



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



Date/Time: 7/15/2023
By: Rommel
Ref. No: DM 492-23

14 July 2023

DIVISION MEMORANDUM

DM No. 492, s. 2023

DIVISION IMPLEMENTATION OF THE NATIONAL LEARNING CAMP

To: Assistant Schools Division Superintendent
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. This Office announces the implementation of the National Learning Camp (NLC) in the Schools Division of Quezon starting EOSY break 2022-2023. This is in adherence to Deped Order No. 014, s. 2023 the Policy Guidelines on the Implementation of the National Learning Camp which supports DepEd Order No. 013, s. 2023 entitled “Adoption of the Learning Recovery Program in the Department of Education and anchored with the **MATATAG: Bansang Makabata, Batang Makabansa** agenda of the Department of Education (DepEd).
2. The implementation of NLC is a voluntary learning recovery program to be offered every end-of-school-year (EOSY) break. It aims to improve learning in the form of enhancement, consolidation and intervention in all learning areas for Kindergarten to Grade 12 learners.
3. Guided by DepEd Order No. 014, s. 2023 (V. Procedure A. General Guidelines No.16) to wit:

The phased implementation of the NLC shall commence in the 2022- 2023 EOSY starting with Grade 7 and 8 in English, Science and Mathematics for Enhancement, Consolidation and Intervention Camps and shall be expanded to other grade levels and learning areas in the succeeding school years, subject to the issuance of separate guidelines. However, schools are not precluded from conducting other EOSY break

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activities, such as but not limited to EOSY Reading and Mathematics Program for Grade 1 to 3 and enhancement activities in other grade levels alongside the phased implementation of the NLC to support learning recovery across grade levels.

4. In line with the implementation of the program, the following activities are expected to be undertaken:
 - a. All schools are required to post advocacy materials and information campaigns of not more than One Thousand Pesos (Php1000) to mobilize support from all stakeholders. Expenses for reproduction shall be charged from the Program Support Fund PSF to be downloaded to schools. These materials can be accessed through <https://tinyurl.com/NCLAdvoMaterials>.
 - b. All concerned shall fill out registration of learners for the NLC and other EOSY break activities. Please refer to this link <http://bit.ly/3rdWfxm> for the following: **NLC – Other EOSY Break Activities Registration Form, Consent form, and PORMULARYO-NG-PAHINTULOT**
 - c. Capacity Building for Grades 7&8 teachers in English Math and Science
5. Learning resource materials for Grades 1-3 which covers Reading and Numeracy shall be communicated through a separate memo by the CID-LRMDS. Likewise, for Grades 7 and 8, English, Science and Mathematics for Enhancement, Consolidation and Intervention.
6. Since the NLC entails the services of the teachers beyond regular school days, they shall be provided with incentives, subject to government rules and regulations: (DepEd Order No. 14, s. 2023)
 - a. Vacation Service credits;
 - b. A certification of Recognition for Teachers; and
 - c. Other incentives, subject to availability of funds and guidelines set.
7. Please refer to the attached list of schools with enrollment in different grade levels for NLC and enhancement activities to support learning recovery.



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8. To provide further information about the program an orientation shall be held on July 18, 2023 at 1:00 p.m. via Zoom (**Meeting ID: 811 1693 7270 Passcode:12345**)
9. Immediate dissemination and compliance with this Memorandum is desired.

ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent

cid-ims/ceao/dmbd/07/14/2023

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Enclosure No. 1 to DM No. 492, s. 2023

ACTUAL NUMBER OF LEARNERS AND TEACHERS FOR THE NATIONAL LEARNING CAMP 2023
Grades 1-3

No.	DISTRICT	SCHOOL	Grade 1		NO. OF TEACHERS		Grade 2		NO. OF TEACHERS		Grade 3		NO. OF TEACHERS	
			Male	Female	Reading	Mathematics	Male	Female	Reading	Mathematics	Male	Female	Reading	Mathematics
1	GENERAL NAKAR II	Magsikap Integrated School	7	12	1	1	4	4	1	1	2	4	1	1
2		Cynthia Village Elementary School	23	25	1	1	24	14	1	1	23	18	1	1
3	MAUBAN NORTH	MAUBAN NORTH ELEMENTARY SCHOOL II					3	2	1	1	3	1	1	1
4		SAN LORENZO ELEMENTARY SCHOOL	13	14	1	1								
5		MAUBAN NORTH ELEMENTARY SCHOOL I	12	23	1	1	18	17	1	1	17	18	1	1
6		SWA ELEMENTARY SCHOOL												

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7		MABATO ELEMENTARY SCHOOL	4	0	1	1		1	1	1	1		1	1
8	PAGBILAO I	BIGO ES	5	4	1	1	13	2	1	1	7	1	1	1
9		PAGBILAO CENTRAL ES	16	7	1	1	14	18	1	1	25	16	1	1
10		MAPAGONG-ALUPAYE ES	4	6	1	1	5	2	1	1	3	2	1	1
11		PAGBILAO WEST ES	6	6	1	1	2	1	1	1	3	1	1	1
12		PAGBILAO EAST ES	23	8	1	1	19	8	1	1				
13		BANTIGUE ES	4	2	1	1	2	2	1	1				
14		TALIPAN ES	14	21	1	1								
16	LUCBAN	PAARALANG ELEMENTARYA NG LUCBAN - 2	4	3	1	1	5	2	1	1				
18		PAARALANG ELEMENTARYA NG LUCBAN - 5									2	2	1	1
19		PAARALANG ELEMENTARYA NG LUCBAN - 6	3	0	1	1	1	0	1	1				
20		PAARALANG ELEMENTARYA NG LUCBAN - 7					1	0	1	1	1	1	1	1

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21		PAARALANG ELEMENTARYA NG MAKA	1	3	1	1					3	0	1	1
22	PANUKULA N	Balungay ES					2	0	1	1				
23		Panukulan Central School	7	4	1	1	14	4	1	1				
24	POLILLO	Libjo Elementary School	1	0	1	1	4	4	1	1	1	0	1	1
25		Sibulan Elementary School	13	6	1	1	14	5	1	1	12	8	1	1
26		Binibitinan Elementary School	2	4	1	1								
27		Balesin Integrated School					5	0	1	1				
28	CANDELARI A WEST	CANDELARIA ES 1&2(CONSOLIDATION)	1	0	1	1	1	4	1	1	2	1	1	1
29		CANDELARIA ES 1&2(CONSOLIDATION)	20	3	1	1	10	2	1	1				
30	CANDELARI A EAST	Malabanban Norte ES (INTERVENTION)					15	10	1	1	12	4	1	1
31	TIAONG I	CLARO M.RECTO MEMORIAL CENTRAL SCHOOL	13	13	1	1								

