



Republic of the Philippines
Department of Education
 NATIONAL CAPITAL REGION

June 19, 2024

REGIONAL MEMORANDUM

No. 632, s. 2024

To: Schools Division Superintendents
 All Others Concerned

**IMPLEMENTATION OF 2024 NATIONAL LEARNING CAMP, TARA, BASA,
 TUTORING PROGRAM AND OTHER ACTIVITIES FOR THE END-OF-SCHOOL-YEAR
 BREAK**

1. Pursuant to Memorandum DM-OUCT-2024-097 titled Specific Guidelines on the Effective Implementation of the National Learning Camp and Other Activities for the 2024 End-of-School-Year Break (EoS), dated April 15, 2024, the Department of Education - National Capital Region through the Curriculum and Learning Management Division (CLMD) shall implement the above-captioned program.
2. Relative to this, DepEd NCR will conduct the following activities for students currently enrolled for SY 2023-2024 in the specified grade levels:
 - **Grade 1:** TARA, BASA! Tutoring Program in partnership with DSWD
 - **Grade 2:** Reading and Math (Consolidation and Intervention camps), Remediation (for other learning areas)
 - **Grade 3:** Reading and Math (Consolidation and Intervention camps), Remediation (for other learning areas)
 - **Grades 4, 5, and 6:** Remediation
 - **Grades 7, 8, 9, and 10:** English and Math (Consolidation and Intervention Camps), Science (Consolidation Camp), Remediation (for other learning areas including Science)
 - **Grades 11 and 12:** Remediation
3. The Tara, Basa! Tutoring program is scheduled on July 1-26, 2024. In view of this, a **shadow teacher** shall be provided for the tutors to supervise and guide them during the program. Below are the terms of reference for shadow teachers:
 - He/she must be a seasoned Grade 1 teacher who is willing to serve as a shadow teacher.
 - Provide technical assistance to tutors during sessions.
 - Ensure that the competencies provided by tutors are aligned with the objectives of the program.
 - A shadow teacher shall assist a minimum of 3 to 5 tutors per school.



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4. Additionally, a shadow teacher shall be entitled to accumulated service credits based on the number of hours rendered, and meal provision can be outsourced or charged against local funds, subject to the usual accounting and auditing rules and regulations.
5. The 2024 National Learning Camp will commence on July 1 and end on July 19, 2024, focusing on Intervention and Consolidation camps, including three-week remediation classes, in the NCR.
6. The following teacher-learner ratios must be observed:
 - Intervention Camp - 1:10
 - Consolidation Camp - 1:35
 - Remediation - 1:10
7. Printing of NLC teaching and learning materials shall be facilitated by the Regional Office while SDOs shall deliver them to schools. NLC Implementers should adhere to these materials while learners undergoing remediation in other learning areas shall utilize teacher-made materials.
8. The distribution ratio of teaching materials to teachers and learning materials to learners is 1:1, ensuring that each teacher and learner has their own set of resources. Additionally, learners are strictly prohibited from writing on the provided materials to maintain their integrity and usability for future use. This is in accordance with paragraph 10(f) of the "**Guidelines on the Utilization of 2024 Program Support Funds (PSF) to DepEd Regional Offices (ROs) for the Implementation of the National Learning Camp (NLC) and Remedial Classes in Support of the National Learning Recovery Program (NLRP)**".
9. The monitoring and evaluation plan and tool shall be issued on a separate memorandum.
10. The 2024 National Learning Camp (NLC) Teaching and Learning Resources are now available and can be accessed at <https://tinyurl.com/2024-NLC-Materials>.
11. Since the NLC entails the services of Learning Camp Volunteers (LCVs) beyond regular school days, they shall be provided with incentives, subject to government rules and regulations as stated in DepEd Order 14, s. 2023 paragraph 54.
12. DepEd Order 53, s. 2003, "Updated Guidelines on Grant of Vacation Service Credits to Teachers," defines a normal teaching load as six (6) hours of actual classroom teaching a day. Thus, for a DepEd LCV to get one (1) day of vacation service credit, the 4.5 hours of actual teaching in the NLC shall be complemented with 1.5 hours to complete the 6 teaching hours requirement. The additional 1.5 hours required to meet the six-hour teaching requirement can be used for fun-filled activities. These activities are part of a "camp-like interest component," which includes various interests and hobbies designed to be fun and appealing to learners.



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13. Attached are the issuances in relation to the National Learning Camp 2024.
14. For queries and concerns related to the following programs, please contact the designated Regional Focal Persons:
- **NLC:** Restituto I. Rodelas at restituto.rodelas001@deped.gov.ph
 - **Tara, Basa, Tutoring Program:** Dr. Maricar A. Bangit at maricar.bangit@deped.gov.ph
15. Immediate dissemination of this memorandum is desired.

