



Republic of the Philippines
Department of Education
REGION VI - WESTERN VISAYAS
SCHOOLS DIVISION OFFICE OF SILAY CITY

SCHOOLS DIVISION OFFICE OF SILAY CITY
DATE: JUL 10 2023
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July 10, 2023

DIVISION MEMORANDUM

No. 261 s.2023

ADOPTION OF THE NATIONAL LEARNING CAMP PROGRAM IN THE DEPARTMENT OF EDUCATION AND POLICY GUIDELINES ON THE IMPLEMENTATION OF THE NATIONAL LEARNING CAMP

TO: OIC - Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary Schools Heads
All Others Concerned

1. Attached are **DepEd Order No. 13, s. 2023 on the Adoption of the National Learning Recovery Program in the Department of Education** and **DepEd Order No. 14, s. 2023 on the Policy Guidelines on the Implementation of the National Learning Camp.**

2. Moreover, please be guided on the duration of the following NLC Camp Groups:

NLC Camp Group	Duration	Inclusive Date	
		From	To
Enhancement Camp	3 weeks	July 24, 2023	August 11, 2023
Consolidation Camp	5 weeks	July 24, 2023	August 25, 2023
Intervention Camp	5 weeks	July 24, 2023	August 25, 2023

3. It is understood that in the conduct of this activity, there shall be no discrimination on account of age, school, gender, civil status, disability, religion, or any other similar factor/circumstances that run counter to the principles of equal opportunity.

4. Immediate and widest dissemination of this Memorandum is desired.

SALVADOR O. OCHAVO JR. EdD, CESO V
Schools Division Superintendent

Encl: As stated

Reference: DO 13, s. 2023; DO 14, s. 2023; NLC Final Orientation slides

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

ASSESSMENT	PROGRAMS
BASIC EDUCATION	PROJECTS
CLASSES	POLICY
CURRICULUM	SCHOOLS
LEARNERS	TEACHERS
MONITORING AND EVALUATION	



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Republic of the Philippines
Department of Education

JUL 03 2023

DepEd ORDER
No. **013**, s. 2023

**ADOPTION OF THE NATIONAL LEARNING RECOVERY PROGRAM
IN THE DEPARTMENT OF EDUCATION**

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

1. The Department of Education (DepEd) issues the enclosed **Adoption of the National Learning Recovery Program (NLRP) in the Department of Education**.
2. The Department remains committed to addressing the learning loss heightened by school closures and disruption during the COVID-19 Pandemic and the low performance of its learners in International Large-Scale Assessments (ILSAs) and national assessments.
3. The Basic Education Development Plan (BEDP) 2030 issued through DO 024, s. 2022 (Adoption of the Basic Education Development Plan 2030) set the learning recovery efforts in motion.
4. Anchored on the *MATATAG: Bansang Makabata, Batang Makabansa* agenda, DepEd adopts the NLRP to
 - a. strengthen the learning recovery and continuity program of the Department,
 - b. improve numeracy and literacy, and
 - c. accelerate the achievement of the education targets.
5. This shall primarily address the learning gaps through the concerted effort of DepEd, through the Curriculum and Teaching Strand, and all its offices, in collaboration with stakeholders from the public and private sectors.
6. The *MATATAG* agenda has four critical components: **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; **TA**ke steps to accelerate delivery of basic education facilities and services; **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and **GI**ve support to teachers to teach better.

7. There shall be five subprograms under NLRP that shall help bridge the learning gaps among learners. These are:

- a. National Learning Camp (NLC),
- b. National Reading Program (NRP),
- c. National Mathematics Program (NMP),
- d. National Science and Technology Program (NSciTP), and
- e. other programs implemented by the Central Office and field offices that support learning recovery efforts.

8. All DepEd Orders and other related issuances, rules, regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.

9. This DepEd Order shall take effect upon its approval. 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.

10. For more information, please contact the **Office of the Undersecretary for Curriculum and Teaching**, 1st Floor Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City through email at ouct@deped.gov.ph or telephone number (02) 8633-7202/8687-4146.