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32	BUENAVIDA I	CABONG ES	6	1	1	1	5	0	1	1	5	8	1	1
33		SAN VICENTE ES	5	5	1	1	7	2	1	1	3	6	1	1
34	CATANAUAN I	AJOS ES										1	1	1
35		CATANAUAN CS	45	22	1	1	17	18	1	1	16	11	1	1
36		DON ABADILA ES	7	0	1	1	36	18	1	1	5	3	1	1
37		DOONGAN IBABA ES	5	7	1	1	2	4	1	1	1	0	1	1
38	MULANAY I	Ajos Elementary School	9	11	1	1	11	12	1	1	5	4	1	1
39	MULANAY II	Ilayang Yuni Elem. School	5	6	1	1								
40		Mulanay Central Elem. School	31	22	1	1	38	20	1	1	7	10	1	1
41	PADRE BURGOS	KINAGUNAN ES	9	0	1	1	4	6	1	1	7	3	1	1
42		Yawe ES	2	5	1	1	16	9	1	1	6	1	1	1
43	SAN NARCISO I	BINAY ELEMENTARY SCHOOL	3	2	1	1	2	1	1	1	5	2	1	1
44		BUSOKBUSOKAN ELEMENTARY SCHOOL	4	0	1	1	3	5	1	1	2	1	1	1
45		NANGKA ELEMENTARY SCHOOL	5	1	1	1	6	7	1	1	3	3	1	1

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46		PUNTA ELEMENTARY SCHOOL	2	1	1	1	3	1	1	1	8	2	1	1
47		RIZAL ELEMENTARY SCHOOL	6	6	1	1	6	6	1	1	11	8	1	1
48		SAN JUAN ELEMENTARY SCHOOL	28	22	1	1	28	13	1	1	34	24	1	1
49		SAN NARCISO CENTRAL ELEMENTARY SCHOOL	21	4	1	1	11	10	1	1	14	3	1	1
50		SAN VICENTE ELEMENTARY SCHOOL	2	3	1	1	10	1	1	1	5	2	1	1
51		VILLA REYES ELEMENTARY SCHOOL					0	2	1	1	1	0	1	1
52		WHITE CLIFF ELEMENTARY SCHOOL	1	1	1	1	7	0	1	1	5	0	1	1
53	SAN NARCISO II	GUINHALINAN ELEMENTARY SCHOOL	26	15	1	1	18	24	1	1	18	10	1	1
54		ABUYON ELEMENTARY SCHOOL	11	7	1	1	9	4	1	1	18	8	1	1

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55	PITOGO	AMONTAY ELEMENTARY SCHOOL	14	8	1	1	0	2	1	1	5	3	1	1
56		DULONG BAYAN ELEMENTARY SCHOOL	5	6	1	1					3	4	1	1
57		Cawayanin ES	5	5	1	1								
58	SAN ANDRES	Inanuran ES	5	1	1	1	8	4	1	1				
59		San Andres ES	12	10	1	1								
60		Uy Yek Liong ES	2	1	1	1	1	0	1	1	1		1	1
61		Alibihaban ES	7	6	1	1	8	6	1	1	4	2	1	1
62		Yugno ES	9	1	1	1	7	5	1	1	3	6	1	1
63	ATIMONAN I	ATIMONAN CENTRAL ES					7	0	1	1	23	12	1	1
64		MALUSAK ES	2	0	1	1	9	6	1	1	4	0	1	1
65		MATANAG ES	3	1	1	1	2	1	1	1	2	1	1	1
66		VILLA ILAYA ES	2	1	1	1	3	6	1	1	2	1	1	1
67	ATIMONAN II	MALIGAYA ES	5	1	1	1	6	5	1	1	5	3	1	1
68		SAPAAN ES					9	11	1	1	3	1	1	1
69	CALAUAG EAST	CALAUAG EAST CENTRAL ES	10	7	1	1	17	13	1	1	42	14	1	1

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70		Tamis Elementary School					4	3	1	1	2	1	1	1
71	GUMACA EAST	Bamban E/S	13	5	1	1	7	3	1	1	5	2	1	1
72		Biga Labnig E/S	10	7	1	1	3	5	1	1	5	5	1	1
73		Binambang E/S	5	2	1	1	5	2	1	1	4	1	1	1
74		Camohaguin E/S	14	11	1	1	9	3	1	1	8	6	1	1
75		Gumaca East Central School	18	16	1	1	15	21	1	1	18	17	1	1
76		Hagakhakin E/S	7	3	1	1	5	5	1	1	6	4	1	1
77		Lagyo E/S	8	8	1	1	4	5	1	1	10	8	1	1
78		Panikihan E/S	9	8	1	1	5	4	1	1	2	3	1	1
79		Roosevelt E/S	14	11	1	1	9	16	1	1	6	5	1	1
80		Villa Padua E/S	4	6	1	1	5	5	1	1	7	3	1	1
81	LOPEZ EAST	Don Emilio Salumbides Elementary School	12	11	1	1	6	6	1	1	1	0	1	1
82	LOPEZ WEST	GOMEZ ES	16	13	1	1								
83		LOPEZ WEST ES BLDG 1												
84	PEREZ	Mainit Norte ES	9	9	1	1	7	1	1	1	7	1	1	1
85		Pambuhan ES	6	2	1	1	7	0	1	1	7	0	1	1
86		Perez Central ES									1	2	1	1
87		Perez West ES	18	12	1	1	10	5	1	1	12	7	1	1

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88		Pinagtubigan ES	4	1	1	1	1	1	1	1	5	0	1	1
89		Rizal-Maabot ES	5	5	1	1	2	2	1	1				
90		Severo Tejada IS	3	8	1	1	4	2	1	1	2	0	1	1
91	QUEZON	Cometa Elementary School	1	0	1	1	1	1	1	1	1	0	1	1
92		Quezon Elementary School	8	5	1	1	9	2	1	1	2	4	1	1
93		R. Sasot Elementary School												
94		T. Olivera Elementary School	5	0	1	1	6	2	1	1	14	2	1	1
95		U. Camacho Elementary School	2	0	1	1	3	1	1	1	6	2	1	1
96	TAGKAWAYAN II	MAPULOT ELEMENTARY SCHOOL	8	4	1	1	10	2	1	1	8	3	1	1
TOTAL			709	500	79	79	629	421	78	78	532	310	73	73

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ACTUAL NUMBER OF LEARNERS AND TEACHERS FOR THE NATIONAL LEARNING CAMP 2023
Grades 4-6

No.	DISTRICT	SCHOOL	Grade 4		NO. OF TEACHERS	Grade 5		NO. OF TEACHERS	Grade 6		NO. OF TEACHERS
			Male	Female		Male	Female		Male	Female	
1	GENERAL NAKAR II	Magsikap Integrated School							2	4	1
5		MAUBAN NORTH ELEMENTARY SCHOOL I	11	24	1	10	25	1	14	21	1
6		SWA ELEMENTARY SCHOOL							13	22	1
7		MABATO ELEMENTARY SCHOOL	2	1	1	1	0	1			
8	PAGBILAO I	BIGO ES	1	0	1	1	1	1			
9		PAGBILAO CENTRAL ES	1	2	1						
11		PAGBILAO WEST ES	1	4	1						
15	LUCBAN	PAARALANG ELEMENTARYA NG LUCBAN - 1	4	3	1	5	1	1			
16		PAARALANG ELEMENTARYA NG LUCBAN - 2	2	2	1	20	10	1			