JOCELYN DR ANDAYA
Director IV

RIR/MAB/CLMD



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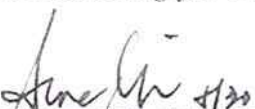



Republic of the Philippines
Department of Education

MEMORANDUM

TO : **REGIONAL DIRECTORS
ALL OTHERS CONCERNED**

FROM : 
GINA O. GONONG
Undersecretary for Curriculum and Teaching


ANNALYN M. SEVILLA
Undersecretary for Finance


WILFREDO E. CABRAL
*Regional Director
Officer-In-Charge, Office of the Undersecretary
Human Resource and Organizational Development*

SUBJECT : **GUIDELINES ON THE UTILIZATION OF 2024 PROGRAM
SUPPORT FUNDS (PSF) TO DEPED REGIONAL OFFICES
(ROs) FOR THE IMPLEMENTATION OF THE NATIONAL
LEARNING CAMP (NLC) AND REMEDIAL CLASSES IN
SUPPORT OF THE NATIONAL LEARNING RECOVERY
PROGRAM (NLRP)**

DATE : 16 May 2024

1. The National Learning Camp (NLC) is integral to the overarching National Learning Recovery Program (NLRP), encompassing a three (3)- to five (5)-week voluntary program for the three camps. For EOSY break 2024, activities in the Consolidation and Intervention Camps shall be conducted **within three weeks**, instead of five weeks **from July 1 to 19, 2024** in accordance with DepEd Order No. 003, s. 2024, *Amendment to DO 22, s. 2023, Implementing Guidelines on the School Calendar and Activities for the School Year 2023-2024*.
2. The 2024 NLC shall target learners currently enrolled in Grades 1 to 3 and Grades 7 to 10. For Grades 1 to 3, the focus is on improving Reading and Mathematics (RM) skills, while for Grades 7 to 10, the emphasis is on English, Science, and Mathematics (ESM).
3. While NLC is in its phased implementation, schools can conduct Remedial classes for learners in Grades 4, 5, 6, 11, and 12 who did not meet the expectations in

(1) or two (2) learning areas in School Year 2023-2024, including Grades 1 to 3 and Grades 7 to 10 for learning areas other than those offered in the NLC, for them to receive targeted instructional assistance and guidance.

4. In support of the aforementioned activities and to ensure appropriate utilization of the 2024 PSF for the NLC and Remedial Classes, this Memorandum is issued.

General Guidelines on the Utilization of the PSF for NLC and Remedial Classes

5. The implementation of the 2024 NLC and Remedial Classes shall be funded by the remaining Program Support Funds (PSF) from the FY 2023 (R.A. 11936) General Management and Supervision – Maintenance and Other Operating Expenses (GMS-MOOE) downloaded to the Regional Offices (ROs) in the previous NLC implementation. The FY 2023 GMS-MOOE Continuing Funds therefore shall be maximally utilized and shall be augmented with additional funds charged against the FY 2024 (R.A. 11975) Basic Education Curriculum (BEC) Current Funds, subject to the existing budgeting, accounting, auditing, and procurement rules and regulations.
6. Any excess from the FY 2023 GMS-MOOE funds, after the conduct of the 2024 NLC and Remedial Classes; and payment of all eligible expenditures related herein, may be used for other NLRP-related activities.
7. In view of the aforementioned, item no. 2 stipulated in the *Additional Provisions to OUCT-OUF Joint Memorandum on the Guidelines on the Utilization of the 2023 Program Support Funds (PSF) to the Regional Offices (ROs) for the Implementation of the National Learning Camp (NLC) and Other End of the School Year Break Activities Supporting National Learning Recovery Program*, dated November 13, 2023, shall be amended as follows:

The excess funds from the NLC PSF from the 2023 General Management and Supervision-Maintenance and Other Operating Expenses (GMS-MOOE) FY 2023 (R.A. 11936) Continuing Funds shall be used for the payment of meal expenses for Learning Camp Volunteers (LCVs) and for other eligible expenditures that form part of the operational expenses in the implementation of the 2024 NLC and Remedial Classes.

8. The following are the general eligible expenditures and activities to be funded to support the implementation of the 2024 NLC and Remedial Classes, subject to the limitation of funds:
 - A. Printing/reproduction of teaching and learning resources including answer sheets and assessment tools for the learners;
 - B. Payment of meal expenses for LCVs (DepEd and Non-DepEd); and
 - C. Expenses related to the conduct of orientation activities for the implementation of the 2024 NLC.
9. For information and guidance on the eligible expenditure “8.B” above, on the meal expense of LCVs who will serve in the 2024 NLC and Remedial Activities, the provisions in the OUCT-OUF Joint Memorandum on the “Clarification on the Utilization of Additional 2023 PSF for the Implementation of the NLC and Other EOSY Break Activities Supporting NLRP,” dated August 04, 2023, are hereby emphasized:

