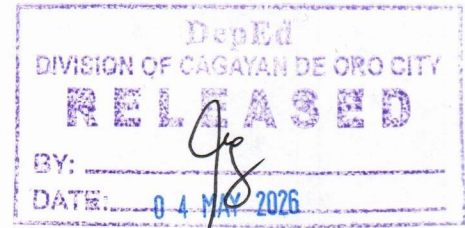




Republic of the Philippines
Department of Education

REGION X
DIVISION OF CAGAYAN DE ORO CITY



Office of the Schools Division Superintendent

04 May 2026

DIVISION MEMORANDUM
No. 393 s.2026

DISSEMINATION OF DEPED ORDER NO. 010, S. 2026
(GUIDELINES FOR THE IMPLEMENTATION OF THE 2026 SUMMER REMEDIATION PROGRAMS)

To: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
Curriculum Implementation Division Personnel
Schools Governance Operations Division Personnel
All Elementary and Secondary School Heads
This Division

1. This is to disseminate the enclosed DepEd Order No. 010, s. 2026 titled Guidelines for the Implementation of the 2026 Summer Remediation Programs.
2. All concerned school heads are directed to follow guidelines cited in the issuance.
3. This Office directs immediate and wide dissemination of this Memorandum.

ROY ANGELO E. GAZO
Schools Division Superintendent

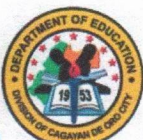
Encl.: As stated

Reference: As stated

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

SUMMER PROGRAMS

DM-258-CID-IM-(JGTV)/ dissemination of deped order 10, s. 2026(guidelines for the implementation of the 2026 summer remediation programs)
May 4, 2026



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Effectivity		Page	1 of 1



Republic of the Philippines
Department of Education

APR 28 2026

DepEd ORDER
No. **010**, s. 2026

**GUIDELINES FOR THE IMPLEMENTATION OF THE 2026 SUMMER
REMEDiation PROGRAMS**

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

1. The Department of Education (DepEd) reaffirms its commitment to closing learning gaps identified in national and international assessments through programs such as the **2026 Summer Remediation Programs (SRP)**.

a. Academic Recovery and Accessible Learning Program

(Republic Act No. 12028 or the Academic Recovery and Accessible Learning [ARAL] Program Act of 2024; DepEd Order [DO] No. 018, s. 2025 titled Implementing Guidelines of the Academic Recovery and Accessible Learning [ARAL] Program)

The ARAL Program consists of four components: (1) ARAL-Reading; (2) ARAL-Mathematics; (3) ARAL-Science; and (4) ARAL Summer Programs.

ARAL-Reading, as outlined in DepEd Memorandum (DM) No. 064, s. 2025 (Implementing Guidelines for the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to 3) was first implemented across Key Stages 1 to 3 beginning the school year (SY) 2025–2026. To support learners who require additional intervention, the ARAL Summer Programs 2026 will offer focused sessions in both Reading and Mathematics.

b. Senior High School Remediation Program

This remediation program for incoming Grade 12 learners aims to strengthen their foundational skills in English (Reading) and Mathematics through targeted instruction, focused practice, and appropriate learning support, enabling them to meet the demands of senior high school. This remediation program will be implemented in all public SHS, including the pilot schools of the Strengthened Senior High School Curriculum in SY 2026–2027 (DM 012, s. 2026).

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c. Summer Academic Remedial Program

This program aims to support learners who did not achieve grade-level competencies in one or two learning areas as assessed under DO 008, s. 2015 (Policy Guidelines on Classroom Assessment) and facilitate their successful transition to the next grade level.

2. The SRPs shall be implemented from **May 6 to June 2, 2026**, for the benefit of learners who need targeted support as indicated by their final grades or the end-of-school-year assessment results.
3. Specific guidelines on the implementation of the SRPs are enclosed in this Order.
4. All Orders, issuances, rules, and regulations or parts thereof, including DO 018, s. 2025, DO 014, s. 2023 (Policy Guidelines on the Implementation of the National Learning Camp) and DO 13, s. 2018 (Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program) as amended by DO 025, s. 2022, which are contrary to or inconsistent with this DO, are repealed, amended, or modified accordingly.
5. This Order shall take effect immediately upon its approval, issuance, and publication on the DepEd website. 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.
6. For more information, please contact the following offices:

ARAL Summer Programs
ARAL Program Secretariat
aralprogram@deped.gov.ph

Summer Academic Remedial Program
Senior High School Remediation Program
Bureau of Learning Delivery
bld.od@deped.gov.ph
7. Immediate dissemination of and strict compliance with this Order is directed.