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17		PAARALANG ELEMENTARYA NG LUCBAN - 4				6	1	1			
18		PAARALANG ELEMENTARYA NG LUCBAN - 5				1	1	1			
19		PAARALANG ELEMENTARYA NG LUCBAN - 6	2	0	1	4	4	1			
20		PAARALANG ELEMENTARYA NG LUCBAN - 7	1	2	1	1	1	1			
25	POLILLO	Sibulan Elementary School	9	2	1	7	8	1	13	4	1
26		Binibitinan ELeментарy School	3	1	1	3	0	1			
27		Balesin Integrated School	1	0	1						
28	CANDELARIA WEST	CANDELARIA ES 1&2(CONSOLIDATION)	1	4	1	1	1	1			
30	CANDELARIA EAST	Malabanban Norte ES (INTERVENTION)	11	3	1						
31	TIAONG I	CLARO M.RECTO MEMORIAL CENTRAL SCHOOL	11	15	1						

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32	BUENAVISTA I	CABONG ES	3	1	1	6	1	1			
33		SAN VICENTE ES	7	1	1	5	3	1	3		1
34	CATANAUAN I	AJOS ES	10	8	1	4	2	1			
35		CATANAUAN CS	17	10	1	31	26	1	28	6	1
36		DON ABADILA ES	9	2	1	12	7	1	4	3	1
37		DOONGAN IBABA ES	3	0	1	5	2	1	3	3	1
38	MULANAY I	Ajos Elementary School	8	8	1	10	9	1	14	14	1
40	MULANAY II	Mulanay Central Elem. School	38	40	1	13	21	1	4	3	1
42	PADRE BURGOS	Yawe ES	6	4	1	0	1	1	3	3	1
43	SAN NARCISO I	BINAY ELEMENTARY SCHOOL	4	4	1	4	0	1	6	0	1
44		BUSOKBUSOKAN ELEMENTARY SCHOOL	3	0	1	9	1	1			
45		NANGKA ELEMENTARY SCHOOL	7	0	1	4	1	1	1	1	1
46		PUNTA ELEMENTARY SCHOOL	12	3	1	6	5	1	1	0	1
47		RIZAL ELEMENTARY SCHOOL	6	3	1	5	3	1			
48		SAN JUAN ELEMENTARY SCHOOL	30	24	1	18	20	1	20	5	1

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49		SAN NARCISO CENTRAL ELEMENTARY SCHOOL	8	7	1	13	3	1			
50		SAN VICENTE ELEMENTARY SCHOOL	7	1	1	5	2	1	11	3	1
52		WHITE CLIFF ELEMENTARY SCHOOL	1	0	1	0	1	1			
53	SAN NARCISO II	GUINHALINAN ELEMENTARY SCHOOL	28	14	1	9	9	1	4	2	1
54		ABUYON ELEMENTARY SCHOOL	3	7	1	3	6	1	24	11	1
55	PITOGO	AMONTAY ELEMENTARY SCHOOL	5	7	1	6	3	1	10	2	1
58	SAN ANDRES	Inanuran ES	11	5	1	13	5	1	7	1	1
60		Uy Yek Liong ES				2	3	1	2		1
62		Yugno ES	9	10	1	12	3	1	5	6	1
63	ATIMONAN I	ATIMONAN CENTRAL ES	17	8	1						
64		MALUSAK ES	8	3	1				1	1	1
65		MATANAG ES	2	0	1	1	0	1			

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66		VILLA ILAYA ES	1	2	1	1	0	1			
67	ATIMONAN II	MALIGAYA ES	4	1	1	3	0	1	1	1	1
69	CALAUAG EAST	CALAUAG EAST CENTRAL ES	39	29	1	29	26	1	2	1	1
70		Tamis Elementary School	3	1	1	2	4	1	5	3	1
83	LOPEZ WEST	LOPEZ WEST ES BLDG 1				17	5	1			
84	PEREZ	Mainit Norte ES	12	3	1	0	1	1			
85		Pambuhan ES	4	3	1	7	1	1	5	0	1
86		Perez Central ES	1	0	1	5	2	1			
87		Perez West ES	10	9	1	4	2	1	4	3	1
88		Pinagtubigan ES	2	0	1						
90		Severo Tejada IS				3	1	1			
91	QUEZON	Cometa Elementary School	1	0	1	1	0	1	1	0	1
92		Quezon Elementary School	8	3	1	2	0	1	6	1	1
93		R. Sasot Elementary School	0	1	1	1	1	1	0	2	1
94		T. Olivera Elementary School	4	6	1	5	1	1	1	0	1
95		U. Camacho Elementary School	4	1	1	1	0	1			

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96	TAGKAWAYAN II	MAPULOT ELEMENTARY SCHOOL	8	5	1	7	4	1	7	4	1
TOTAL			424	297	56	344	238	53	225	130	33

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ACTUAL NUMBER OF LEARNERS AND TEACHERS FOR THE NATIONAL LEARNING CAMP 2023
Grades 7-8

No.	DISTRICT	SCHOOL	Grade 7		NO. OF TEACHERS			Grade 8		NO. OF TEACHERS		
			Male	Female	English	Mathematics	Science	Male	Female	English	Mathematics	Science
1	INFANTA	LANGGAS NHS	43	31	2	2	2	42	38	2	2	2
2		TONGOHIN NATIONAL HIGH SCHOOL	100	86	5	5	5	102	98	6	6	6
3	MAUBAN NORTH	MSEMSAT	50	55	3	3	3	50	55	3	3	3
4	PAGBILAO I	PAGBILAO NHS	13	5	1	1	1	9	6	1	1	1
5	SAMPALOC	SAMPALOC NATIONAL HIGH SCHOOL - SAMPALOC	3	6	1	1	1	7	5	1	1	1
6		ADELA S. TORRES NHS	8	6	1	1	1	4	6	1	1	1
7	LUCBAN	PAARALANG SEKUNDARYA NG LUCBAN INTEGRATED SCHOOL	11	4	1	1	1	10	5	1	1	1
8	PANUKULAN	BONBON NHS	4	0	1	1	1	3	2	1	1	1
9		CALASUMANGA NHS	2	5	1	1	1					
10		LIBO NHS	0	1				4	0	1	1	1
11		PANUKULAN NHS	11	5	1	1	1	4	2	1	1	1