- a. It is reiterated that the funds shall be used to cover the payment of **meal expense** for LCVs who will serve in the NLC and Remedial classes.
- b. The meal expense is **not meal/food allowance** contemplated in existing Commission on Audit (COA) Guidelines which is not in the nature of an allowance to reimburse expense incurred by officials and employees of the government in the performance of their official functions or consideration in the fulfillment of official duty. Food allowance is a form of financial assistance to all officials and employees with the purpose of alleviating the economic condition of employees, whereas the **meal expense provided for both DepEd and Non-DepEd LCVs is meant to defray the meals expense incurred by the DepEd and Non-DepEd LCVs in the performance of their official function/ fulfillment of their official duty during the conduct of the 2024 NLC and Remedial activities.**
- c. The amount of **Php250.00 per day per DepEd or Non-DepEd LCV** is the amount that will be provided to the LCVs to subsidize their expenses for meals during the whole duration of the 2024 NLC and Remedial classes. Thus, the amount may be released directly to the LCV, subject to rules on reimbursement. Reimbursement may be done on a weekly basis.
- d. Amount for reimbursement shall be supported with the following:
 - i. Certificate of Expenses Not Requiring Receipts (CENRR) per COA Circular No.2017-001 (Clarification on the Use of Reimbursement of Expenses Not Requiring Official Receipts (ORs) dated June 2017; and
 - ii. Attendance Sheet, which should be attached to the certification as proof of daily participation in the NLC or Remedial classes supporting the NLRP.

Specific Guidelines on the Eligible Expenditures

10. Below are the details of the general expenditure items in paragraph 8:

A. Printing/reproduction of teaching and learning resources including answer sheets and assessment tools for the learners

- (a) Quality-assured teaching-learning resources for Grades 1 to 3 and Grades 7 to 10 shall be downloaded by the Regional Office (RO) from the folder named **“Ready-to-Print Teaching and Learning NLC Materials”**. Unauthorized printing, uploading, reproduction, distribution, and such other unlawful actions that involve or relate to the sharing of digital files other than the intended recipients and for the intended purpose are strictly prohibited and shall be grounds for the imposition of administrative sanctions, without prejudice to the filing of other appropriate administrative, civil, and criminal actions.
- (b) The technical specifications outlined in **Annex 1-A, 1-B, and 1-C** of this Memorandum shall be adopted for the reproduction and printing of the teaching and learning resources. The page counts provided in the attached annexes are approximate and subject to potential adjustments by the Bureau of Learning Resources (BLR) during the illustration, reformatting, and laying out of the resources.

- (c) Thus, the page counts in the actual materials in the “Ready-to-Print Teaching and Learning NLC Materials” folder shall be adhered to during the procurement.
- (d) School heads shall ascertain the quantity of teaching and learning resources to be printed, subject to validation by the Regional/Division LRMS Supervisors in coordination with NLC Coordinators, and approval by the Schools Division Superintendents/Regional Directors. Prudent measures shall be observed to minimize the reproduction of these resources taking into account factors such as enrollment size, availability of qualified LCVs, and prioritization of learners who are yet to grasp the reading and mathematics foundational skills.
- (e)
- (f) The teaching and learning resources to be printed for the 2024 NLC shall be **non-consumable** and shall be accorded with utmost safekeeping measures to ensure their continued usefulness in subsequent years of NLC implementation or as reference materials. Designated property custodians shall be responsible for including these resources in their inventory records to facilitate proper management and tracking.
- (g) ROs, SDOs, and schools shall prepare execution plans aligned with the procurement mode for printing/reproduction of teaching-learning resources tailored to their contexts. Field offices have the flexibility to explore procurement options, including but not limited to (1) small-value procurement in the SDOs/schools; (2) agency-to-agency procurement across governance levels; or (3) in-house reproduction by SDOs/schools to be done strictly by non-teaching personnel/job order/volunteers, while NLC is on its phased implementation stage.
- (h) Under favorable circumstances determined by the field offices, those who may opt for in-house reproduction of resources may utilize the PSF to acquire printing equipment and materials within the MOOE threshold, including hiring of Job Order personnel for schools with no non-teaching personnel, compliant with the usual government accounting and auditing rules and regulations, subject to the approval of the Regional Directors or the Schools Division Superintendents.
- (i) The budgetary requirement per SDO is determined by the number of learners and LCVs per camp, per learning area, and per Grade level, considering the technical specification in Annexes 1-A, 1-B, and 1-C.

B. Payment of meal expenses for DepEd or Non-DepEd Learning Camp Volunteers

- (a) The set of **Guidelines on the Engagement of Learning Camp Volunteers** attached in **Annex 2** provides the mechanisms, procedures, and standards in the selection, and engagement of LCVs.
- (b) Meal expense is Php 250.00 per day of actual service from Mondays to Fridays per DepEd or Non-DepEd LCV.