11. 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

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Encl.:
As stated

Reference:
DepEd Order (No. 024, s. 2022)

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

BASIC EDUCATION
BUREAUS AND OFFICES
PROGRAMS
PROJECTS
POLICY
SCHOOLS





I. RATIONALE

1. The Department of Education (DepEd) remains committed to addressing the low performance of its learners in International Large-Scale Assessments (ILSAs) and national assessments and the learning loss heightened by school closures and disruption when COVID-19 hit the country. Learning loss is a phenomenon in all education systems that is continuously experienced globally. Hence, recovery from its impact is an ongoing process.
2. The Basic Education Development Plan (BEDP) 2030 was issued through DepEd Order 24 s. 2022. It guides DepEd in enhancing policies, plans, programs, and projects in basic education. The BEDP focuses on improving numeracy and literacy, tackling learning loss, promoting learning gains, bridging access gaps, improving education quality, embracing future education trends, fostering resiliency, and upholding the rights of children and youth in education.
3. Within this context, the DepEd adopts the National Learning Recovery Program (NLRP) which shall be implemented across the governance levels from Central Office (CO), Regional Offices (RO), Schools Division Offices (SDO), schools, and community learning centers (CLC) with their external partners and stakeholders from the public and private sectors. As a comprehensive initiative, the NLRP shall accelerate the achievement of education targets through the MATATAG agenda.
4. The MATATAG agenda has four (4) critical components:
MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
TAke steps to accelerate delivery of basic education facilities and services;
TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
GIve support to teachers to teach better.
5. These four critical components of the MATATAG agenda serve as the guide of the following subprograms of the NLRP: (i) National Learning Camp, (ii) National Reading Program, (iii) National Mathematics Program, (iv) National Science and Technology Program, and (v) other programs implemented by the Central Office and field offices that support learning recovery efforts.
6. DepEd adopts the NLRP i) to strengthen the learning recovery and continuity program of the Department, ii) to improve numeracy and literacy and iii) to accelerate the achievement of the education targets.

II. SCOPE

This policy shall be DepEd's standing policy in the learning recovery that covers the CO, ROs, SDOs, public schools and CLCs offering basic education in the country.

III. POLICY STATEMENT

7. The NLRP shall be adopted by all DepEd implementing units, schools, and CLCs by aligning their local strategies and implementation to the directions

and priorities specified in this policy. It further aims to establish short- and medium-term strategies to improve learning performance. Specifically, the NLRP will achieve the following outcomes:

- a. Ensured learning recovery and continuity by putting in place relevant and appropriate curriculum, teaching and learning strategies, learner assessment, learning resources, and stakeholder support;
- b. Strengthened systems to create a healthy, safe, and conducive learning environment for learners, teachers, and non-teaching personnel; and
- c. Empowered schools and CLCs by providing the necessary support to achieve the NLRP goals.

IV. IMPLEMENTING THE NATIONAL LEARNING RECOVERY PROGRAM USING THE MATATAG AGENDA AS A GUIDE

8. The critical outcome of DepEd's recovery plan is ensuring that learning gaps are addressed among all learners, particularly those who are the most vulnerable ones and those in situations of disadvantage. Based on the impact of learning gaps and the core underpinnings necessary for learners' optimal growth and success, DepEd shall prioritize the implementation of the following subprograms of the NLRP.

a. *National Learning Camp (NLC)*

The NLC is a voluntary End-of-School Year (EOSY) break program designed to (i) improve learning in the form of Enhancement, Consolidation or Intervention camps in all learning areas for K to 12 learners; and (ii) enhance teacher capacity.

b. *National Reading Program (NRP)*

The NRP is a program that promotes literacy development from Key Stages 1 to 3 anchored on the foundations of reading skills development in the early grades. It is a two-tiered program lodged as (i) a core reading program under the Literacy, Language, and Text curriculum and (ii) a supplemental reading program promoting enhancement, intervention, and remediation in support of the realization of the standards in the core curriculum. Hence, this is a program that harmonizes all reading programs implemented in the schools. It is an EOSY program and is sustained in the regular school year.

c. *National Mathematics Program (NMP)*

The NMP aims to drive collaborative action to promote better numeracy and mathematics learning in schools across all grade levels. Specifically, efforts under the NMP shall be geared towards (i) improving shared understanding of numeracy and its critical connections with mathematics and the real-world; (ii) increasing system-wide capacity to implement key principles in developing numeracy and mathematics skills; (iii) increasing the availability of broad and reliable data on numeracy and mathematics progress and achievement.

d. *National Science and Technology Program (NSciTP)*

The NSciTP is a program that targets the development of scientific and technological literacy of Grades 4-10 learners. This specifically aims to: (i) strengthen scientific and technological literacy among learners; (ii) ignite interest among young learners in the conduct of science investigation; (iii) promote innovation and creativity through exploration activities; and (iv) foster an early appreciation for STEM.

e. *Other Programs*

These shall include other programs implemented by the Central Office and field offices supporting learning recovery efforts.