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12	POLILLO	Libjo Elementary School										
13		Taluong National High School	9	0	1	1	1	4	1	1	1	1
14	BURDEOS	BURDEOS NATIONAL HIGH SCHOOL	18	12	1	1	1	20	10	1	1	1
15	CANDELARIA WEST	ATTY. CELSO M. REYES INHS(Consolidation)	20	3	1	1	1	10	2	1	1	1
16	BUENAVISTA I	BUENAVISTA NHS	188	66	7	7	7	127	42	5	5	5
17		CABONG NHS	19	11	1	1	1	5	5	1	1	1
18	BUENAVISTA II	Hagonghong Integrated High School	6	1	1	1	1	0	1			
19	CATANAUAN I	SAN ROQUE NHS						14	2	1	1	1
20		SAN JOSE NHS	4	1	1	1	1	3	2	1	1	1
21	CATANAUAN II	MATANDANG SABANG ES	18	17	1	1	1	21	14	1	1	1
22		SAN VICENTE KANLURAN NHS	18	3	1	1	1	10	3	1	1	1
23		TAGABAS IBABA NHS	10	10	1	1	1	15	10	1	1	1
24	MACALELON	OLONGTAO NHS	23	5	1	1	1	7	1	1	1	1
25	MULANAY I	BONDOC PENINSULA AGRICULTURAL HIGH SCHOOL	8	10	1	1	1					
26	PADRE BURGOS	DANLAGAN NHS	17	8	1	1	1	8	1	1	1	1
27		SAN ISIDRO NHS	9	8	1	1	1	3	0	1	1	1

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28	SAN FRANCISCO I	JACINTO G. ESPLAN NHS	1	1								
29		DR. VIVENCIO V. MARQUEZ NHS	15	11	1	1	1	3	1	1	1	1
30		STO. NINO NHS	2	8	1	1	1	5	11	1	1	1
31	SAN FRANCISCO II	PAGSANGAHAN NHS	3	17	1	1	1	4	12	1	1	1
32		LUALHATI D. EDANO NHS	5	2	1	1	1	3	1	1	1	1
33		RENATO EDANO VICENCIO NHS	6	7	1	1	1	4	2	1	1	1
34	SAN NARCISO I	GODOFREDO M. TAN INTEGRATED SCHOOL OF ARTS AND TRADES	25	2	1	1	1	23	7	1	1	1
35	SAN NARCISO II	ABUYON NATIONAL HIGH SCHOOL	6	1	1	1	1	10	16	1	1	1
36	GENERAL LUNA	Gen. Luna NHS	17	5	1	1	1	19	7	1	1	1
37		San Isidro NHS	69	30	3	3	3	39	16	2	2	2
38	PITOGO	Cabulihan NHS	9	3	1	1	1	9	4	1	1	1
39		Amontay NHS	3	6	1	1	1	1	0			
40		Pitogo Community HS	0	2				1	3	1	1	1
41	SAN ANDRES	San Andres NHS	10	0	1	1	1	3	1	1	1	1
42	ATIMONAN I	BALUBAD IS	6	0	1	1	1	5	0	1	1	1
43		ATIMONAN NCHS	30	35	2	2	2	11	9	1	1	1
44		MALUSAK NHS	6	4	1	1	1	4	3	1	1	1
45		SAN RAFAEL NHS	2	1	1	1	1					

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46	CALAUAG EAST	SAN ROQUE ILAYA NATIONAL HIGH SCHOOL	7	8	1	1	1	2	6	1	1	1
47	CALAUAG WEST	Calauag National high School	20	6	1	1	1	29	21	2	2	2
48		Sto. Domingo National High School	28	7	1	1	1	24	6	1	1	1
49	GUMACA EAST	Bantad NHS	16	21	1	1	1	23	31	2	2	2
50		Camohaguin NHS	11	9	1	1	1	10	10	1	1	1
51		Lamon Bay SOF	7	8	1	1	1	7	8	1	1	1
52		Panikihan NHS	7	8	1	1	1	7	8	1	1	1
53	GUMACA WEST	Gumaca national High School	0	2				5	5	1	1	1
54	LOPEZ EAST	Magallanes National High School	7	1	1	1	1	3	0	1	1	1
55	LOPEZ WEST	COGORIN IBABA NHS	0	4	1	1	1	7	0	1	1	1
56	PEREZ	Severo Tejada IS	5	7	1	1	1	8	5	1	1	1
57		Perez National HS	5	7	1	1	1	5	3	1	1	1
58	TAGKAWAYAN I	KINATAKUTAN NATIONAL HIGH SCHOOL	20	4	1	1	1	16	8	1	1	1
59		KATIMO NATIONAL HIGH SCHOOL	27	40	2	2	2	40	45	2	2	2
60	PLARIDEL	CONCEPCION NATIONAL HIGH SCHOOL	24	8	1	1	1	14	0	1	1	1
TOTAL			1011	634	71	71	71	826	560	69	69	69

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ACTUAL NUMBER OF LEARNERS AND TEACHERS FOR THE NATIONAL LEARNING CAMP 2023
Grades 9-10

No.	DISTRICT	SCHOOL	Grade 9		NO. OF TEACHERS	Grade 10		NO. OF TEACHERS
			Male	Female		Male	Female	
1	PANUKULAN	BONBON NHS	2	1	1	3	3	1
2		PANUKULAN NHS	11	3	1	4	1	1
3	BUENAVISTA I	BUENAVISTA NHS	150	67	1			
4		SAN JOSE NHS	6	2	1	9	2	1
5	ATIMONAN I	SAN RAFAEL NHS				1	1	1
6	GUMACA WEST	Gumaca national High School	3	0	1	2	2	1
7	PEREZ	Severo Tejada IS	7	2	1			
8	PLARIDEL	CONCEPCION NATIONAL HIGH SCHOOL	29	9	1			
TOTAL			208	84	7	19	9	5

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ACTUAL NUMBER OF LEARNERS AND TEACHERS FOR THE NATIONAL LEARNING CAMP 2023
Grades 11-12

No.	DISTRICT	SCHOOL	Grade 11		NO. OF TEACHERS	Grade 12		NO. OF TEACHERS
			Male	Female		Male	Female	
1	BUENAVISTA I	BUENAVISTA NHS	11	19	3			
2		CABONG NHS	11	19	3			
3	CATANAUAN I	SAN JOSE NHS	1	1	1			
4	SAN FRANCISCO II	RENATO EDAÑO VICENCIO NHS				8	16	3
5	SAN NARCISO I	GREGORIO REYES NATIONAL HIGH SCHOOL	12	10	3			
TOTAL			35	49	10	8	16	3

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Republic of the Philippines
Department of Education

JUL 05 2023

DepEd ORDER
No. **014**, s. 2023

**POLICY GUIDELINES ON THE IMPLEMENTATION
OF THE NATIONAL LEARNING CAMP**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned


