



Republic of the Philippines  
**Department of Education**  
REGION VI-WESTERN VISAYAS  
SCHOOLS DIVISION OF KABANKALAN CITY

Special Order No. 33, s. 2023

The following teachers of the Schools Division Office of Kabankalan City who volunteered in the Conduct of the National Learning Camp from July 24 – August 25, 2023 are hereby given service credit/s as per DepEd Order No. 53, s. 2003, to wit:

No.	Name of Teacher	School	Number of Days
1	April Rose J. Untal	Kabankalan NHS	15
2	Ricel N. Peracullo		15
3	Mira L. Gepilano		15
4	Promise Joy S. Lariosa		15
5	Erna Q. Mondejar		15
6	Gerardo J. Tupas		15
7	Emily J. Pugahan		9
8	Pixy Maharlika L. Arsenio		9
9	Mary Rose L. Acosta		9
10	Ma. Eden Panique		9
11	Monette A. Jalapa		9
12	Alice A. Resuma		9
13	Leizel G. Tan		9
14	Bernard F. Manong		9
15	Chartchel D. Bantigue		9
16	Angie Mae Q. Laurico	Tan-awan NHS	15
17	Ariel O. Montesino		15
18	Nemia A. Lozada		15
19	Erwin B. Navarro		15
20	Rosalyn C. Navarro		15
21	Claujen Ann M. Medel	15	
22	Josie D. Roberto	Camansi NHS	15
23	Annaliza A. Rogon		15
24	Darlet Mar T. Lamasan		15
25	Rizza B. Ganiolon		15
26	Michelle S. Saligumba		15
27	Arnaldo G. Rogon Jr.		15
28	Shinie G. Puro		15
29	Jeanabel B. Gumata		15
30	Mary Anne S. Ayalin		15
31	Joever B. Singson		15





Republic of the Philippines  
**Department of Education**  
REGION VI-WESTERN VISAYAS  
SCHOOLS DIVISION OF KABANKALAN CITY

32	Mary Joy D. Gonzales	Tampalon NHS	15
33	Neka D. Plano		15
34	Alma S. Sebugan		15
35	Mylene T. Quiatzon		15
36	Famie Rose C. Calamba		15
37	Retchie Mae M. Dojoles		15
38	Lorena B. Garpa	Daan Banwa NHS	15
39	Elgie G. Nifras		15
40	Rhea T. Nolido		15
41	Eralyn A. Iligan		15
42	Ana Liza B. Gayoba		15
43	Dolyn A. Bautista	Binucuil NHS	15
44	MARiven T. Villanueva		15
45	Ernel L. Borja		15
46	Esmeralda M. Montesino		15
47	Alma D. Daguia		15
48	Roselyn C. Supera		15
49	Chelly D. Badayos		15
50	Sofia J. Ruiz		15
51	Rowena D. Toledo	BNHS-Lupni Satellite Class	15
52	Ellah Joy C. Bale		15
53	Angie N. Surio		15
54	Yasmini E. Dorado		15
55	Jerirose P. Cortez		15
56	Julie Mae M. Biaco	Talubangi NHS	15
57	Jelmer A. Gumban		15
58	Blossom B. Esloyo		15
59	Delfi Angelie M. Gargantiel		15
60	Jesa Mae E. Gilvero		15
61	Sheila Rose P. Morin	Salong NHS	15
62	Paul L. Soriano		15
63	Cyrie Ann V. Macabenta		15
64	Evangeline S. Fernandez		15
65	Elvie Marie R. Gasataya		15
66	Maureen Mae T. Gonzales	Salong NHS-San Jose Satellite Class	15
67	Jenessa G. Pedroso		15
68	Amelyn B. Perez		15
69	Romy O. Paglumotan Jr.		15
70	Camille D. Mansalon		15
71	Anthony A. Dioso		15
72	Mavis B. Infante		15





**Republic of the Philippines**  
**Department of Education**  
 REGION VI-WESTERN VISAYAS  
 SCHOOLS DIVISION OF KABANKALAN CITY

73	Ai M. Gallentes	Tapi NHS	15
74	Christine A. Apa		15
75	Denmark Lachica		15
76	Ever D. Villar		15
77	Mae M. Bunda-on	Magballo NHS	15
78	Reynette M. Villar		15
79	Roseline S. Gerasmo		15
80	Cherrie J. Diones		15
81	Annie T. Pama		15
82	Joe-Ann N. Javier		15
83	Dyne T. Aribé	Tabugon NHS	15
84	Johanna G. Bayona		15
85	Sheryl Rhea R. Coleta		15
86	Zilpha B. Aurelio		15
87	Charity N. Bantigue		15
88	Eva M. Escosura		15
89	Marimar A. Pelagio		15
90	Judith P. Panag		15
91	Sheela Mae F. Aloloa		15
92	Rowena A. Dominguez		Tagoc NHS
93	Jennifer G. Gequillana	15	
94	Jennyveth Lovaine M. Medel	15	
95	Jeanibabe P. Panag	15	
96	Jesah G. Flores	15	
97	Joanne O. Tibus	15	
98	Edwin N. Palma	Pinaguinpinan NHS	15
99	Alvin T. Bayona		15
100	Charlyn C. Sausi		15
101	Remia G. Mandal		15
102	Jean V. Espartero		15
103	Nerissa R. Clamor		15
104	Cherelyn A. Malihan		15
105	Elsa N. Casildo		15
106	Karice Joy B. Hervas		15
107	Sara G. Gabaya		15
108	Marjolan G. Returan	15	
109	Aileen Z. Dojoles	Inapoy NHS	15
110	Annaly C. Alabi		15
111	Mariliz T. Astillar		15
112	Eusebio M. Malacapay Jr.		15
113	Arlene R. Mirasol		15