9. The Department, through the Curriculum and Teaching strand, shall issue policy guidelines for NLC, NRP, NMP, and NSciTP ninety (90) days from the date of effectivity of these guidelines.
10. The objectives of the aforementioned subprograms shall be achieved through the implementation of the following strategies anchored on the MATATAG agenda:
 - a. **MA**ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens
 - a.1. *Enhance Curriculum across and within Learning Areas*
 - a.1.1. *Most Essential Learning Competencies (MELCs)*. The MELCs per DepEd Order No. 12, s. 2020 shall continue to be adopted to guide the curriculum implementation for School Year 2023-2024 covering formal education and ALS Senior High School, regardless of the learning delivery modalities. However, the use of MELCS shall be gradually phased-out in the succeeding school years with the implementation of the revised K to 10 curriculum.
 - a.1.2. *Revised K to 10 Curriculum*. This shall be implemented by phase starting School Year 2024-2025 for Kindergarten, Grade 1, Grade 4, and Grade 7.
 - a.1.3. *Alternative Learning System (ALS)*. Teachers in ALS shall continue to use the ALS K to 12 Basic Education Curriculum (BEC) for the delivery of the Basic Literacy Program and Accreditation and Equivalency (A&E) Program – Elementary and Junior High School.
 - a.2. *Strengthen Psychosocial Health and Socio-emotional Learning*

To prioritize learners' socio-emotional needs, schools shall continuously assess the need for mental health intervention and psychosocial support. Referral systems shall be strengthened to meet learners' and school personnel's mental health and psychosocial intervention needs.
 - a.3. *Develop Learning Remediation and Intervention Resources*

Resources and materials that suit learners' learning needs and readiness for remediation or intervention purposes may be developed. These may come in the form of videos and learning activity sheets that may be provided to learners under the program.
 - a.4. *Conduct and Communicate Results of the National and Classroom Assessments*

The following assessments are administered to make informed decisions about learners' capabilities and identify necessary interventions:

 - a.4.1 *National Assessments*: These include Early Language, Literacy, and Numeracy Assessment (ELLNA) for Grade 3, National Achievement Tests (NATs) for Grade 6, Grade 10, and Grade 12. Results are shared with regions to identify learning gaps and design interventions at various levels.
 - a.4.2 *ALS Assessment Framework*: ALS programs use an assessment framework to guide teachers in assessing learners' progress. The ALS Assessment Framework includes a combination of accreditation, equivalency examination, and presentation portfolio assessment for national ALS assessment and certification.
 - a.4.3 *Classroom Assessment*: Teachers follow existing guidelines and issuances for providing assessment tasks and giving grades. Formative and summative assessments are designed to maximize subsequent learning opportunities and help learners progress.

b. Take steps to accelerate delivery of basic education facilities and services

Enhance learning spaces to ensure that schools are complete with all the necessary equipment and facilities (electricity, functional library, and the like) for conducive learning and are resilient that enable efficient and uninterrupted teaching and learning activities. Community learning centers adhere to the requirements for effective ALS implementation.

c. Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

It is crucial to prioritize the enrolment and retention of every school-age child, while also providing necessary assistance and support to foster their learning. To achieve this, the following strategies can be further enhanced:

- c.1. Strengthen back-to-school programs through awareness campaigns, engaging communities, and providing resources for a smooth back-to-school transition.
- c.2. Foster a supportive school and home learning environment by improving communication between schools and parents/guardians, feedback-giving, monitoring student well-being, and addressing mental health needs.
- c.3. Enhance programs for learners in situations of disadvantage by implementing proactive initiatives that are responsive to their concerns and needs.
- c.4. Address learners' and school personnel's social and mental well-being through comprehensive support services and professional development opportunities.
- c.5. Maximize the utilization of social welfare programs such as the Pantawid Familyang Pilipino Program (4Ps) and other incentives to assist learners facing financial constraints.
- c.6. Utilize data-driven approaches that leverage available data to identify students who are at risk of dropping out (SARDOs) and provide interventions.
- c.7. Ensure clear guidelines for class suspensions to effectively manage emergencies and guarantee continuity of education.

d. Give support for teachers to teach better.