1. In line with the *MATATAG: Bansang Makabata, Batang Makabansa* agenda, the Department of Education (DepEd) adopts the enclosed **Policy Guidelines on the Implementation of the National Learning Camp (NLC)**.
2. This policy contributes to the commitment of DepEd to the National Learning Recovery Program (NLRP), which aims to close learning gaps and assist K to 12 learners in all public elementary and secondary schools nationwide in attaining learning standards.
3. This policy outlines the guidelines for implementing the **NLC, a voluntary learning recovery program**. The NLC shall be offered every end-of-school-year (EOSY) break to complement learning efforts in the previous school year and provide a firmer basis for further gains in the upcoming school year.
4. Based on the specific needs of the learners, they shall be enrolled in one of three Camps: Enhancement Camp, Consolidation Camp, or Intervention Camp. The **Enhancement Camp** enriches learning for advanced learners by providing greater depth, breadth, and complexity of learning area competencies while the **Consolidation Camp** provides further practice on and application of previously taught competencies. Opportunities are provided to identify links connecting concepts and skills across grade-level competencies. The **Intervention Camp**, on the other hand, supports learners who are yet to grasp Foundational Mathematics and/or Foundational English skills.
5. Recognizing the critical role of teachers in improving learning outcomes, the NLC has a two-fold purpose: improving learner performance and strengthening teacher capacity.
6. DepEd Order (DO) No. 13, s. 2018 (Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program) and DO 25, s. 2022 (Amendment to DepEd Order No. 13, s. 2018) and all other issuances inconsistent with this Order and their provisions are repealed, rescinded, or amended accordingly.



7. This Order shall take effect immediately upon publication thereof 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.

8. The Curriculum and Teaching Strand, through the Bureau of Learning Delivery (BLD), shall be responsible for the continuous improvement of these implementing guidelines. Consolidated feedback shall be addressed to the Office of the Director of the BLD through email at bld.od@deped.gov.ph or via telephone numbers (02) 8637-4346 and 8637-4347.

9. Immediate dissemination of and strict compliance with this Order is directed.


SARA Z. DUTERTE
Vice President of the Republic of the Philippines
Secretary of the Department of Education

Digitally signed by
Duterte Sara
Zimmerman
Date: 2023.07.03
14:11:38 +08'00'

CPB
DML

Encl.:
As stated



References:
DepEd Order (Nos. 025, s. 2022 and DO 013, s. 2018)

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

ASSESSMENT
BASIC EDUCATION
CLASSES
CURRICULUM
LEARNERS

MONITORING AND EVALUATION
POLICY
SCHOOLS
TEACHERS



POLICY GUIDELINES ON THE IMPLEMENTATION OF THE NATIONAL LEARNING CAMP

I. RATIONALE

1. The Department of Education (DepEd), as articulated in *MATATAG: Bansang Makabata, Batang Makabansa* agenda, has committed to a learning recovery program to address learning losses arising from, among others, the COVID-19 pandemic. Results from national achievement tests (NATs) and international large-scale assessments (ILSAs) highlight the need for additional teaching support to enhance learners' academic performance.

2. Teachers play a vital role in learning recovery. Therefore, DepEd needs to support teachers in effectively conveying learning content and developing higher-order thinking skills, including problem-solving skills among learners. To improve learner outcomes and enhance teacher competence, the National Learning Camp (NLC) shall commence at the 2022-2023 End-of-School Year (EOSY) break.

3. The implementation of the NLC is a strategic initiative supporting the National Learning Recovery Program (NLRP) and is complemented by programs to improve skills in reading, mathematics, science, and technology, and similar initiatives which aim to sustain learning recovery. The NLC serves a two-fold objective: to improve learner outcomes and to strengthen teacher competence so they can teach better. This initiative places utmost importance on fostering learner well-being and engagement, promoting inclusive education, and cultivating a positive learning environment where teachers excel and learners flourish.

4. Recognizing the critical importance of catering to the diverse needs of learners and empowering teachers with effective teaching strategies through learning action cells (LACs) and job-embedded learning, this policy repeals DepEd Order (DO) No. 13, s. 2018, *Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program* and DO 25, s. 2022, *Amendment to DepEd Order No. 13, s. 2018*.

II. SCOPE

5. This DepEd Order provides for the **Policy Guidelines on the Implementation of the National Learning Camp** that shall be implemented in all public elementary and secondary schools nationwide from Kindergarten to Grade 12 with phased implementation starting 2022-2023 EOSY break. This Order repeals DO 13, s. 2018 and DO 25, s. 2022.

6. Private schools, and higher education institutions, including state and local universities, colleges, and technical and vocational institutions offering basic education are encouraged to implement these guidelines as well.

III. DEFINITION OF TERMS

7. For the purposes of this policy, the following terms are defined as follows:

- a. **Consolidation Camp** is a voluntary learning program designed to provide further practice on and application of previously taught competencies. Opportunities are provided to identify links connecting concepts and skills across grade-level competencies.
- b. **Enhancement Camp** is a voluntary learning program designed to enrich learning for advanced learners by providing greater depth, breadth, and complexity of learning area competencies.
- c. **Intervention Camp** is a voluntary learning program designed to support high-need learners who are yet to grasp Foundational Mathematics and/or Foundational English skills.
- d. **National Learning Camp (NLC)** is a voluntary EOSY break program designed to:
 - i. improve learning in the form of enhancement, consolidation, or intervention programs in all learning areas for Kindergarten to 12 learners; and
 - ii. enhance teacher capacity.
- e. **Remedial Class** is a voluntary learning program for learners who did not meet expectations in terms of attaining the learning competencies required of a particular learning area.

IV. POLICY STATEMENT

8. DepEd is committed to learning recovery. It recognizes that learners need to be supported to address the learning losses caused by, among others, the COVID-19 pandemic.

9. DepEd recognizes the important role of teachers in learning recovery. DepEd “is committed to supporting teachers, and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is contingent upon quality teaching” (DO 42, s. 2017, p. 1).

10. This policy institutionalizes the NLC as an important initiative in learning recovery. The NLC builds on learners’ current understandings,

incorporates deliberate practice and constructive feedback, and promotes learner motivation. There is an emphasis on learner persistence and resilience, the automaticity of foundational skills, and the importance of recognizing and learning from errors.

11. The implementation of the NLC shall be guided by the following principles:

- a. ***Every learner has the right to learn.*** DepEd adheres to the United Nations Convention on the Rights of the Child (adopted 20 November 1989) and upholds the right of the child to education, on the basis of equal opportunities to learn and succeed by making primary education compulsory and available free to all, in an inclusive learning environment that develops respect for the child's social and cultural identity, language and values, and learning abilities.
- b. ***Engaged learners are motivated, inspired, and willing to invest effort in learning.*** This principle recognizes the active role of learners in their own learning, and the responsibility of teachers in motivating learners to work productively by assuming responsibility for their own learning (DO 42, s. 2017).
- c. ***Teaching must be rigorous and relevant.*** This principle emphasizes the importance of implementing teaching and learning practices that challenge learners intellectually, promote critical and creative thinking and other higher-order thinking skills, facilitate deep understanding, and develop connections with real-world contexts (DO 42, s. 2017).
- d. ***Purposeful assessment enhances teaching and learning.*** This principle highlights the significance of assessment as a tool for guiding evidence-based teaching to promote learning.
- e. ***A whole-school approach and community engagement support the improvement of education quality.*** DepEd advocates the involvement of and collaboration with local government units and other organizations, as well as the entire school community, including school heads, teachers, support staff, and parents, to improve learner participation and achievement.

