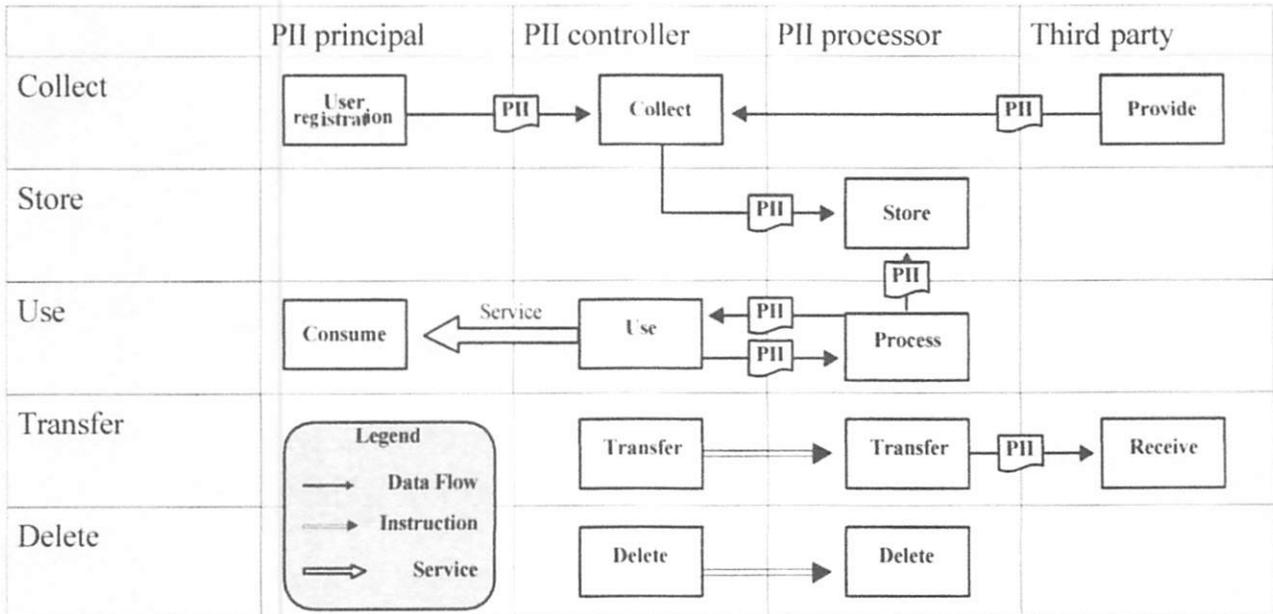
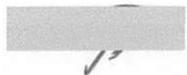


Figure 1. Information flow of personal information can be visualized in a work flow diagram on personal information processing.

- **Objective:** To identify information flows of personal information under assessment.
- **Input:** Description of the process and information system to be assessed.
- **Expected output:** Summary of findings on the information flow of personal information within the process.
- **Actions:** The person responsible for conducting a PIA should consult with others in the organization and perhaps external to the organization to describe the personal information flows and specifically:
 - how personal information is collected and the related source;
 - who is accountable and who is responsible within the organization for the personal information processing;
 - for what purpose personal information is processed;
 - how personal information will be processed;
 - personal information retention and disposal policy;
 - how personal information will be managed and modified;
 - how will personal information processors and application developers protect personal information;
 - identify any personal information transfer to jurisdictions where lower levels of personal information protection apply;
 - whether applicable, notify the relevant authorities of any new personal information processing and seek the necessary approvals.

Output of this process in terms of the information flow of personal information should be documented in the PIA report



- Implementation Guidance:

Use of personal information (or transfer of personal information) may include approved data sharing flows of personal information to other parties.

As an input to the PIA, the organization should describe the information flow in as detailed a manner as possible to help identify potential privacy risks. The assessor should consider the impacts not only on information privacy, privacy related regulations, e.g. telecommunications acts. The whole personal information life cycle should be considered.

Identify the personal data involved and describe the data flow from collection to disposal by answering the following questions below:

What personal data are being or will be processed by this project/system?

List all personal data (e.g. Personal Full Name, address, gender, phone number, etc.) and state which is/ are the sensitive personal information (e.g. race, ethnicity, marital status, health, genetic, government issued numbers).

All the information stated above will be in accordance to the next section.