Teachers play a pivotal role in the success of the National Learning Recovery Program (NLRP). To enable teachers to excel in their profession, it is crucial to provide them with adequate support as outlined in the Philippine Professional Standards for Teachers (PPST) (DO 42, s. 2017). This support is not limited to teaching strategies and curriculum implementation but also extends to the guidance and leadership provided by school leaders. The PPST emphasizes the need for school leaders to provide a conducive and supportive environment that nurtures teacher growth and development.

Further, the PPSSH (Philippine Professional Standards for School Heads) and PPSS (Philippine Professional Standards for Supervisors) policies highlight the importance of strong leadership and supervision in fostering teacher support and continuous improvement within schools participating in the NLRP.

Specifically, the following shall be considered:

- d.1. Aligning instruction with diverse learning needs through approaches like Differentiated Instruction, Self-guided Learning, Peer Support Systems, Tutoring, and others.
- d.2. Maximizing learning time by ensuring quality teacher-learner interaction during full in-person learning and promoting motivation, engagement, critical thinking, and independent learning in flexible learning. Regular

communication with parents/guardians and reflective practices are also emphasized.

- d.3. Supporting the professional development of teachers, school heads, and supervisors by participating in relevant professional development interventions, identified through training needs assessment, to support the implementation of new strategies or content knowledge.

d.3.1 *Conduct of Learning Action Cell (LAC)*. Teachers shall participate in collaborative learning practices to improve teaching-learning processes necessary for student learning recovery and acceleration.

d.3.2 *Intensify the Conduct of Instructional Supervision*. Schools must implement sound instructional supervisory practices that will foster the quality of the teaching-learning process.

d.3.3 *Strengthen the Teacher Induction Program*. As teachers assume their teaching duties and responsibilities, they shall be provided with orientation, support, and motivation.

- d.4. Engaging the participation of community learning facilitators as appropriate who mentor, guide and/or assist teachers in ensuring that the teaching-learning process, learning resources, and learning environment are context and culture-sensitive while aligned with the standards of DepEd.

V. FINANCING THE NATIONAL LEARNING RECOVERY PROGRAM

11. The financing of the NLRP shall consider the following:
 - a. *Utilizing DepEd's Annual Budget*. DepEd will optimize its annual budget, **primarily the Basic Education Curriculum (BEC) appropriations**, in accordance with the provisions of the General Appropriations Act (GAA) and other relevant legislations to finance essential educational resources including teachers, learning materials, facilities, supplies, and other necessities.
 - b. *Recalibration of DepEd Budget*. DepEd operating units may propose reallocation, modification, and augmentation of the budget based on the priorities of the NLRP and subject to the rules governing the modification of allotments.
 - c. *Special Education Fund (SEF) Utilization*. The SDOs, in collaboration with the Local School Board, may utilize the SEF to support the operations of schools/CLCs and the implementation of learning interventions subject to the relevant issuances and circulars on the use of SEF.
 - d. *Request for Supplemental Budget*. When necessary, the DepEd, in coordination with the Department of Budget and Management, may propose additional funding to support the implementation of the NLRP.
 - e. *Other Fund Sources*. Supplementary funds may be sourced from engagement with Local Government Units (LGUs), enhanced engagement with development partners, civil society organizations, and other stakeholders to address funding gaps.

VI. PARTNERSHIPS AND STAKEHOLDER ENGAGEMENT

12. To ensure the effectiveness of NLRP strategies, DepEd will harness local, national, and international partnerships and collaboration.

13. DepEd shall actively engage all its internal and external stakeholders in protecting and safeguarding learners of all types through the provisions of learning support systems in order to nurture their talent and potential, most especially the learners in situations of disadvantage.