SONNY ANGARA
Secretary

Encl.:

As stated

References:

DepEd Order (Nos.: 018, s. 2025; 014, s. 2023; 025, s. 2022; 013, s. 2018; 8, s. 2015; 4, s. 2013)
DepEd Memorandum (Nos. 012, s. 2026 and 064, s. 2025)

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

BASIC EDUCATION
BUREAUS AND OFFICES
CLASSES
CURRICULUM
LEARNERS

POLICY
PROGRAMS
PROJECTS
READING EDUCATION
SCHOOLS

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JMC, MPC, DO 2026 Summer Remediation Programs
0170 - April 27, 2026



GUIDELINES FOR THE IMPLEMENTATION OF THE 2026 SUMMER REMEDiation PROGRAMS

I. RATIONALE

1. Every Filipino child deserves the opportunity to learn and succeed. However, data from national and international assessments show that many learners continue to struggle with foundational skills, particularly in Reading and Mathematics, gaps that, if left unaddressed, can hinder their long-term academic progress. As part of its commitment to provide targeted interventions, reach every learner, and uphold quality basic education, the Department of Education (DepEd) pursues these efforts in accordance with the DepEd 5-Point Reform Agenda under the Quality Basic Education Plan (QBEDP).

2. Pursuant to Republic Act (RA) No. 12028 (Academic Recovery and Accessible Learning [ARAL] Program Act) and DepEd Order (DO) No. 018, s. 2025 (Implementing Guidelines of the ARAL Program), DepEd implemented the ARAL Program with a focus on reading in school year (SY) 2025–2026. Initial results are encouraging, with improvements observed in the reading skills of learners who previously struggled in this area.

3. DepEd has also been providing learning interventions through the Summer Academic Remediation Programs (DepEd Memorandum [DM] 035, s. 2025 [Supplemental Guidelines for the Implementation of the Summer Academic Remedial Program]; DO No. 010, s. 2025 [Guidelines for the Implementation of the 2025 Department of Education Summer Programs]) for learners who failed in one or two learning areas at the end of the school year to support their transition to the next grade level and ensure equitable learning opportunities for all.

4. However, more work remains to be done. School Year 2025–2026 End-of-School-Year (EOSY) reading assessment results reveal that 10% of Key Stage (KS) 1, 14% of KS 2, 18% of KS 3, and 66% of KS 4 learners remain at the Emerging and Frustration levels. Similarly, EOSY Mathematics assessment results show that 10% of KS 1 learners, 26% of KS 2 learners, 78% of KS 3 learners, and 60% of KS 4 learners are at the Not Proficient and Low Proficient levels. These results underscore the need for continued and targeted intervention, notwithstanding the improvements noted in the Middle-of-School-Year (MOSY) reading assessment among learners who underwent ARAL-Reading.

5. To further address these persistent learning gaps, DepEd shall implement the 2026 Summer Remediation Programs (SRP). These include the ARAL Summer Program for Reading and Mathematics, Senior High School (SHS) Remediation Program, and the Summer Academic Remedial Program (SARP), each of which is described in detail in the succeeding section.

II. SCOPE

6. For 2026, this policy shall serve as guidance for the implementation of SRP in all public elementary and secondary schools, including SHS, across all regions and school divisions. Private schools are encouraged to adopt these guidelines as

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the minimum standard for their own summer remediation programs, ensuring that assessment and promotion criteria remain aligned with national policies.

7. DepEd will implement the following 2026 SRPs for the following target learners:

Summer Remediation Program	Grade Level
ARAL Summer-Reading	Incoming Grade 2 to incoming Grade 11
ARAL Summer-Mathematics	Incoming Grades 2, 3, and 4
Senior High School Remediation - English	Incoming Grade 12
Senior High School Remediation - Mathematics	Incoming Grade 12
Summer Academic Remedial Program	All grade levels

8. The Bawat Bata Makababasa Program (DM 033, s. 2025) and the Literacy Remediation Program (DM 034, s. 2025) shall be integrated into the ARAL Program (DO 010, s. 2025).