Collection

1. State who collected or will be collecting the personal information and/or sensitive information.
2. How the personal information/sensitive personal information is collected and from whom it was collected?
 - » *If personal information is collected from some source other than the individual?*
3. What is/are the purpose(s) of collecting the personal data?
 - » *Be clear about the purpose of collecting the information*
 - » *Are you collecting what you only need?*
4. How was or will the consent be obtained?
 - » *Do individuals have the opportunity and/or right to decline to provide data?*
 - » *What happens if they decline?*

Storage

1. Where is it currently being stored?
 - » *Is it being stored in a physical server or in the cloud?*
2. Is it being stored in other country?
 - » *If it is subject to a cross-border transfer, specify what country or countries.*
3. Is the storage of data being outsourced?
 - » *Specify if the storing process is being done in-house or is it handled by a service provider*



Usage

1. How will the data being used or what is the purpose of its processing?
 - » Describe how the collected information is being used or will be used
 - » Specify the processing activities where the personal information is being used.

Retention

1. How long are the data being retained? And Why?
 - » State the length of period the data is being retained?
 - » What is the basis of retaining the data that long? Specify the reason(s)
2. The data is being retained by the organization or is it being outsourced?
 - » Specify if the data retention process is being done in-house or is it handled by a service provider

Disclosure/Sharing

1. To whom it is being disclosed to?
2. Is it being disclosed outside the organization? Why is it being disclosed?
 - » Specify if the personal information is being shared outside the organization
 - » What are the reasons for disclosing the personal information

Disposal/Destruction

1. How will the data be disposed?
 - » Describe the process of disposing the personal information
2. Who will facilitate the destruction of the data?
 - » State if the process is being managed in-house or if it is a third party

V. Privacy Impact Analysis

Each program, project or means for collecting personal information should be tested for consistency with the following Data Privacy Principles (as identified in Rule IV. Implementing Rules and Regulations of Republic Act No. 10173, known as the "Data Privacy Act of 2012"). Respond accordingly with the questions by checking either the "Yes" or "No" column and/or listing the what the questions may indicate.

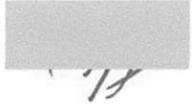
Transparency	Yes	No	Not applicable
1. Are data subjects aware of the nature, purpose, and extent of the processing of his or her personal data?			
2. Are data subjects aware of the risks and safeguards involved in the processing of his or her personal data?			



<p>3. Are data subjects aware of his or her rights as a data subject and how these can be exercised? Below are the rights of the data subjects:</p> <ul style="list-style-type: none"> ✓ Right to be informed ✓ Right to object ✓ Right to access ✓ Right to correct ✓ Right for erasure or blocking ✓ Right to file a complaint ✓ Right to damages ✓ Right to data portability 			
<p>4. Is there a document available for public review that sets out the policies for the management of personal data?</p> <p><i>Please identify document(s) and provide link where available:</i></p> <p>_____</p> <p>_____</p>			
<p>5. Are there steps in place to allow an individual to know what personal data it holds about them and its purpose of collection, usage and disclosure?</p>			
<p>6. Are the data subjects aware of the identity of the personal information controller or the organization/entity processing their personal data?</p>			
<p>7. Are the data subjects provided information about how to contact the organization's Data Protection Officer (DPO)?</p>			
<p>Legitimate Purpose</p>	<p>Yes</p>	<p>No</p>	<p>Not applicable</p>
<p>1. Is the processing of personal data compatible with a declared and specified purpose which are not contrary to law, morals, or public policy?</p>			
<p>2. Is the processing of personal data authorized by a specific law or regulation, or by the individual through express consent?</p>			
<p>Proportionality</p>	<p>Yes</p>	<p>No</p>	<p>Not applicable</p>
<p>1. Is the processing of personal data adequate, relevant, suitable, necessary and not excessive in relation to a declared and specified purpose?</p>			
<p>2. Is the processing of personal data necessary to fulfill the purpose of the processing and no other means are available?</p>			

NPC PRIVACY TOOLKIT

Collection	Yes	No	Not applicable
1. Is the collection of personal data for a declared, specified and legitimate purpose?			
2. Is individual consent secured prior to the collection and processing of personal data? If no, specify the reason _____			
3. Is consent time-bound in relation to the declared, specified and legitimate purpose?			
4. Can consent be withdrawn?			
5. Are all the personal data collected necessary for the program?			
6. Are the personal data anonymized or de-identified?			
7. Is the collection of personal data directly from the individual?			
8. Is there authority for collecting personal data about the individual from other sources?			
9. Is it necessary to assign or collect a unique identifier to individuals to enable your organization to carry out the program?			
10. Is it necessary to collect a unique identifier of another agency? <i>e.g. SSS number, PhilHealth, TIN, Pag-IBIG, etc.,</i>			
Use and Disclosure	Yes	No	Not applicable
1. Will Personal data only be used or disclosed for the primary purpose?			
2. Are the uses and disclosures of personal data for a secondary purpose authorized by law or the individual?			