12. The NLC shall provide additional teaching support to learners to help them improve learning outcomes vis-à-vis the curriculum competencies at their grade level and prepare them to take on greater academic challenges in higher grade levels while supporting the professional development of teachers.

13. Cognizant of the MATATAG agenda and the goals of the NLRP, the NLC specifically aims for the following:

- a. Learners in the Enhancement Camp shall experience support to achieve greater depth, breadth, and complexity of grade-level competencies in learning areas.
- b. Learners in the Consolidation Camp shall experience support to consolidate the use and application of grade-level competencies in learning areas.
- c. Learners in the Intervention Camp shall experience support to achieve Foundational Mathematics and/or English Skills.
- d. Learners shall experience success and sustain learning motivation and engagement.
- e. Teachers shall experience support to improve their professional practice through collaborative expertise and job-embedded learning.

V. PROCEDURE

A. General Guidelines

14. The NLC is a voluntary three- to five-week learning recovery program designed to benefit K to 12 learners in public elementary and secondary schools.

15. Based on the specific needs of the learners, they shall be enrolled in one of three Camps: Enhancement Camp, Consolidation Camp, or Intervention Camp.

16. The phased implementation of the NLC shall commence in the 2022-2023 EOSY break starting with **Grades 7 and 8** in English, Science, and Mathematics for Enhancement, Consolidation, and Intervention Camps and shall be expanded to other grade levels and learning areas in the succeeding school years, subject to the issuance of separate guidelines. However, schools are not precluded from conducting other EOSY break activities, such as but not limited to EOSY Reading and Mathematics Program for Grades 1 to 3 and enrichment activities in other grade levels alongside the phased implementation of the NLC to support learning recovery across grade levels.

17. Remedial classes shall be conducted in other **grade levels** until the phased implementation of the NLC is completed. Based on the learner's academic performance in the SY immediately preceding the EOSY break, learners in need of greater academic support shall be highly encouraged to participate in remedial classes in order to prepare them to transition to the next grade level.

18. Incoming Grade 12 learners who need to undertake work immersion in the succeeding semester shall be allowed to take one or two subjects in

advance to reduce their academic load and give more attention to their work immersion.

19. Placement of learners in the different camps shall depend on their performance in the pre-assessment or academic performance in the SY immediately preceding the EOSY break. On the other hand, the placement of learners in the remedial classes and enrichment activities shall be based on the learner's academic performance in the SY immediately preceding the EOSY break.

20. Early registration for NLC shall be conducted at least two weeks before the end of the school year. Class advisers, with the guidance and supervision of their school heads, shall be responsible for enlisting interested learners.

21. Prior to participating in the NLC, duly accomplished *Parent/Legal Guardian Consent* shall be required to ensure strong support and involvement of parents or legal guardians in the implementation of the NLC.

22. Teachers are encouraged to provide regular updates to parents or legal guardians on their children's learning progress either through phone calls, letters, notes, or one-on-one conferences. Feedback and recommendations to support their children may be formally communicated through a Parent-Teacher Conference that can be scheduled midway through the NLC or at its conclusion.

23. A Certificate of Completion shall be awarded to all learners who fulfill the requirements of the camp in terms of accomplishment of learning tasks. Learning tasks may include assignments, presentations, practical exercises, and other relevant activities that assess the learners' understanding and application of competencies.

24. A Certificate of Recognition shall be awarded to teachers who have rendered their service in the implementation of the NLC.

25. A separate memorandum shall be issued covering specific guidelines for implementing the NLC and other EOSY break activities.

B. Learning Focus

26. The National Learning Camp shall be composed of three (3) learning camps, namely: (a) Enhancement Camp, (b) Consolidation Camp, and (c) Intervention Camp.

- a. **The Enhancement Camp** is designed to assist advanced learners in enriching their current knowledge, skills, and understanding of grade-level learning area competencies. This will involve developing the depth, breadth, and complexity of learners' knowledge, skills, and understanding.

- b. **The Consolidation Camp** is a learning program designed to provide further practice and application of previously taught competencies. Opportunities are provided to identify links connecting concepts and skills across grade-level competencies.
- c. **The Intervention Camp** is designed to support high-need learners who are yet to grasp Foundational Mathematics and/or Foundational English skills.

27. Learning Camps for Kindergarten to Grade 3 learners shall concentrate on the development of literacy and numeracy skills as the foundation for all learning areas while Learning Camps for Grades 4 to 12 learners shall be offered in all learning areas with particular emphasis on STEM-R (Science, Technology, Engineering, and Mathematics – Reading). STEM disciplines and Reading shall go hand in hand as the former require the interpretation of technical texts, content-specific vocabulary, critical thinking, and the ability to clearly communicate these complex concepts to others verbally and in writing while allowing learners to gain skills in problem-solving, exploratory learning, and critical thinking.

C. Learner Placement in the Camps

28. Learners shall be placed in specific camps based on the results of their pre-assessment or academic performance in the immediately preceding school year, which shall determine their academic needs and proficiency levels. The placement process aims to ensure that learners receive appropriate support and teaching aligned with their specific needs.

29. Learners who demonstrate advanced proficiency in the grade-level competencies shall be assigned to the Enhancement Camp. The camp shall focus on deepening their knowledge, expanding their skills, and fostering a more comprehensive understanding of the learning competencies.

30. Learners who have shown proficiency in the grade-level competencies but may benefit from additional practice and application shall be placed in the Consolidation Camp. The camp shall provide opportunities for learners to reinforce their understanding, make connections between concepts, and further develop their skills across different areas.

31. High-need learners who require additional support in Foundational Mathematics and/or Foundational English skills shall be assigned to the Intervention Camp. Learners in this camp shall receive targeted interventions to help them improve their foundational skills and bridge any gaps in their understanding.

D. Teaching and Learning Resources

32. Schools shall be provided with sets of teaching-learning materials for all grade levels under Enhancement, Consolidation, and Intervention Camps.

In addition to these materials, schools may utilize available supplementary learning resources that align with the targeted learning competencies and the most appropriate teaching approaches and strategies.

33. Further, a *Lesson Format and Design* that aligns with the objectives of the NLC shall be provided. A strength of this lesson format and design is that teachers are afforded resources, time, and practice involving learners, to further extend their own skills, knowledge, and understanding of teaching and learning.