9. The National Learning Camp (DO 014, s. 2023) shall no longer be implemented.

10. Learners who will be participating in the *Tara, Basa!* Tutoring Program of the Department of Social Welfare and Development (DSWD) need not participate in the ARAL Summer-Reading Program.

A. Summer Remediation Programs

11. The SRP shall be conducted during the break between school years. The school where the learner completed the previous grade level is responsible for providing these programs to students identified as needing targeted support based on their final grades or EOSY assessment results.

12. This year, the SRP shall be implemented from **May 6 to June 2, 2026**.

i. ARAL Summer-Reading

13. ARAL Summer-Reading is a 20-day tutorial program that aims to enable struggling readers to achieve grade-level proficiency through effective, research-based, and differentiated instruction, improved assessment practices, and access to print or digital reading materials.

14. This summer 2026, the program shall cover incoming Grades 2, 3, and 4 learners at the Emerging levels, and incoming Grades 5 to 11 learners at the Frustration level in English.

ii. ARAL Summer-Mathematics

15. ARAL Summer-Mathematics is a 20-day tutorial program designed to strengthen foundational mathematics skills through targeted instruction and structured practice that address identified learning gaps and support the attainment of grade-level proficiency.

16. This summer 2026, the program shall cover incoming Grades 2, 3, and 4 learners who are at the Not Proficient and Low Proficient levels.

iii. Senior High School Remediation Program

17. The SHS Remediation Program is a 20-day program that aims to strengthen learners' foundational skills in English and Mathematics through targeted instruction, focused practice, and appropriate learning support to enable them to meet the demands of SHS.

18. This summer 2026, the SHS Remediation Program shall cover incoming Grade 12 learners who are at the Frustration level in English or at the Not Proficient or Low Proficient levels in Mathematics.

iv. Summer Academic Remedial Program

19. DepEd shall implement the SARP to ensure that learners acquire the necessary competencies to progress to the next grade level.

20. The SARP shall cover public and private elementary and secondary school learners in Key Stages 1 to 4 who failed one or two subjects in SY 2025–2026.

B. Participation of Learners in the Summer Programs

21. Incoming Grades 2 to 4 learners may participate in a maximum of two SRPs: ARAL Summer-Reading, ARAL Summer-Mathematics, or the SARP.

22. Incoming Grades 5 to 11 learners may participate in a maximum of three programs: ARAL Summer-Reading, and up to two SARP classes, excluding English.

23. Incoming Grade 12 learners may participate in a maximum of two SRPs: SHS Remediation Program-English, SHS Remediation Program-Mathematics, or the SARP.

III. POLICY STATEMENT

24. Through the SRP, DepEd aims to reinforce key competencies, strengthen learners' foundational skills, and better prepare them for the next school year.

25. The SRP shall leverage partnerships with parents and the broader community, promote home-based learning, and strengthen the monitoring of learner participation and engagement.

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IV. PROGRAM IMPLEMENTATION

A. Identification of Summer Remediation Program Learners

26. The EOSY assessment results shall serve as the basis for identifying learners who will participate in the ARAL Summer Programs and SHS Remediation Program.

Summer Remediation Program	Learners	Assessment
ARAL Summer - Reading	Key Stage 1	Comprehensive Rapid Literacy Assessment (CRLA) EOSY 2025-2026
ARAL Summer - Reading	Key Stages 2 and 3	Philippine Informal Reading Inventory (Phil-IRI) EOSY 2025-2026
ARAL Summer - Mathematics	Key Stage 1	Rapid Mathematics Assessment (RMA) EOSY 2025-2026
Senior High School Remediation Program	Incoming Grade 12	Senior High School Literacy and Numeracy Assessment

27. The final grades for SY 2025–2026 shall serve as the basis for identifying learners who will participate in the SARP. The following need to go through the program:

27.1 Incoming Grades 5 to 11 learners who did not obtain a passing grade in one or two learning areas (DO 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program); and

27.2 Senior high school learners who failed in any learning area at the end of the first or second semester.

28. Learners who are participating in the SARP shall be assessed according to the provisions in DM 035, s. 2025.

28.1 The Remedial Class Mark (final grade in the SARP shall be averaged with the learner's final grade at the end of the school year to determine the Recomputed Final Grade (RFG). The RFG must be at least 75 for a learner to be promoted to the next grade level.