Data Quality	Yes	No	Not applicable
1. Please identify all steps taken to ensure that all data that is collected, used or disclosed will be accurate, complete and up to date:			
1.1 *Please identify all steps taken to ensure that all data that is collected, used or disclosed will be accurate, complete and up to date:			
1.2 *The system is regularly tested for accuracy			
1.3 *Periodic reviews of the information			
1.4 *A disposal schedule in place that deletes information that is over the retention period			
1.5 *Staff are trained in the use of the tools and receive periodic updates			
1.6 *Reviews of audit trails are undertaken regularly			
1.7 *Independent oversight			
1.8 *Incidents are reviewed for lessons learnt and systems/ processes updated appropriately			
1.9 *Others, please specify _____ _____			
Data Security	Yes	No	Not applicable
1. Do you have appropriate and reasonable organizational, physical and technical security measures in place? <i>organizational measures - refer to the system's environment, particularly to the individuals carrying them out. Implementing the organizational data protection policies aim to maintain the availability, integrity, and confidentiality of personal data against any accidental or unlawful processing (i.e. access control policy, employee training, surveillance, etc.)</i> <i>physical measures – refers to policies and procedures shall be implemented to monitor and limit access to and activities in the room, workstation or facility, including guidelines that specify the proper use of and access to electronic media (i.e. locks, backup protection, workstation protection, etc.)</i> <i>technical measures - involves the technological aspect of security in protecting personal information (i.e. encryption, data center policies, data transfer policies, etc.)</i>			

NPC PRIVACY TOOLKIT

Organizational Security	Yes	No	Not applicable
*Have you appointed a data protection officer or compliance officer?			
*Are there any data protection and security measure policies in place?			
*Do you have an inventory of processing systems? Will you include this project/system?			
*Are the users/staffs that will process personal data through this project/system under strict confidentiality if the personal data are not intended for public disclosure?			
*If the processing is delegated to a Personal Information Processor, have you reviewed the contract with the personal information processor?			
Physical Security	Yes	No	Not applicable
*Are there policies and procedures to monitor and limit the access to this project/system?			
*Are the duties, responsibilities and schedule of the individuals that will handle the personal data processing clearly defined?			
*Do you have an inventory of processing systems? Will you include this project/system?			
Technical Security	Yes	No	Not applicable
*Is there a security policy with respect to the processing of personal data?			
*Do you have policies and procedures to restore the availability and access to personal data when an incident happens?			
*Do/Will you regularly test, assess and evaluate the effectiveness of the security measures of this project/system?			
*Are the personal data processed by this project/system encrypted while in transit or at rest?			

2. The program has taken reasonable steps to protect the personal data it holds from misuse and loss and from unauthorized access, modification or disclosure?			
3. If yes, which of the following has the program undertaken to protect personal data across the information lifecycle:			
3.1 * Identifying and understanding information types			
3.2 * Assessing and determining the value of the information			
3.3 * Identifying the security risks to the information			
3.4 * Applying security measures to protect the information			
3.5 * Managing the information risks.			
Disposal	Yes	No	Not applicable
1. The program will take reasonable steps to destroy or de-identify personal data if it is no longer needed for any purpose. <i>If YES, please list the steps</i> _____ _____			
Cross-border Data Flows (optional)	Yes	No	Not applicable
1. The program will transfer personal data to an organization or person outside of the Philippines <i>If YES, please describe</i> _____ _____			
2. Personal data will only be transferred to someone outside of the Philippines if any of the following apply: a. The individual consents to the transfer b. The organization reasonably believes that the recipient is subject to laws or a contract enforcing information handling principles substantially similar to the DPA of 2012 c. The transfer is necessary for the performance of a contract between the individual and the organization d. The transfer is necessary as part of a contract in the interest of the individual between the organization and a third party e. The transfer is for the benefit of the individual;			

<p>3. The organization has taken reasonable steps so that the information transferred will be stored, used, disclosed and otherwise processed consistently with the DPA of 2012 <i>If YES, please describe</i></p> <p>_____</p> <p>_____</p>			
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VI. Privacy Risk Management

For the purpose of this section, a risk refers to the potential of an incident to result in harm or danger to a data subject or organization. Risks are those that could lead to the unauthorized collection, use, disclosure or access to personal data. It includes risks that the confidentiality, integrity and availability of personal data will not be maintained, or the risk that processing will violate rights of data subjects or privacy principles (transparency, legitimacy and proportionality).

The first step in managing risks is to identify them, including threats and vulnerabilities, and by evaluating its impact and probability.