- (c) Number of LCVs required is based on the number of learners per camp, per learning area, and per grade level, using the parameters below:
- Intervention Camp: maximum of 10 learners per LCV
 - Consolidation Camp: maximum of 35 learners per LCV
 - Enhancement Camp: maximum of 35 learners per LCV
- (d) Schools Districts through the Public Schools Supervisors (PSDS) shall explore the possibility of merging enrollments from nearby schools to optimize the services of LCVs. The table below illustrates a sample of merging of enrollment of a cluster of schools to optimize the services of the LCVs.

District: 5		Grade Level: 7		Learning Area: Mathematics		
School	Intervention Camp Learners	LCVs Required	Consolidation Camp Learners	LCVs Required	Enhancement Camp Learners	LCVs Required
A	3	1	15	1	12	1
B	5		9		12	
C	2		10		11	
D	10	1	15	1	34	1
E	5	12	33		1	
F	5	1	8		24	1
G	2	1	10	1	11	1
H	6		10		32	1
I	2		15		23	1
J	9	1	33	1	12	1
Total		5		4		6

- (e) In case of a shortage of available LCVs, the following order of priority of deployment/assignment of LCVs shall be implemented by the SDO.
- i. Priority 1 – Intervention Camp
 - ii. Priority 2 – Consolidation Camp
 - iii. Priority 3 – Enhancement Camp

Example: SDO Ormoc City has the following data in Grade 7 to 10 Mathematics:

Grade Level	Camp	Required LCVs
7 to 10	Intervention	45
	Consolidation	94
	Enhancement	78
Total		217

Total No. of Qualified LCVs = 210

Decision:

45 LCVs shall be assigned to Intervention Camps

94 LCVs shall be assigned to Consolidation Camps

The remaining 71 LCVs will be assigned to Enhancement Camps

- (f) ROs and SDOs shall compute the total amount needed to pay the meal expense of LCVs, guided by the inputs from the school and district level:

Office	Responsibility	Template/Annex
School	<p>Identifies and recommends the learners in the learning area per camp.</p> <p>Validates and consolidates, and submits to the District Office the data by grade level, by learning area, and by camp, using the template in Annex 3-C.</p>	<p>Annex 3-A (Grades 1, 2, 3)</p> <p>Annex 3-B (Grades 7, 8, 9, 10)</p> <p>Annex 3-C (Grades 1, 2, 3, 7, 8, 9, 10)</p>
District Office	<p>Validates the data submitted by the school heads using the template in Annex 3-D.</p> <p>District office explores the possibility of merging learners from nearby schools of the same camp, learning area, and grade level to optimize the services of LCVs and submits to SDO.</p>	<p>Annex 3-D (Grades 1, 2, 3, 7, 8, 9, 10)</p>
Schools Division Office	<p>Consolidates the data of learners in the learning area, by district, by grade level, by camp, using the template in Annex 3-E.</p> <p>Selects the LCVs to be engaged for the 3 camps, in Reading, English, Science, and Mathematics for Grades 1 to 3 and 7 to 10 and approves their engagement through a Volunteer Engagement Agreement (VEA).</p> <p>Decides on the LCV deployment/assignment based on the pre-determined order of priority.</p>	<p>Annex 3-E (Grades 1, 2, 3, 7, 8, 9, 10)</p>
Regional Office	<p>Consolidates the budgetary requirement based on data per SDO, considering the availability of funds – putting together the remaining 2023 GMS-MOOE Continuing Funds and Additional PSF charged to BEC 2024 funds. Validates the financial capacity and budgetary requirement per SDO.</p> <p>Approves/modifies/disapproves the budget requirement prepared by the Budget Officer, based on the capacity per SDO.</p>	<p>Annex 3-F (Budgetary Requirement for LCVs per SDO)</p>

- (g) The data for LCV requirement in Remedial classes for learners who did not meet the expectations in one (1) or two (2) learning areas in SY 2023-2024 other than those offered in the NLC, shall likewise be forwarded from schools to districts, to SDO, and RO for them to be considered in the computation of budgetary requirement.

C. Expenses related to the conduct of orientation activities in the implementation of the 2024 NLC

- (a) The budget to be allotted for the conduct of the orientation shall be as follows:

i. *Orientation for District Facilitators.* This is allocated Php 600.00 per pax for the **5 facilitators per district**. The 5 facilitators per district are as follows: **three (3) facilitators in Grades 7 to 10** (1 English, 1 Science, and 1 Mathematics); and **two (2) facilitators for Grades 1 to 3** (1 Reading and 1 Mathematics). This shall be conducted by the Chief Facilitators who were oriented at the national level, composed of Curriculum Learning and Management Division (CLMD) Chiefs, Curriculum Implementation Division (CID) Chiefs, and Regional Office Education Program Supervisors/Representatives in English, Science, and Mathematics (RO-EPS in ESM/Representatives), who shall strategically organize themselves into teams to cover all the district facilitators for the entire region.

ii. *Orientation for the LCVs.* This is allocated Php300.00 per LCV, which shall be conducted by the **two (2) teams of facilitators** in each district of the SDOs as follows: (a) **Grades 7 to 10 Team** (1 English, 1 Science, and 1 Mathematics); and (b) **Grades 1 to 3 Team** (1 Reading and 1 Mathematics). The orientation shall be conducted in select schools accessible or strategic to all the LCV participants.

