



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

6 July 2023

DIVISION MEMORANDUM
No. 327 s. 2023

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

To: OIC-Assistant Schools Division Superintendent
Chief Education Supervisors
Heads, Public Elementary, Junior, and Senior High Schools
Heads, Unit/Section
All Others Concerned

1. As part of the Division's efforts to narrow the learning gaps and learning loss among all K to 12 learners, and in coordination with the National Learning Recovery Program (NLRP) of the Department of Education, this Office reiterates the **adoption of the Policy Guidelines on the Implementation of the National Learning Camp (NLC)** in the City Schools Division of Tayabas City as contained in DepEd Order No. 14, s. 2023 (refer to attached DepEd Order).
2. This policy outlines the implementing guidelines for the National Learning Camp, a voluntary three-to-five-week end-of-the-school year (EOSY) break learning recovery program designed to improve learning and enhance teacher capacity.
3. The NLC is composed of three learning camps: Enhancement, Collaboration, and Intervention.
 - a. The Enhancement Camp is a three-week voluntary learning program designed for learners whose final grades in English, Science, and Mathematics from the previous school year are 85 or better or pre-assessment results are at least very satisfactory.
 - b. The Consolidation Camp is a five-week voluntary learning program for learners whose final grades in English, Science, and Mathematics from the previous school year range from 75 to 84 or pre-assessment results are at least fairly satisfactory to satisfactory. Learners who failed in English and Mathematics, or those learners who failed due to poor attendance or inappropriate behavior and non-submission of requirements but are independent readers may participate in the Consolidation Camp.
 - c. The Intervention Camp is a five-week voluntary learning program for learners whose final grades in English, Science, and Mathematics from the previous school year range from 74 or below or did not meet expectations in the pre-assessment. For learners other than those from grades 7 and 8, these are remedial classes.



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4. The chairs and members of the various committees, its terms of reference, timeline of activities, and proposed daily schedule are presented as attachments (see attached).
5. Immediate dissemination of and strict compliance with this memorandum is desired.


CELEDONIO B. BALDERAS, JR.
Schools Division Superintendent

Encl.: As stated

Reference: DepEd Order No. 14, s. 2023

To be indicated in the Perpetual Index

under the following subjects:

Learners

Learning Camp

Learning Recovery

CID – Adoption of the Policy Guidelines on the Implementation of the National Learning Camp
None/July 6, 2023



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**

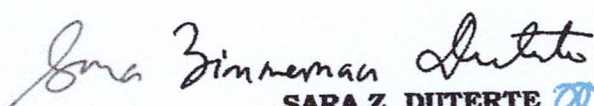
To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

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'

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.



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Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

National Learning Camp

Terms of Reference

Executive Committee	
Chair Celedonio B. Balderas Jr.	<ul style="list-style-type: none">● Leads in the implementation of the National Learning Camp in the Division● Oversees the preparation of the Division Action Plan on the implementation of the National Learning Camp● Creates ad hoc committees● Appoints members of the committees● Signs and approves documents pertinent to the implementation of the National Learning Camp● Calls for regular and special meetings● Presides over meetings of the executive and program committees● Sets the direction of the National Learning Camp for the Division● Ensures the smooth implementation of the National Learning Camp● Addresses all issues and concerns relative to the implementation of the National Learning Camp● Calls for the active participation and involvement of all school heads, teachers, parents, learners, LGU officials, and stakeholders
Co-Chair Antonio P. Faustino Jr.	<ul style="list-style-type: none">● Assists the Chair on overseeing the preparation of the Division Action Plan● Recommends committees to be created● Recommends members of the committees● Performs all other duties and responsibilities of the Chair in his absence
Members Edwin R. Rodriguez Imelda C. Raymundo Conrado C. Gabarda Benjamin A. Millares Agnes M. Luzadas	<ul style="list-style-type: none">● Perform duties and responsibilities as may be assigned by the Chair● Prepare communications such as memorandum and other issuances pertinent to the National Learning Camp● Provide technical assistance to committees and school heads on matters related to finances and details of implementation



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Over-all Program Committee	
<p>Chair Jerome A. Chavez</p>	<ul style="list-style-type: none"> ● Coordinates with the Executive Committee on the implementation of the National Learning Camp ● Assists the Executive Committee on the preparation of the Division Action Plan ● Updates the Executive Committee on the status of the implementation of the National Learning Camp ● Coordinates with all the other committees ● Provides technical assistance to school heads on the implementation of the camp ● Performs duties and responsibilities as may be assigned by the Executive Committee ● Recommends possible interventions and modifications to the Executive Committee ● Prepares consolidated report analysis
<p>Co-Chair LC Richelle F. Quintero</p>	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his absence
<p>Members Michael Leonard D. Lubiano Sancho C. Calatrava Sherwin C. Quesea Joseph Jay U. Aureada Marife R. Lagar</p>	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Provide technical assistance to committees and school heads on matters related to finances and details of implementation ●
Communication and Documentation Committee	
<p>Chair Christian J. Bables</p>	<ul style="list-style-type: none"> ● Acts as Chair of the Secretariat ● Prepares all communication and documents including pictures ● Collects all data as may be required by the Executive Committee ● Coordinates with the members of the committees ● Prepares and submits complete report including photo taken (Narrative Report) ● Prepares the necessary documentation and reports using the prescribed forms
<p>Co-Chair Jean Rose Rabano</p>	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his absence
<p>Members Mark Bryan Valencia LC Richelle F. Quintero Luzviminda E. Saludaes School Publication Advisers</p>	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Collect data and other pertinent documents ● Take photos and/or video footages of activities,