The following definitions are used in this section.

Risk - "the potential for loss, damage or destruction as a result of a threat exploiting a vulnerability";

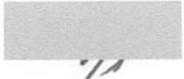
Threat - "a potential cause of an unwanted incident, which may result in harm to a system or organization";

Vulnerability - "a weakness of an asset or group of assets that can be exploited by one or more threats";

Impact - severity of the injuries that might arise if the event does occur (can be ranked from trivial injuries to major injuries); and

Probability - chance or probability of something happening;

Impact		
Rating	Types	Description
1	Negligible	The data subjects will either not be affected or may encounter a few inconveniences, which they will overcome without any problem.
2	Limited	The data subject may encounter significant inconveniences, which they will be able to overcome despite a few difficulties.
3	Significant	The data subjects may encounter significant inconveniences, which they should be able to overcome but with serious difficulties.
4	Maximum	The data subjects may encounter significant inconveniences, or even irreversible, consequences, which they may not overcome.



Probability		
1	Unlikely	Not expected, but there is a slight possibility it may occur at some time.
2	Possible	Casual occurrence. It might happen at some time.
3	Likely	Frequent occurrence. There is a strong possibility that it might occur.
4	Almost Certain	Very likely. It is expected to occur in most circumstances.

Select the appropriate level or criteria of impact and probability to better assess the risk. Kindly refer to the table below for the criteria.

Note: Try to itemize your risks by designating a reference number. This will be used as a basis on the next sections (VII. Recommended Privacy Solutions and VIII. Sign off and Action Plan). Also, base the risks on the violation of privacy principles, rights of data subjects and confidentiality, integrity and availability of personal data.

Ref#	Threats/ Vulnerabilities	Impact				Probability				Risk Rating	
		1	2	3	4	1	2	3	4		
		1	2	3	4	1	2	3	4		
		1	2	3	4	1	2	3	4		
		1	2	3	4	1	2	3	4		
		1	2	3	4	1	2	3	4		

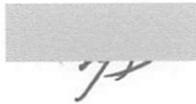
**add additional rows if needed*

Kindly follow the formula below for getting the Risk Rating:

$$\text{Risk Rating} = \text{Impact} \times \text{Probability}$$

Kindly refer to the table below for the criteria.

Rating	Types
1	Negligible
2 to 4	Low Risk
6 to 9	Medium Risk
10-16	High Risk



PRIVACY RISK MAP

I M P A C T	4	4	8	12	16
	3	3	6	9	12
	2	2	4	6	8
	1	1	2	3	4
		1	2	3	4
		PROBABILITY			

VII. Recommended Privacy Solutions

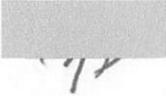
From the risks stated in the previous section, identify the recommended solution or mitigation measures. You can cite your existing controls to treat the risks in the same column.

Recommended Solutions (Please provide justification)

**add additional rows if needed*

ANNEX E: - DepEd AI Registry

AI Technology	Provider / Developer	Description / Purpose	Risk Classification	Intended Use	Privacy Impact Assessment (PIA)	Conformity / Compliance Assessment	Assigned Responsible Officer	Oversight & Human-in-the-Loop Mechanism	Date of Entry / Update	Status (Pilot / Active / Retired)
ChatGPT (OpenAI)	OpenAI	Generative AI assistant for drafting, tutoring support, summarization, translation, and coding assistance.	High Risk (education context with minors; misinformation & privacy risks)	K-12 classroom support (teacher-facilitated), teacher preparation, administrative drafting; not for automated grading or decisions.	Passed	Not yet assessed; to be evaluated against DepEd policy and aligned with ISO/IEC 23894 / NIST AI RMF.	To be assigned (proposed: ICTS focal)	Teacher reviews and approves outputs; fact-checking required; prohibit entry of student PII; escalation to human officer for sensitive cases.	Aug 29, 2025	Pilot
Microsoft Copilot	Microsoft	AI productivity assistant embedded in Microsoft 365 for drafting documents, summarizing emails, generating presentations, and code assistance.	Limited to High Risk (depending on data integration and PII handling)	Administrative drafting, report generation, teacher workload reduction (document prep). Not for automated student assessment.	Passed	Pending evaluation against DepEd AI policy; Microsoft indicates compliance with GDPR and ISO/IEC standards.	To be assigned (proposed: Administrative Service focal)	Staff validate outputs; sensitive data requires manual redaction before AI use.	Aug 29, 2025	Pilot
Google Gemini	Google DeepMind	Generative AI model integrated into Google Workspace and search; used for drafting, summarization, data analysis, and multilingual support.	High Risk (content generation, privacy, and bias concerns)	Teacher support, translation, and drafting of learning resources. Restricted in use for direct student evaluation.	Passed	Pending evaluation against DepEd AI policy; claimed compliance with international AI governance frameworks.	To be assigned (proposed: Curriculum and Instruction focal)	Teacher or staff must review generated content; AI not allowed to provide final learning assessments.	Aug 29, 2025	Pilot



Instructions in filling-up the DepEd AI Registry

AI Technology - Name of the AI technology to be used.