(b) More than one (1) batch of orientation may be allowed in large districts with more than 100 LCVs in a particular learning area and grade level to ensure quality outcomes.

(c) The budget related to the conduct of orientation is the total amount required for the Orientation of District Facilitators and the Orientation of the LCVs, following the allocation per pax as indicated in "a.i, and a.ii."

11. Considering the above eligible expenditure items, SDO accountable officials shall accomplish the template in **Annex 4-A** and submit to RO; while ROs consolidate them using the template in **Annex 4-B**, which will be approved by the **Regional Directors**.

Procedures on the Allocation, Release, and Utilization of Funds

1. Using the data submitted by SDOs, the ROs shall compute the total fund requirements considering the standards stipulated in the three (3) eligible expenditures as given specific details in these implementing guidelines.

2. ROs shall maximize the utilization of the remaining amount of PSF from the FY 2023 (RA 11936) GMS-MOOE Continuing Funds and ensure a 100% utilization rate.

3. Due to limited funds, all ROs are requested to establish mechanisms to regulate and validate data elements to be submitted by the SDOs considering their capacity to implement and achieve the expected deliverables meeting the standards.

4. The Curriculum and Teaching (CT) Strand, through the BLD, shall prepare the allocation and submit the same to the Secretary, through the Office of the Undersecretary for Finance (OUF), to release the funds to the ROs.

5. The Finance Service (FS) - Budget Division in the DepEd Central Office shall process and issue the Sub-Allotment Release Orders (Sub-AROs) necessary to effect the downloading of funds to the ROs.
6. ROs may conduct procurement activities relevant to the allowable expenditures stipulated in this Memorandum. Regional Directors shall determine the most efficient, effective, and practical strategy for procuring the required resources in the implementation of the NLC for their respective regions.
7. If the RO has determined to download funds further to the SDOs, the Regional Director, through its planning, finance, and program teams, shall facilitate the expeditious downloading of funds.
8. After the receipt of Sub-AROs, the Finance office of the ROs shall request the Department of Budget and Management (DBM) counterpart for the issuance of a Notice of Cash Allocation (NCAs) to cover the cash requirements of the Sub-AROs received.
9. The allocation and utilization of funds by all DepEd Implementing Units shall be in accordance with the priorities set in this Memorandum.
10. The use of the funds shall be subject to the existing government budgeting, accounting, auditing, and procurement rules and regulations.
11. The grant of cash advance shall be subject to the rules and regulations on the granting, utilization, and liquidation of cash advances as provided for under Commission on Audit (COA) Circular No. 97-002 dated February 10, 1997, as amended by COA Circular No. 2006-005 dated July 13, 2006.
12. Procurement of resources under these guidelines shall be in accordance with applicable provisions of RA 9184 and its IRR as well as the internal rules and processes of DepEd.
13. In case the downloaded fund is not sufficient to address the actual needs for the purpose, the ROs and SDOs may provide additional fund support from local funds or may venture into partnerships compliant with DepEd rules and regulations.
14. Any excess from the downloaded Basic Education Curriculum (BEC) 2024 funds shall be accounted for to be utilized in the upcoming conduct of NLC 2025.

Monitoring and Reporting

All NLC Coordinators designated by the Regional Directors, in coordination with the Finance Division, shall oversee and monitor the utilization of the aforesaid funds. The Regional NLC Coordinator shall prepare a consolidated Accomplishment Report which shall be submitted to the BLD not later than **August 30, 2024**, through the Google Drive link: <http://tinyurl.com/Regional-NLCReports>.

Submission of the Accomplishment Report shall be closely monitored by BLD to ensure compliance of all regions. The Accomplishment Report template is provided in **Annex 5** of this Memorandum.

For clarifications or inquiries, please contact the Office of the Director of the BLD through email at bld.od@deped.gov.ph or telephone number (02) 8637-4347.

For widest dissemination and strict compliance.