VII. ROLES AND RESPONSIBILITIES

14. The following are the different roles and responsibilities per governance level:

A. Central Office (CO)

1. Provide overall policy directions to support the implementation of the NLRP.
2. Formulate national guidelines and standards to operationalize the NLRP.
3. Assess the achievement of the objectives of the NLRP through monitoring and evaluation.
4. Collaborate with relevant government agencies to ensure that the standards and guidelines being implemented are up to date.
5. Mobilize resources to meet the requirements of the NLRP.

B. Regional Office (RO)

1. Oversee the implementation of NLRP in the region.
2. Align the existing regional strategic/operational plans with the NLRP.
3. Mobilize resources to support the delivery of the NLRP.
4. Engage stakeholders and partners in implementing the NLRP.
5. Provide technical assistance to SDOs in implementing the NLRP.
6. Submit a monitoring and evaluation report of the NLRP and other intervention programs aligned with the goals of the NLRP they have implemented to the Central Office.

C. Schools Division Office (SDO)

1. Oversee the implementation of NLRP in schools and CLCs.
2. Align the existing division strategic/operational plans with the NLRP.
3. Mobilize resources to support the delivery of the NLRP.
4. Engage stakeholders and partners in implementing the NLRP.
5. Provide technical assistance to schools and CLCs in implementing the NLRP.
6. Submit a monitoring and evaluation report of the NLRP and other intervention programs aligned with the goals of the NLRP they have implemented to the Regional Office.

D. Schools and Community Learning Centers (CLCs)

1. Implement the NLRP.
2. Align the existing school and/or CLC strategic/operational plans with the NLRP.
3. Mobilize resources to support the delivery of the NLRP.
4. Engage stakeholders and partners in implementing the NLRP.
5. Submit a monitoring and evaluation report of the NLRP and other intervention programs aligned with the goals of the NLRP they have implemented to the Schools Division Office.

VIII. MONITORING AND EVALUATION

15. The Department, through the Curriculum and Teaching strand in coordination with the different offices across governance levels, shall continually gather feedback on the implementation of this DepEd Order. The existing guidelines based on the monitoring and evaluation (M&E) framework shall be observed as stipulated in DepEd Order 29, s. 2022. Likewise, the performance indicators and results matrix specified in DO 29, s. 2022 together with the enrollment and completion rates, proficiency in key literacies like reading, mathematics, and science will serve as metrics in the evaluation of this DepEd Order.

16. To improve the NLRP implementation, a research agenda shall be developed by the DepEd Research Committees in collaboration with research institutions. By involving researchers and data analysts, the NLRP can make data-driven improvements for better learning outcomes.

IX. EFFECTIVITY AND SEPARABILITY PROVISION

17. This DepEd Order shall take effect upon its approval. Certified true copies of this DepEd Order shall be filed with the University of the Philippines Law Center-Office of the National Administrative Register (UPLC-ONAR), UP Diliman, Quezon City.
18. All DepEd Orders and other related issuances, rules, regulations, and provisions that are inconsistent with these guidelines are repealed, rescinded, or modified accordingly.
19. If any provision of this Department Order is declared invalid, illegal, or unenforceable in any respect by a court of competent jurisdiction, the validity, legality, or enforceability of the remaining provisions of this Department Order shall not be declared invalid, illegal, or unenforceable.

X. REFERENCES

Alternative Learning System Act, Rep. Act No. 11510 (2020).

Department of Education. (2020, June 25). Supplementary Guidelines on Managing Maintenance and Other Operating Expenses Allocation for Schools to Support the Implementation of Basic Education Learning Continuity Plan in Time of COVID-19 (DepEd Order No. 15, s. 2020).

Department of Education. (2022, June 22). Adoption of the Basic Education Monitoring and Evaluation Framework (DepEd Order 29, s. 2022)

Department of Education. (2022, May 30). Adoption of the Basic Education Development Plan 2030 (DepEd Order No. 24, s. 2022).



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 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

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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	MONITORING AND EVALUATION
BASIC EDUCATION	POLICY
CLASSES	SCHOOLS
CURRICULUM	TEACHERS
LEARNERS	



POLICY GUIDELINES ON THE IMPLEMENTATION OF THE NATIONAL LEARNING CAMP

I. RATIONALE

1. The Department of Education (DepEd), as articulated in *MATATAG: Bansa 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 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.