28.2 A Certificate of RFG duly signed by the subject teacher and approved by the school head or principal shall be given to the learner, for presentation upon enrollment to the next grade level.

28.3 A learner who obtains an RFG below 75 at the end of the SARP shall undergo immediate assessment to determine appropriate interventions that will support the learner's transition to the next grade level. Such interventions

may include continued remediation in the learning area during the next school year or referral to inclusive support services.

28.4 Learners who manifest challenges in foundational skills or demonstrate learning difficulties shall be provided with appropriate accommodations and targeted support throughout their participation in the SARP. They may be referred to the multidisciplinary team of the Inclusive Learning Resource Centers (ILRCs) or to other professionals for further evaluation and timely interventions tailored to their needs.

B. Structure of Summer Remediation Program Sessions

29. The SRP shall be conducted from Monday to Friday, with Fridays designated for home-based learning for learners and for teachers' preparation of instructional materials and documentation of learner progress. On home-based learning days, teachers shall provide minimal supervision while guiding learners in the completion of assigned remote tasks.

30. A maximum tutor-to-learner ratio of 1:10 shall be followed in the SRP classes to ensure focused and effective instruction. Learners may be grouped according to proficiency levels; however, in cases where mixed-ability groups are necessary, tutors shall employ differentiated instructional strategies to address the diverse learning needs of learners.

31. The duration of SRP sessions is as follows:

Summer Remediation Program	Number of hours per learning area per day (with 30-minute break)
ARAL Summer Program: Reading/Mathematics	2 hours
Senior High School Remediation Program: English/Mathematics	2 hours
Summer Academic Remedial Program: All learning areas	2 hours
Summer Academic Remedial Program: Senior High School	2 hours

32. Schools shall develop a class program for the SRP.

C. Delivery Modes

33. The SRP may be implemented through face-to-face, online, or blended learning modalities, depending on the school's context, learner needs, and available resources.

34. When classes are suspended, SRP sessions shall automatically shift to Alternative Delivery Modes for Education in Emergencies (EiE-ADM) to ensure learning continuity (DO 022, s. 2024, Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies).

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D. Program Requirement

35. Attendance shall be mandatory for learners identified as requiring targeted support through the SRPs. Consistent non-attendance may result in retention at the current grade level. This requirement ensures that learners have sustained access to structured instruction and essential resources for developing foundational skills. Regular participation also maximizes the program's benefits and enables effective monitoring of learner progress.

E. Monitoring Learners' Progress

36. Learners who are participating in the SARP shall be assessed by their teachers (DM 035, s. 2025). Formative check-in assessments shall be administered by tutors and teachers throughout the SRP to monitor learner progress. Results from these assessments shall guide daily instructional adjustments and help identify learners who require additional support. All results shall be documented in the learner's Individualized Intervention Plan.

37. Daily learner attendance will be tracked; weekly progress reports shall be submitted to School Heads

38. Focus group discussions and teacher interviews shall be conducted periodically to support the monitoring and continuous improvement of the SRP.

F. Endline Assessment

39. Learners participating in the SRP shall be assessed at the end of the program.

40. Learners participating in the ARAL Summer Programs and SHS Remediation Program shall be assessed using the assessment tools administered at the EOSY 2025-2026.

V. PROGRAM SUPPORT

A. Selection and Engagement of Tutors

41. Schools shall engage DepEd teachers and external tutors in the implementation of the ARAL Summer Programs and the SHS Remediation Program. The engagement of DepEd teachers and external tutors as ARAL tutors shall be governed by DM 001, s. 2026 (Guidelines on the Engagement of Academic Recovery and Accessible Learning [ARAL] Tutors and Support Aides).