Copy Furnished:

ATTY. REVSEE A. ESCOBEDO
Undersecretary for Operations

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ANNEX 1-A: Minimum Technical Specifications for Enhancement Teaching-Learning Materials for Grades 1 to 3 and 7 to 10

Camp/ Learning Area	TEACHING RESOURCES			LEARNING RESOURCES		
	Lesson Plan (Grade/ Estimated No. of Pages)	Technical Specification Option 1 (Private Printer)	Technical Specification Option 2 (In-House)	Student Workbook (Estimated Grade/No. of Pages)	Technical Specification Option 1 (Private Printer)	Technical Specification Option 2 (In-House)
Enhancement Reading	Grade 1 120 pages + cover			Grade 1 120 pages + cover		
	Grade 2 120 pages + cover			Grade 2 120 pages + cover		
	Grade 3 120 pages + cover			Grade 3 120 pages + cover		
Enhancement Math	Grade 1 252 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Foldcote Cal. 12 solid white Inside pages uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black with 1 Side UV Coating	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover Inside pages uncoated textpaper 70gsm Color: Cover Black Inside pages Black back-to-back print Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages	Grade 1 252 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Foldcote Cal. 12 solid white Inside pages uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black with 1 Side UV Coating	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover Inside pages uncoated textpaper 70gsm Color: Cover Black Inside pages Black back-to-back print Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages
	Grade 2 276 pages + cover			Grade 2 276 pages + cover		
	Grade 3 216 pages + cover			Grade 3 216 pages + cover		
Enhancement English Science Mathematics	Grade 7 154 pages + cover			Grade 7 150 pages + cover		
	Grade 8 154 pages + cover			Grade 8 150 pages + cover		
	Grade 9 154 pages + cover			Grade 9 150 pages + cover		
	Grade 10 154 pages + cover			Grade 10 150 pages + cover		

Note:

1. For option 1 printing from private printers, industry practice requires that total number of inside pages be divisible by at least 8 pages. Thus, if the material is 74 or 124 pages, excess pages of 6 or 4 pages respectively, is added. It is recommended that the excess of 6 or 4 pages be converted to extra sheets
2. For option 2 in-house printing using printers, photocopier, riso machine, or any other printing equipment
3. No. of pages shall be based on the actual teaching-learning resources to be downloaded by BLR to ROs. Indicative costing is Php 0.70 per inside page, and Php 1.50 for cover page, subject to the market survey of the procuring entity.

ANNEX 1-B: Minimum Technical Specifications for Consolidation Teaching-Learning Resources for Grades 1 to 3 and 7 to 10

Camp/ Learning Area	TEACHING RESOURCES			LEARNING RESOURCES		
	Lesson Plan (Grade/ Estimated No. of Pages)	Technical Specification Option 1 (Private Printer)	Technical Specification Option 2 (In-House)	Student Workbook (Grade/ Estimated No. of Pages)	Technical Specification Option 1 (Private Printer)	Technical Specification Option 2 (In-House)
Consolidation Reading	Grade 1 120 pages + cover			Grade 1 120 pages + cover		
	Grade 2 120 pages + cover			Grade 2 120 pages + cover		
	Grade 3 120 pages + cover			Grade 3 120 pages + cover		
Consolidation Reading	Grade 1 252 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Foldcote Cal. 12 solid white inside pages uncoated textpaper Basis	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover inside pages uncoated textpaper 70 gsm Color: Cover Black inside pages Black back-to-back print Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages	Grade 1 252 pages + cover	No. of pages: Indicated pages are just approximate, the number of pages in the actual will prevail Excluding Cover Quantity: Cover stock: Foldcote Cal. 12 solid white inside pages uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black only with 1 Side UV Coating	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover inside pages uncoated textpaper 70 gsm Color: Cover Black inside pages Black back-to-back print Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages
	Grade 2 276 pages + cover	Grade 2 276 pages + cover	Grade 2 276 pages + cover			
	Grade 3 216 pages + cover	Grade 3 216 pages + cover	Grade 3 216 pages + cover			
Consolidation English Science Mathematics	Grade 7 154 pages + cover			Grade 7 74 pages + cover		
	Grade 8 154 pages + cover			Grade 8 74 pages + cover		
	Grade 9 154 pages + cover			Grade 9 74 pages + cover		
	Grade 10 154 pages + cover			Grade 10 74 pages + cover		

Note:

1. For option 1 printing from private printers, industry practice requires that total number of inside pages be divisible by at least 8 pages. Thus, if the material is 74 or 124 pages, excess pages of 6 or 4 pages respectively, is added. It is recommended that the excess of 6 or 4 pages be converted to extra sheets
2. For option 2 in-house printing using printers, photocopier, rso machine, or any other printing equipment
3. No. of pages shall be based on the actual teaching-learning resources to be downloaded by BLR to ROs. 3. No. of pages shall be based on the actual teaching-learning resources to be downloaded by BLR to ROs. Indicative costing is Php 0.70 per inside page, and Php 1.50 for cover page, subject to the market survey of the procuring entity.