Provider/Developer - Name of the company, organization, or individual who owns the rights of the AI technology and/or handles its improvement.

Description/Purpose - A statement explaining the primary function of the AI technology and its intended educational or administrative purpose within DepEd. It should specify the main task(s) performed by the AI (e.g., text generation, scheduling, analytics) and the context or problem it is meant to address (e.g., reducing teacher workload, providing learning support, improving administrative efficiency).

Risk Classification - The categorization of an AI system according to the level of potential risk it poses to learners, teachers, or DepEd operations. Risk is determined by the system's intended use, impact on decision-making, sensitivity of data processed, and possible consequences of misuse.

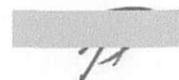
Categorization of the risks may range from the following:

- **Unacceptable Risk** - refers to AI applications that pose clear threats to the rights, safety, or well-being of learners and education stakeholders. These include emotion recognition, social scoring, manipulative chatbots for minors, and untargeted facial recognition scraping. **Such applications are strictly prohibited in basic education.**
- **High-Risk** - refers to AI applications used in areas with significant consequences for learners, such as grading, admissions, scholarships, disciplinary actions, or placement decisions. These shall only be permitted subject to strict safeguards, including a completed Privacy Impact Assessment (PIA), human oversight ("human-in-the-loop"), audit logging, and an appeal mechanism.
- **Limited Risk** - refers to AI applications that involve interaction with learners or staff but do not make determinations with major consequences. Examples include chatbots for administrative queries or AI-assisted learning platforms. These require transparency obligations, clear disclosure to users, and safeguards against misuse.
- **Minimal Risk** - refers to AI applications with little or no risk to rights and safety, such as spam filters, grammar correction tools, or IT process automation. These may be used subject to standard information technology controls.

Intended Use - The authorized scope and context in which the AI system may be applied within DepEd. It specifies how, where, and for what tasks the AI is permitted to be used, and clarifies restrictions on inappropriate or prohibited applications.

Privacy Impact Assessment - The compliance status of the AI system with DepEd's and the National Privacy Commission's (NPC) requirements for conducting a Privacy Impact Assessment. It indicates whether an assessment has been completed, is in progress, or has not yet started, to ensure that the collection, storage, and use of personal and sensitive learner/teacher data adhere to the Data Privacy Act of 2012 and related policies.

Conformity/Compliance Assessment - The process of evaluating whether an AI system complies with applicable laws, regulations, standards, and DepEd policies before and during its deployment. This includes alignment with national and international AI governance frameworks (e.g., Data Privacy Act of 2012, ISO/IEC AI standards, UNESCO AI in Education guidance, ASEAN AI principles) and internal DepEd guidelines. The registry shall record whether the AI system has undergone such assessment, is in progress, or has not yet been initiated.



Assigned Responsible Officer - The designated DepEd official or staff member accountable for overseeing the implementation, monitoring, and reporting of a specific AI system. This officer ensures that the AI tool is used only for its intended purpose, complies with established standards and procedures, and addresses issues related to risk, privacy, and ethical use. The responsible officer also serves as the focal point for coordination with school heads, teachers, and ICT personnel regarding the AI system.

Oversight & Human-in-the-Loop Mechanism - The measures put in place to ensure that all outputs and decisions generated by an AI system are subject to appropriate human review, validation, or intervention. This mechanism safeguards against over-reliance on AI by requiring that teachers, school officials, or designated personnel remain the final decision-makers, especially in matters affecting learners' rights, educational outcomes, or personal data.

Date of Entry/Update - The date when the AI system was first recorded in the registry and the most recent date when its information was reviewed, verified, or modified. This ensures that the registry remains current and reflects the latest status of each AI system throughout its lifecycle.

Status - The current stage of deployment of the AI system within DepEd. It indicates whether the tool is in Pilot (limited testing under controlled conditions), Active (formally adopted and in regular use following evaluation), or Retired (no longer in use, decommissioned, or replaced). This classification supports lifecycle management, accountability, and evidence-based decision-making for scaling or discontinuing AI systems.