42. DepEd shall engage external tutors through partnerships with educational institutions, local government units, non-government organizations, civil society groups, and community-based organizations. Pre-service teachers, particularly those specializing in early childhood and general education, shall be prioritized in the selection of tutors. Teacher Education Institutions (TEIs) shall be systematically matched with nearby DepEd schools to facilitate the deployment of volunteer tutors.

43. For the SARP, the school head shall assign teachers best qualified to handle the remediation sessions in specific learning areas. Priority shall be given to Master Teachers or highly proficient teachers with demonstrated expertise in their respective subject areas.

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B. Capacity-Building for Tutors and School Leaders, and Orientation for Parents and Learners

44. The National Educators Academy of the Philippines (NEAP) shall design and conduct orientation and capacity-building activities for tutors and school leaders to ensure the effective implementation of the ARAL Summer and SHS Remediation Programs.
45. Remedial teachers and tutors assigned to handle the SRP shall undergo orientation and training on effective instructional strategies and ways to support learner motivation, confidence, and resilience.
46. Before the start of the SRP, school heads shall conduct orientation sessions for learners and their parents or guardians to explain the program's goals and the role of families in supporting learner progress.

C. Teaching and Learning Resources

47. Relevant, quality-assured materials for tutors and learners shall be distributed to schools before the start of the ARAL Summer and SHS Remediation Programs. Schools shall ensure that each tutor and learner receives a complete set.
48. Other materials may also be used to support the development of learners' skills, such as the following:
 - 48.1 Resources from the DepEd Learning Management System;
 - 48.2 Reading modules from the Early Language, Literacy, and Numeracy (ELLN) Program;
 - 48.3 DepEd-approved materials from other remediation programs;
 - 48.4 Instructional resources from the Revised K to 10 Curriculum; and
 - 48.5 Quality-assured materials developed by the Region or Division.

D. Vision and Ear Care Support for Learners

49. Schools shall ensure that learners with vision and hearing impairments are identified and provided appropriate support. School-based vision screening and the provision of eyeglasses shall be conducted.
50. DepEd shall partner with health agencies and non-profit organizations to support vision screening, medical referrals, and corrective services. DepEd personnel and volunteers shall be trained in pocket vision screening, while licensed health professionals shall conduct screening and prescribe eyeglasses as needed.

E. Provision of Meals and Snacks to Learners

51. Nutritious snacks shall be provided to Key Stage 1 learners during the ARAL Summer Program sessions (DO 13, s. 2017, Policy and Guidelines on Healthy Food and Beverage Choices in Schools and DepEd Offices). Central kitchens within or

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near schools and division offices may be utilized for meal preparation and distribution. Local or private partners may also be engaged to provide food.

F. Incentives for Summer Remediation Program Teachers

52. The school head shall assign teachers to the SRP based on their demonstrated competence and suitability to effectively deliver program requirements, with preference to those who are willing, committed, and highly experienced, and who demonstrate proficiency in their respective learning areas.

53. Schools may also engage qualified external tutors to support the implementation of the ARAL Summer Programs, in accordance with DM 001, s. 2026.

54. The following incentives are available to SRP teachers, subject to government rules and regulations:

- 54.1 Vacation Service credits;
- 54.2 Certificate of Appreciation for Teachers or Volunteers; and
- 54.3 Other incentives, subject to the availability of funds and applicable guidelines.

55. Remuneration and incentives for DepEd and external ARAL tutors shall be provided (DM 001, s. 2026, IV. Procedures, F. Remuneration and Incentives).

56. Public school teachers who attend training related to the SRP or handle tutorial sessions totaling six hours of actual service shall earn one day of vacation service credit.

57. The granting of vacation service credits is in addition to the annual limit of 30 days, or 45 days for newly hired teachers (DO 013, s. 2024, Revised Guidelines on the Grant of Vacation Service Credits for Teachers).

G. Partnerships and Community Engagement

58. Collaboration among the schools, division, and ROs, local government units, non-government organizations, and parents shall be actively promoted to ensure the effective implementation of the SRP.