34. For the other EOSY break activities, the schools, through the guidance of the ROs and SDOs, shall have the flexibility to decide on the learning resources (LRS) that meet the needs of learners and align with the most appropriate teaching approaches and strategies.

E. Class Size and Schedule

35. The NLC shall have a maximum of 35 learners per class. However, school heads shall have the discretion to devise interventions for flexibility in organizing classes based on the availability of teachers and classrooms.

36. The Enhancement, Consolidation, and Intervention Camps shall commence one week after the end of the EOSY rites.

37. The Enhancement Camp shall be conducted in five (5) days each week, spanning a three-week period. Three (3) days of the week shall be dedicated to structured and targeted teaching-learning activities with the learners, while the remaining two (2) days shall be allocated for collaborative sessions among teachers.

38. The Intervention and Consolidation Camps shall be conducted for five (5) weeks with teacher-learner engagement taking place for three (3) days every week. The remaining two days shall be designated for teachers to participate in collaborative sessions.

39. Schools shall have the flexibility to design the class program provided that the suggested teaching-learning materials are adequately covered, and the targeted learning competencies are not compromised.

40. Remedial classes and classes organized for incoming Grade 12 learners with subjects enrolled in advance shall be conducted for five (5) weeks with five (5) days of teacher-learner engagement each week. Classes shall run from Mondays to Fridays, with a three (3) hour duration per subject. However, schools, in consultation with parents and with the approval of the Schools Division Superintendent (SDS), may decide to implement a blended distance learning delivery modality (BLDM). The distance learning component of the BLDM shall **not exceed two (2) days in a week except during emergencies or crises**. Distance learning shall focus on supplementary activities to deepen learners' understanding of the lesson. When learners are

engaged in distance learning, teachers shall participate in the LAC sessions to collaborate and share their expertise.

41. In the event of a declaration of suspension or cancellation of in-person classes brought about by natural or human-induced disasters or calamities, armed conflicts, and other emergencies that endanger the lives and limbs of learners and teaching and non-teaching personnel, schools, and community learning centers (CLCs) shall automatically implement Education in Emergencies-Alternative Delivery Mode (EiE-ADM). Home learning activities, either online or modular or a combination of both, shall only be provided if learners can accomplish them based on the severity of the situation in their respective areas. Refer to DO 37, s. 2022 (Guidelines on the Cancellation or Suspension of Classes and Work in Schools in the Event of Natural Disasters, Power Outages/Power Interruptions, and Other Calamities) for guidance on the cancellation or suspension of classes.

F. Teacher Training and Support

42. Teachers shall be capacitated on content and pedagogical knowledge and skills required for the NLC. Following DO 42, s. 2017, teacher capacity building shall be guided by the Philippine Professional Standards for Teachers (PPST).

43. Education program supervisors (EPS), public schools district supervisors (PSDSs), school heads (SHs), and department heads shall provide technical assistance to teachers as needed.

44. Two days every week shall be dedicated to fostering collaborative expertise through LAC and other activities. The LAC sessions shall focus on planning and reviewing teaching, sharing effective teaching approaches and strategies, preparing teaching materials, and discussing other teaching-related concerns. The goal is to enhance the teaching and learning process and promote continuous professional development among educators.

45. The NLC shall enhance job-embedded learning opportunities for teachers in which they can immediately apply newly acquired knowledge and skills directly to their teaching practice. Job-embedded learning promotes reflective practice, collaboration with colleagues, and the exploration of innovative teaching approaches. Through this immersive learning experience, teachers can address real-time challenges, refine their teaching methods, and increase their efficacy in addressing the diverse needs of learners.

G. Assessment

46. Assessment decisions must be made in the best interest of all learners, ensuring that assessment activities:

- a. align with the targeted competencies/learning objectives;
- b. are fair, inclusive, and equitable;

- c. are practical and manageable for both learners and teachers;
- d. give learners a range of ways to demonstrate their learning, and
- e. provide timely and accurate information as a basis for feedback.

47. Prior to the start of the NLC, learners shall undergo a pre-assessment or diagnostic assessment. The results of the pre-assessment shall play a crucial role in determining their camp group placement.

48. Formative assessments shall be administered throughout the learning camp. Irrespective of whether learners undertake formative assessments individually or in groups, the key focus shall be on identifying learners' needs and strengths to offer timely and appropriate interventions to improve their competencies. Formative assessments can be informal, such as classroom discussions, observations, or questioning techniques, or more formal such as quizzes, exit tickets, or learner self-assessments. Formative assessments shall help teachers make ongoing adjustments to teaching and learning activities to support continuous learning.

49. Summative assessments shall be administered at the end of the learning camps through a post-assessment. The summative assessments evaluate the learners' learning achievement gained through the camp. They are typically more formal and include tests, presentations, or performance tasks.

50. The provisions of DO 8, s. 2015, ***Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*** or any future policy on assessment and grading shall apply to Grade 7 and 8 learners enrolled in the Consolidation Camp who do not meet expectations in one (1) or two (2) learning areas in English, Mathematics and/or Science as well as learners in the remedial classes and those incoming Grade 12 learners with subjects enrolled in advance.

51. Teachers are encouraged to prepare general feedback/comments on the learners' progress to document their strengths and areas for improvement. These feedback/comments shall serve as information to learners, parents, and teachers on the instructional support needed by learners in the upcoming SY.

H. Assigning and Incentivizing NLC Teachers

52. Participation of teachers in the NLC is voluntary.

53. The SH shall be responsible for identifying prospective teachers who shall handle specific learning areas in the respective camps. They shall be selected based on competence to effectively deliver the learning content and skills of the NLC. Preference shall be given to teachers who are willing, committed, and highly proficient in their respective learning areas.

54. Since the NLC entails the services of teachers beyond regular school days, they shall be provided with the following incentives, subject to government rules and regulations:

- a. Vacation Service credits;
- b. A Certificate of Recognition for Teachers; and
- c. Other incentives, subject to availability of funds and guidelines set.

55. All teachers involved in these NLRP-related EOSY break activities shall be granted vacation service credits for the services rendered during the NLC. One (1) workday of vacation service credit shall be granted per accumulated eight (8) hours of service rendered, as certified by their respective SHs. The number of service credits authorized is exclusive of the fifteen (15) days maximum vacation service credits allowed as stipulated in DO 53, s. 2003 (Updated Guidelines on the Grant of Vacation Service Credits to Teachers).

I. Funding Sources

56. For the public schools, funds for the conduct of NLC activities, including other NLRP-related EOSY break activities shall be sourced, as appropriate, from but not limited to, Program Support Funds (PSF) for NLRP. The PSF Guidelines shall guide the allowable expenditures relative to the NLC implementation. The use of these funds shall be subject to availability and the usual budgeting, accounting, auditing, and procurement rules and regulations.