ANNEX 1-C: Minimum Technical Specifications for Intervention Teaching-Learning Resources for Grades 1 to 3 and 7 to 10

Camp/Learning Area	TEACHING RESOURCES			LEARNING RESOURCES		
	Lesson Plan (Grade/ Estimated No. of Pages)	Technical Specification Option 1 (Private Printer)	Technical Specification Option 2 (In-House)	Student Workbook (Grade/ Estimated No. of Pages)	Technical Specification Option 1 (Private Printer)	Technical Specification Option 2 (In-House)
Intervention Reading	Grade 1 120 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Folkcote Cal. 12 solid white Inside pages uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black only with 1 Side UV Coating Inside pages Black back-to-back print	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover uncoated textpaper 70 gsm Color: Cover Black Inside pages Black back-to-back print Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages	Grade 1 120 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Folkcote Cal. 12 solid white Inside pages uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black only with 1 Side UV Coating Inside pages Black back-to-back print	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover uncoated textpaper 70 gsm Color: Cover Black Inside pages Black back-to-back print Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages
	Grade 2 120 pages + cover			Grade 2 120 pages + cover		
	Grade 3 120 pages + cover			Grade 3 120 pages + cover		
Intervention Reading	Grade 1 252 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Folkcote Cal. 12 solid white Inside pages uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black only with 1 Side UV Coating Inside pages Black back-to-back print	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover uncoated textpaper 70 gsm Color: Cover Black Inside pages Black back-to-back print Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages	Grade 1 252 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Folkcote Cal. 12 solid white Inside pages uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black only with 1 Side UV Coating Inside pages Black back-to-back print	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover uncoated textpaper 70 gsm Color: Cover Black Inside pages Black back-to-back print Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages
	Grade 2 276 pages + cover			Grade 2 276 pages + cover		
	Grade 3 216 pages + cover			Grade 3 216 pages + cover		
Intervention English, Science, and Mathematics	Grade 7 320 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Folkcote Cal. 12 solid white Inside pages uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black only with 1 Side UV Coating Inside pages Black back-to-back print	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover uncoated textpaper 70 gsm Color: Cover Black Inside pages Black back-to-back print Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages	Grade 7 200 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Folkcote Cal. 12 solid white Inside pages uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black only with 1 Side UV Coating Inside pages Black back-to-back print	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover uncoated textpaper 70 gsm Color: Cover Black Inside pages Black back-to-back print Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages
	Grade 8 320 pages + cover			Grade 8 200 pages + cover		
	Grade 9 320 pages + cover			Grade 9 200 pages + cover		
	Grade 10 320 pages + cover			Grade 10 200 pages + cover		

Note:

1. For option 1 printing from private printers, industry practice requires that total number of inside pages be divisible by at least 8 pages. Thus, if the material is 74 or 124 pages, excess pages of 6 or 4 pages respectively, is added. It is recommended that the excess of 6 or 4 pages be converted to extra sheets
2. For option 2 in-house printing using printers, photocopier, riso machine, or any other printing equipment
3. No. of pages shall be based on the actual teaching-learning resources to be downloaded by BLR to ROs. Indicative costing is Php 0.70 per inside page, and Php 1.50 for cover page, subject to the market survey of the procuring entity.



Republic of the Philippines
Department of Education

Annex 2: GUIDELINES ON THE ENGAGEMENT OF LEARNING CAMP VOLUNTEERS (LCVs)

I. Rationale

1. In support of the implementation of the National Learning Camp (NLC) pursuant to DepEd Order (DO) No. 014, s. 2023, *Policy Guidelines on the Implementation of the National Learning Camp*, the Department of Education (DepEd) shall engage the services of Learning Camp Volunteers (LCV) to facilitate the enhancement, consolidation, or intervention programs in critical learning areas, particularly on Reading, English, Science, and Mathematics.
2. With the adjustment of the school calendar for SY 2023-2024 in accordance with DO 003, s. 2024, *Amendment to DepEd Order No. 022, s. 2023, Implementing Guidelines on the School Calendar and Activities for the School Year 2023-2024*, LCVs shall render services in the Intervention Camp, Consolidation, and Enhancement Camp from **July 01 to 19, 2024**.
3. DepEd incumbent/in-service teachers as well as other licensed teachers external to DepEd who are willing and able to facilitate learning in the three camps may take part in the NLC program as LCV.
4. The engagement of the LCVs is a crucial part of the National Learning Recovery Program (NLRP) of the DepEd's strategic initiatives aligned with the MATATAG: *Bansang Makabata, Batang Makabansa* Agenda.

II. Scope

5. This DepEd Memorandum provides for the mechanisms, procedures, and standards that shall guide all DepEd offices and schools as well as other stakeholders in the selection and engagement of LCVs in identified learning camps, in 2024 EOSY break.

III. Definition of Terms

6. For purposes of this Memorandum, the following term shall be defined and understood as follows:
 - a. **Learning Camp Volunteer** refers to a DepEd or non-DepEd licensed teacher who renders tailored instructional services to a target group of learners within a specific period.