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	<p>especially the improvements done on the schools (before, during, and after photos)</p> <ul style="list-style-type: none"> ● Keep and maintain records and pertinent papers and documents, daily report on donation received, and daily attendance of volunteers
Camp Curriculum Implementation Committee	
<p>Chair Edwin R. Rodriguez</p>	<ul style="list-style-type: none"> ● Coordinates with the School Heads on the implementation of the curriculum ● Ensures the appropriateness of the curriculum being implemented in each camp ● Checks school action plan
<p>Members All EPSs LR Team All Education Program Specialists All School Heads/Head Teachers/Teachers</p>	<ul style="list-style-type: none"> ● Assist the Chair on the execution of duties and responsibilities ● Perform all other duties and responsibilities as may be assigned by the Chair ● Collects data and other pertinent documents ● Facilitates orientation ● Prepares reports and other pertinent documents
Resource Mobilization Committee	
<p>Chair Imelda C. Raymundo</p>	<ul style="list-style-type: none"> ● Generates resources, both materials and manpower or volunteer services, for the conduct of National Learning Camp ● Determines target resources and volunteers ● Ensures that the pledges/commitments of partners are delivered
<p>Co-Chair Joan Kathleen T. Brizuela</p>	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his absence
<p>Members Conrado C. Gabarda Ariel C. Cabuyao All School Admin Officers</p>	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Meets potential partners, volunteers, community leaders/officials and members to engage support from the community and local business enterprises ● Accepts donations from partners ● Prepares reports and other pertinent documents
Camp Implementation Monitoring and Evaluation Committee	
<p>Chair Maria Corazon A. Borbon</p>	<ul style="list-style-type: none"> ● Monitors the implementation of National Learning Camp ● Provides guidance and directions to work teams in the performance of assigned tasks ● Ensures program of work are accomplished as planned

	<ul style="list-style-type: none"> ● Monitors of actual accomplishment vis-à-vis identified needs and planned activities ● Prepares monitoring and evaluation tool
<p>Co-Chair Montano L. Agudilla</p>	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his/her absence
<p>Members Joan Kathleen T. Brizuela All School M & E Coordinators</p>	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Prepares monitoring schedules ● Keep monitoring data and records ● Prepares reports and other pertinent documents
Health and Safety Committee	
<p>Chair CJ Supetran</p>	<ul style="list-style-type: none"> ● Oversees the cleanliness, sanitation and safety in the schools ● Conducts on-site inspection of schools
<p>Co-Chair Jaypee Escobar</p>	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his absence
<p>Members All Nurses and School Health Coordinators Nicole May R. Lagar Ariel C. Cabuyao All School DRRM Coordinators</p>	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Keep records of inspection ● Prepare reports and other pertinent documents
Teacher Development Committee	
<p>Chair Luzviminda E. Saldares</p>	<ul style="list-style-type: none"> ● Identifies the professional skills teachers already have and which they need to work on ● Develop a timeline for accomplishing teachers specific targets and goals ● Conducts trainings based on their needs
<p>Co-Chair Dr. Jean Rose Rabano</p>	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his absence
<p>Members All EPSs</p>	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Prepares reports and other pertinent documents
Facilities Committee	
<p>Chair Jaypee Escobar</p>	<ul style="list-style-type: none"> ● Conducts assessment of school facilities ● Coordinates with School Physical Facilities Coordinators to do ocular inspection
<p>Co-Chair Conrado C. Gabarda</p>	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities

	<ul style="list-style-type: none"> ● Performs all other duties and responsibilities of the Chair in his absence
<p>Members</p> <p>All School Heads and School Facilities Coordinators</p>	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Prepares reports and other pertinent documents
Refreshment Committee	
<p>Chair</p> <p>School Heads</p>	<ul style="list-style-type: none"> ● Takes charge of the food to be served during the conduct of National Learning Camp and other activities ● Prepares reports on the expenses of meals ● Oversees the preparation of refreshment
<p>Co-Chair</p> <p>All School Canteen Coordinators</p>	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his absence
<p>Members</p> <p>TLE/EPP Teachers</p> <p>-SBFP Coordinators</p> <p>-School PTA Presidents</p>	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Prepares reports and other pertinent documents
Registration Committee	
<p>Chair</p> <p>School Heads</p>	<ul style="list-style-type: none"> ● Facilitates registration of learners ● Prepares and validates the completion of registration forms, attendance sheets with printed information of the participants thereon
<p>Co-Chair</p> <p>Master Teachers</p>	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his absence
<p>Members</p> <p>Teachers</p>	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Keep registration records ● Prepares reports and other pertinent documents
Finance Committee	
<p>Chair</p> <p>Benjamin A. Millares</p>	<ul style="list-style-type: none"> ● Manages funds that will be generated in support of National Learning Camp ● Ensures that all financial assistance from both government and private sources are used in accordance with applicable rules and regulations. ● Provides logistical support to volunteers such as but not limited to, work materials, first aid kits, refreshment, etc. ● Accounts the usage of all materials thru the conduct of daily inventory ● Prepares documents required for tax incentives availment by partners such as, but not limited to:

	memorandum of Agreement and deed of donation and/or deed of acceptance
Co-Chair Agnes M. Luzadas	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his absence
Members Dianah G. Tan School Administrative Officers	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Prepares reports and other pertinent documents
Rewards and Recognition Committee	
Chair Mildred Z. Galleno	<ul style="list-style-type: none"> ● Prepares and take charge in playing audio-visual presentations and material to be used during the activity ● Prepares certificate for the participants
Co-Chair Louie L. Fulleo	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his absence
Members Generosa F. Zubieta Teofila A. Ocumin Josefina R. Oabel -Nathaniel Balbarosa	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Prepares reports and other pertinent documents
Learning Resource Management Committee	
Chair Generosa F. Zubieta	<ul style="list-style-type: none"> ● Identifies pertinent teaching and learning resources ● Uploads developed learning resources and submitted resources
Co-Chair Joyce Ann Limbo	<ul style="list-style-type: none"> ● Assists the Chair on the execution of duties and responsibilities ● Performs all other duties and responsibilities of the Chair in his absence
Members Ermelo A. Escobinas Edna E. Eclavea School LR Coordinators School Property	<ul style="list-style-type: none"> ● Perform duties and responsibilities as may be assigned by the Chair ● Prepares reports and other pertinent documents



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National Learning Camp
 Timeline of Activities

Date	Activity
21 June to 7 July 2023	<ul style="list-style-type: none"> Pre-assessment for G7 and G8
22 – 30 June 2023	<ul style="list-style-type: none"> Development of class programs and sequence of activities
23 June 2023 onwards	<ul style="list-style-type: none"> Compilation of relevant teaching and learning materials
26 June 2023	<ul style="list-style-type: none"> Orientation of School Heads via face to face
26 June 2023	<ul style="list-style-type: none"> Collaborate with local community organizations, businesses, and volunteers
1 – 14 July 2023	<ul style="list-style-type: none"> Official registration of the participants
12 – 14 July 2023	<ul style="list-style-type: none"> Capability Building of Teachers in Grades 7 and 8 English, Science, and Mathematics on the Implementation of the National Learning Camp Orientation on the National Reading Program
17 – 21 July 2023	<ul style="list-style-type: none"> Collaborative sessions with teachers and instructional leaders
21 July 2023	<ul style="list-style-type: none"> Division Launching of the National Learning Camp, Motorcade, and Assembly
24 July – 11 August 2023	<ul style="list-style-type: none"> Enhancement Camp
24 July – 25 August 2023	<ul style="list-style-type: none"> Consolidation Camp/Intervention Camp
28 July – 4, 11, 18, and 25 August 2023	<ul style="list-style-type: none"> Develop a report summarizing the NLC outcomes and recommendations Conduct weekly debriefing and feedback sessions by cluster (to be held in different learning campsites)
25 August 2023	<ul style="list-style-type: none"> Hold completion ceremony for learners Hold recognition for best learners' outputs Hold recognition for stakeholders and teachers



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National Learning Camp
 Proposed Daily Schedule

Date	Activities
Week 1	
24 July Monday	Start of the National Learning Camp Collaborative Planning and Preparation
25 July Tuesday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
26 July Wednesday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
27 July Thursday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
28 July Friday	Collaborative Review of Instruction
Week 2	
31 July Monday	Collaborative Planning and Preparation
1 August Tuesday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
2 August Wednesday	Enhancement Camp
	Consolidation Camp



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	Intervention Camp
3 August Thursday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
4 August Friday	Collaborative Review of Instruction
Week 3	
7 August Monday	Collaborative Planning and Preparation
8 August Tuesday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
9 August Wednesday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
10 August Thursday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
11 August Friday	Collaborative Review of Instruction End of Enrichment Camp
Week 4	
14 August Monday	Collaborative Planning and Preparation
15 August Tuesday	Enhancement Camp
	Consolidation Camp
	Intervention Camp



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	Enhancement Camp
16 August Wednesday	Consolidation Camp
	Intervention Camp
	Enhancement Camp
17 August Thursday	Consolidation Camp
	Intervention Camp
	Collaborative Review of Instruction
18 August Friday	Collaborative Planning and Preparation
Week 5	
21 August Monday	Collaborative Planning and Preparation
22 August Tuesday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
23 August Wednesday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
24 August Thursday	Enhancement Camp
	Consolidation Camp
	Intervention Camp
25 August Friday	Collaborative Review of Instruction
	End of the Consolidation Camp and Intervention Camp



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