57. The funds for the NLC are allocated for training expenses, administrative expenses, provision of learning resources to learners and teachers, and other necessary expenses in the implementation of the NLC. The specific fund allocation, which is contained in the PSF guidelines, is indicative. Hence, implementing units (IUs) are allowed to be flexible on the actual use of funds, subject to the approval of the concerned regional director (RD), and provided further that a report on any change in the use of funds is submitted to the Office of the Undersecretary for Curriculum and Teaching (OUCT) and the Office of the Undersecretary for Finance (OUF).

58. Under no circumstance shall a learner or teacher be required to shoulder the undue financial burden or be compelled to pay for teaching-learning materials or any activity in place of any performance task or project in any learning area (DO 19, s. 2008, *Implementation of the No Collection Policy in All Public Elementary and Secondary Schools*).

J. Advocacy and Stakeholder Engagement

59. Advocacy and information campaigns for the NLC shall be carried out during the last quarter of every school year to raise awareness and mobilize support from local government units (LGUs), parent-teacher associations (PTAs), school governing councils (SGC), industry partners, and non-government organizations, among others.

60. Engagement with stakeholders for potential support for the NLC is purely voluntary. By actively involving external stakeholders, ROs, SDOs, and schools can foster a strong network of support and create meaningful connections between the schools and the community.

61. To enhance the overall learner experience in the NLC, SDOs, and schools may also collaborate with relevant external stakeholders to conduct fun-filled educational activities that stimulate learner interest.

62. Schools shall devise creative ways and designate spaces within the school grounds conducive to the conduct of these activities where learners can feel free to participate and build their interests in meaningful ways.

63. SDOs or schools may request stakeholders to sponsor comprehensive eye and/or hearing examinations for learners to diagnose any signs of visual and/or hearing impairment and help address these concerns that may be affecting the learners' academic performance.

64. SDOs or schools are encouraged to include mental health and psychosocial support activities to promote the mental health and well-being of learners as well as teachers.

K. Safety Protocols

65. Schools shall adhere to the provisions of DO No. 31, s. 2022, *Child Rights Policy*, and DO 40, s. 2012, *DepEd Child Protection Policy*. Schools shall ensure that all camp activities are aligned with the Rights-Based Education (RBE) Framework found in the said issuances.

VI. MONITORING AND EVALUATION

66. A Monitoring and Evaluation (M&E) Plan with a corresponding M&E Tool shall be developed for the CO, RO, SDO, and Schools. The M&E Plan shall ensure the periodic conduct of M&E activities following existing standards and guidelines stipulated in DO 29, s. 2022 or the *Adoption of the Basic Education Monitoring and Evaluation Framework*. The M&E results shall inform the succeeding annual implementation plans of the school, SDO, RO, and CO. The M&E Plan and Tool shall be issued in a separate memorandum.

67. The SHs shall be primarily responsible for supervising the implementation of these guidelines in their schools, ensuring that the provisions are communicated to all concerned stakeholders in the school community.

68. The Curriculum Implementation Division (CID) and Curriculum and Learning Management Division (CLMD) in the SDO and RO, respectively, shall lead in the monitoring of schools' compliance with these guidelines. The RO –

Quality Assurance Division (QAD) and SDO – School Governance Operations Division (SGOD) shall have an oversight function on the M&E process. They may also be consulted for their expertise and guidance in conducting the M&E activities.

69. At the school level, the implementation of this policy shall be monitored and evaluated by the SH. The SH shall prepare a report at the end of the annual Learning Camp that includes the highlights and challenges encountered throughout the policy implementation. The said report shall be submitted to the SDO for collation and analysis. The SDOs will then prepare a consolidated report analysis for submission to the RO.

70. Overall feedback from the RO shall be provided to the DepEd CO, Curriculum and Teaching (CT) Strand, through the Bureau of Learning Delivery (BLD) to be used in evaluating the policy for continuous improvement of its design and implementation.

71. The CT Strand, through the BLD, shall be responsible for the continuous improvement of these implementing guidelines. Consolidated feedback shall be addressed to the **Office of the Director** of the BLD via telephone numbers (02) 8637-4346 and 8637-4347 or by email at bld.od@deped.gov.ph.

VII. REFERENCES

72. The following were the references that guided the development of this policy.

DepEd Order No. 53, s. 2003 on Updated Guidelines on Grant of Vacation Service Credits to Teachers.

DepEd Order No. 19, 2008 on Implementation of the No Collection Policy in All Public Elementary and Secondary Schools.

DepEd Order No. 40, s. 2012 on DepEd Child Protection Policy.

DepEd Order No. 8, s. 2015 on Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.

DepEd Order No. 42, s. 2017 on National Adoption and Implementation of the Philippine Professional Standards for Teachers.

DepEd Order No. 13, s. 2018 on Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program.

DepEd Order No. 25, s. 2022 on Amendment to DepEd Order No. 13, s. 2018, (Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program).

DepEd Order No. 29, s. 2022 on Adoption of the Basic Education Monitoring and Evaluation Framework.

DepEd Order No. 31, s. 2022 on Child Rights Policy: Adopting the Rights-Based Education Framework in Philippine Basic Education.

DepEd Order No. 37, 2022 on Guidelines on the Cancellation or Suspension of Classes and Work in Schools in the Event of Natural Disasters, Power Outages/Power Interruptions, and Other Calamities.

United Nations (1989). *Convention on the Rights of the Child*.

VIII. REPEALING CLAUSE

73. DepEd Order (DO) No. 13, s. 2018, Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program and DO 25, s. 2022, Amendment to DepEd Order No. 13, s. 2018 and all other issuances which are inconsistent with this Order and their provisions are repealed, rescinded, or amended accordingly.

IX. TRANSITORY PROVISIONS

74. ***To provide clear guidance in the phased implementation of the NLC in the succeeding EOSY breaks, the following transitory provisions are herein provided:***

- i. ***For the 2022-2023 EOSY break, the three (3) camps of the NLC, namely, Enhancement Caps, Consolidation Camp, and Intervention Camp, shall be offered to Grades 7 and 8 for ESM.***
- ii. ***For the 2023-2024 EOSY break, the NLC shall be expanded to Grades 9 and 10 for ESM and Grades 1 and 3 for Reading and Mathematics. Remediation Camp in all grade levels shall continue to be implemented.***
- iii. ***For the 2024-2025 EOSY break, the NLC shall be implemented in all grade levels for Grades 1 to 6 Reading and Mathematics and for Grades 1 to 12 in ESM.***
- iv. ***For the succeeding school years, NLC shall be implemented in all grade levels and learning areas.***

X. EFFECTIVITY

75. This DepEd Order shall take effect immediately upon its approval and posting on the DepEd website and publication to the Official Gazette or a newspaper of general circulation and shall be registered with the Office of the National Administrative Register (ONAR), UP Diliman, Quezon City. It shall be in force and effect starting the EOSY break 2022-2023 until a repealing policy is released.