**Republic of the Philippines**  
**Department of Education**  
 REGION VI-WESTERN VISAYAS  
 SCHOOLS DIVISION OF KABANKALAN CITY

114	Ritchel L. Maluto		15
115	Vic Zyrus T. Samillano		15
116	Jenelyn G. Gazar	Bantayan NHS-Pacao Satellite Class	15
117	Desunie G. Alunan		15
118	Casine Grace T. Tionko	Bantayan NHS	15
119	Ma. Luisa D. Pablo		15
120	Josephine G. Demafiles		9
121	Beverly F. Tagacay		9
122	La Arnie O. Azucena		9
123	Cyril C. Deriada		9
124	Romel T. Catanus		9
125	Maricel D. Yulo		9
126	Cherry Mae T. Granada	BNHS-Baras Diutay Ext	15
127	Rosalie L. Sandico		15
128	Karren C. Tones		15
129	Jason M. Giron	Locotan NHS	15
130	Karren Grace M. Gabales		15
131	Trexie C. Gonzales		15
132	Ana Marie L. Cuello		15
133	Jona C. Calantigan		15
134	Juanito Y. Pelareja Jr		15
135	Bethel D. Hudierrez		15
136	Rayzel P. Paver		15
137	Manilyn D. Cabarubias	FGSNHS	15
138	Denmar D. Entierro		9
139	Maricel S. Camral		9
140	Jean P. Dela Cruz		9
141	Laverna C. Luceño		15
142	Gladys Riza G. Pilara		9
143	Merah Grace N. Gonzales		15
144	Nemuel L. Galimba		15
145	Ma. Fe O. Benuela		15
146	Hazelyn S. Tranco		15
147	Kathleen Kay D. Jarque		15
148	Jeffrey A. Lestino		15
149	Neressa B. Nombre		9
150	Emilio J. Empinado		9
151	Welvan F. Ogaban		9
152	Edgie Mae V. Mission	9	
153	Kim Xyla T. Kim	9	





Republic of the Philippines  
**Department of Education**  
REGION VI-WESTERN VISAYAS  
SCHOOLS DIVISION OF KABANKALAN CITY

154	Suzinette S. Teorima		9
155	Anna Karenina C. Sapanza		15
156	Michael A. Onayan		15
157	Lyna Mae M. Banay		15
158	Ma. Carmen B. Baylon		9
159	Clarice C. Kilayko		15
160	Rina Liza V. Deopilo		15
161	Rosalyn V. Oñasa		9
162	Glennallane E. Alpanta	Camingawan NHS	15
163	Jechonias G. Elumba		15
164	Madeline P. Española		15
165	Maria Concepcion T. Ledesma		15
166	Bercy E. Sapanza		15
167	Corlyngrace D. Erpe	Tagukon NHS	15
168	Ritchel M. Suelto		15
169	Reneel T. Naranja		15
170	Bea Marie E. Bartiquel		15
171	Rona P. Cañete		15
172	Alona T. Meleloa		15
173	Julie Jane M. Gonzaga	Hinapunan IS	15
174	Ken Paul Baylon		15
175	Kristine P. Rebustre		15
176	Beverly Anne E. Nifras		15
177	Christine Faith G. Superficial		15
178	Salvacion D. Benigay		15
179	Martin S. Ba-al	Bula NHS	15
180	Hazel Joy D. Romero		15
181	Julievel M. Jimenez		15
182	Jinky M. Sibugan		15
183	Robert Jun C. Lasafin		15
184	Mercedita V. Onayan	Carol-an NHS	15
185	Dalyn M. Gonzales		15
186	Ereca L. Gallo		9
187	Maricel Joy E. Circulado		9
188	Jeser T. Cadusale		15
189	Elmer D. Dela Paz		9
190	Mark C. Cabacaba		15
191	Precel M. Garnica		15
192	Jeva B. Largado		9
193	Ranulyn S. Cabadon		15
194	Rodelyn C. Gingos	15	



Republic of the Philippines  
**Department of Education**  
REGION VI-WESTERN VISAYAS  
SCHOOLS DIVISION OF KABANKALAN CITY

195	Jeralyn A. Dayapan		15
196	Merlisa P. Villamor		15
197	Ronel M. Eladio		15
198	Ritchel R. Ojerio		15

**MICHELL L. ACOYONG, CESO VI**  
Assistant Schools Division Superintendent  
Officer-in-Charge  
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Republic of the Philippines  
**Department of Education**

JUL 03 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

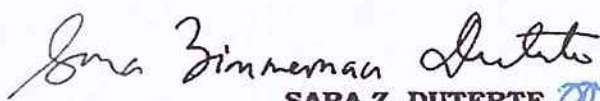
1. In line with the *MATATAG: Bansang Makabata, Batang Makabansa* agenda, the Department of Education (DepEd) adopts the enclosed **Policy Guidelines on the Implementation of the National Learning Camp (NLC)**.
2. This policy contributes to the commitment of DepEd to the National Learning Recovery Program (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](mailto: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**

Digitally signed by  
Duterte Sara  
Zimmerman  
Date: 2023.07.01  
14:11:38 +08'00'

Vice President of the Republic of the Philippines *cab*  
Secretary of the Department of Education *Duterte*

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 –



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 Camps, 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.