59. Through training and access to relevant materials, parents shall be supported to reinforce these skills at home.

VI. SECRETARIAT

60. The following offices shall provide logistical support, coordinate activities, manage communication, and ensure smooth implementation of the SRP:

- a. ARAL Program Secretariat for the ARAL Summer Programs;
- b. Bureau of Learning Delivery for the SARP and SHS Remediation Program

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VII. MONITORING AND EVALUATION

61. The DepEd Central Office (CO), through the Learning Systems Strand, shall collaborate with the Curriculum and Learning Management Division (CLMD) of the ROs and the Curriculum Implementation Division (CID) of the schools division offices (SDOs) in overseeing the monitoring of the implementation of the SRP.

62. All implementing units shall prepare and submit regular progress reports to their respective oversight offices. These reports should include, at a minimum

- 62.1 learner participation and attendance in remediation sessions;
- 62.2 weekly learner progress based on Check-in Assessments;
- 62.3 conduct and results of FGDs and school-level feedback sessions;
- 62.4 challenges encountered during remediation sessions; and
- 62.5 interventions or adjustments made to address the challenges.

63. The CLMD and CID, together with the Public Schools District Supervisors (PSDS) and School Heads, shall gather and consolidate feedback from learners, parents or guardians, remediation teachers, school heads, and local education partners throughout the program's implementation. Standardized feedback instruments shall be used, and insights will guide technical assistance, improve instructional practices, and strengthen literacy remediation strategies at the school, district, division, and regional levels.

64. Schools division offices shall conduct scheduled monitoring visits, review learner progress data weekly, and provide immediate support to schools facing implementation challenges. Regional validation teams, composed of CLMD and School Governance and Operations Division (SGOD) personnel, shall also conduct spot checks and technical assistance visits to further ensure compliance with program standards.

65. The DepEd CO, through the Learning Systems Strand, in coordination with the ROs, shall conduct a full evaluation of the SRP. The evaluation shall assess improvements in learners' proficiency levels, the efficiency of program implementation, and overall compliance with program standards. Findings and recommendations shall be used to improve future remediation programs and guide policy reforms in foundational literacy development under the 5-Point Reform Agenda.

66. A separate issuance will be released to provide templates and tools that will be utilized for the conduct of the SRP.

VIII. FUNDING

67. The implementation of the SRP shall be charged against the following FY 2026 fund sources under the FY 2026 General Appropriations Act (RA 12314):

PAP Name	Expenditure Items
Basic Education Curriculum	• Printing of teaching and learning resources and assessment materials

	• Orientation and rollout • Compensation of non-DepEd tutors • Monitoring and Evaluation • Operational expenses
Textbooks and Other Instructional Materials	• Development and reproduction of teaching and learning resources (tutor's guide, learner's workbook, home learning support kits)
Human Resource and Organizational Development for Personnel in School and Learning Centers	• Capacity-building and orientation of tutors
Administration of Personnel Benefits	• Payment of overload pay
Indigenous Peoples Education Program	Specifically as additional support to IPED implementing schools for the following: • Printing of teaching and learning resources and assessment materials • Contextualization and reproduction of teaching and learning resources (tutor's guide, learner's workbook, home learning support kits) • Orientation and rollout • Allowance/honorarium of community resource persons as appropriate • Monitoring and Evaluation • Operational expenses

68. Guidelines on fund allocation and utilization shall be issued separately. The utilization of funds shall comply with existing budgeting, accounting, auditing, and procurement laws, rules, and regulations.

69. Under no circumstances shall learners or teachers be required to bear any financial burden or be compelled to pay for teaching-learning materials or for any activity in place of a performance task or project in any learning area.

70. DepEd CO may reallocate available funds from other ROs when a region's allocation is insufficient, subject to applicable budgeting rules and regulations.

71. The ROs may further sub-allot funds to SDOs and implementing schools when deemed necessary.

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IX. AMENDATORY CLAUSE

72. All Orders, issuances, rules, and regulations or parts thereof, including DO 18, s. 2025 (Implementing Guidelines of the Academic Recovery and Accessible Learning [ARAL] Program), DO 014, s. 2023 (Policy Guidelines on the Implementation of the National Learning Camp) and DO 013, s. 2018 (Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program) as amended by DO 025, s. 2022, which are contrary to or inconsistent with this DO, are repealed, amended, or modified accordingly.

X. EFFECTIVITY

73. This Order shall take effect immediately and apply solely to the implementation of the 2026 SRPs. 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.