



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

Office of the Schools Division Superintendent

June 13, 2023

DIVISION MEMORANDUM

No. 0330 s, 2023

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

To: Assistant Schools Division Superintendents
Chiefs CID and SGOD
Education Program Supervisors
Public Schools District Supervisors/Acting Schools District Supervisors
Public and Private Elementary and Secondary School Heads
All Others Concerned

1. Attached are RM No. 0474, s. 2023 and DepEd order No. 013, s. 2023 titled, “Adoption of the National Learning Recovery Program in the Department of Education”, for your information and guidance
2. Immediate dissemination and compliance of this Memorandum are directed.

EVANGEL M. LUMINARIAS PhD, CESO V
Schools Division Superintendent 

SDS/CID/GPM



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Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS

Office of the Regional Director

JUL 10 2023

REGIONAL MEMORANDUM

No. **0474**, s. 2023

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

To: Schools Division Superintendents

1. Attached is DepEd Order No. 013, s. 2023 dated July 3, 2023, titled "Adoption of the National Learning Recovery Program in the Department of Education", for your information and guidance.
2. Immediate dissemination of, and compliance with this Memorandum are directed.


IDA E. CABANAPAN, JD
Chief Administrative Officer
Administrative Service Division


SALUSTIANO T. JIMENEZ EdD, JD, CESO V
Director IV
Regional Director

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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

Digitally signed
by Duterte Sara
Zimmerman
Date: 2023.07.03
14:11:17 +08'00'

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 enrollment 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 Pamilyang 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:
- 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.
 - 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.
 - 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.
 - 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.
 - 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.

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).

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.