IV. Procedures

A. Determining the Need for Learning Camp Volunteers

7. In determining the need to employ LCVs, SDOs and/or schools shall observe the following parameters:

- a. Schools shall be guided by the provisions of DepEd Order No. 14, s. 2023, *Policy Guidelines on the Implementation National Learning Camp* and its *amendments* on the conduct of early registration, and administration of post-assessment for incoming Grades 1 to 12 for NLC.
- b. Based on the assessment results, schools do the placement of the pre-registered learners into the three (3) camps - intervention, consolidation, and enhancement.
- c. Guided by the standard class size per camp (*Intervention Camp - maximum of 10, Consolidation Camp - maximum of 35, and Enhancement Camp- maximum of 35*), the schools determine the number of LCVs needed per camp, per learning area, and per grade level.
- d. Schools report to the district offices the number of LCVs needed. District offices through the PSDS **explore the possibility of merging enrollments from nearby schools to optimize the services of LCVs**, and report to SDOs.
- e. SDOs report to the ROs the total number of LCVs needed for computing the fund requirement to be requested by the central office.

B. Functions and Nature of Engagement

8. The following functions, duties, and responsibilities shall be performed by the LCV, depending on the needed support identified by the schools:
 - a. Facilitate the learning delivery in one (1) or more learning camp/s in a learning area aligned to his/her specialization with the supervision of the school head or other authorized representative/s;
 - b. Contextualize lesson plans and other NLC resources to facilitate learning through relevant, appropriate, and responsive teaching strategies;
 - c. Track learners' progress, update learners' records, and provide feedback to the learner's parents/guardians;
 - d. Participate actively in collaborative expertise sessions to ensure readiness in content and pedagogy for effective lesson delivery;
 - e. Coordinate with the teacher-adviser before and after the NLC duration.

9. LCVs shall be engaged on a voluntary basis, subject to relevant and applicable policies, issuances, rules, and regulations. Furthermore, the following guidelines shall be observed:
 - a. They shall be engaged for a period of three (3) to five (5) weeks.
 - b. They shall render four hours and thirty minutes (4.5 hours) of actual teaching from Tuesdays to Thursdays, with collaborative expertise sessions for 4.5 hours on Mondays and Fridays.
 - c. Engagement as LCVs shall be considered as relevant L&D earned through collaborative expertise sessions with job-embedded learning.
 - d. They shall be provided by the previous learning area teacher, adviser or school head with the assessment results of individual learners in class and shall be required to turn over the records/documents showing learner progress after the NLC.
 - e. They shall be under the overall supervision of the school head, regardless of the source of funds for their incentives. All administrative actions and decisions about the engagement relations shall be exercised by the SDS or the School Head as designated by the SDS.

C. Selection and Engagement Process

10. Upon issuance of this memorandum, the SDO shall issue a Memorandum or Call for Volunteers from DepEd and Non-DepEd duly signed by the SDS stipulating the following, such as, but not limited to:
 - a. School
 - b. Functions, Nature of Engagement and corresponding incentives
 - c. Minimum Qualifications
 - d. Selection Criteria
 - e. Documentary Requirements and Deadline of Submission of Documents
 - f. Timeline of Selection Activities.

11. Interested LCVs must meet the following minimum qualifications:
 - a. Education: Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education
 - b. Training: None required
 - c. Experience: None required
 - d. Eligibility: Licensed Professional Teacher (LPT)
 - e. Preferably resident of the community/barangay where the school is located
 - f. Other preferred qualifications as may be determined by the OUCT/SDO and/or school relative to the specific considerations of the specific school/s concerned such as but not limited to the **subject area specialization** most preferably **Reading, English, Science, and Mathematics**.

12. Consistent with Item 11, the following may signify their intent to volunteer as LCV. The following order of priority shall be observed in the selection and engagement of LCVs:
 - a. DepEd incumbent teachers who are willing to volunteer;
 - b. Remaining LET-eligible applicants in the recent and/or previous Registries of Qualified Applicants (RQAs);
 - c. Other LET-eligible teacher applicants in the RQAs who did not meet the cut-off score per existing DepEd hiring guidelines; and
 - d. Other LET-eligible in the locality such as but not limited to teachers from private schools, SUCs/LUCs, and other teaching practitioners in the community, subject to the screening qualification and criteria indicated in this Guidelines.

13. Interested LCVs mentioned in 12 (a, b, and c) shall no longer undergo assessment. They shall only be required to submit a Letter of Intent addressed to the SDS, or to the highest human resource officer designated by the SDS (*prescribed template is attached in Appendix A of Annex 2*).

14. Interested LCVs in 12(d) who meet the minimum and preferred qualification shall undergo the assessment and selection process. They shall submit the following documentary requirements:
 - a. Letter of intent addressed to the SDS, or to the highest human resource officer designated by the SDS (*prescribed template is attached in Appendix A of Annex 2*);

- b. Duly accomplished PDS (CS Form No. 212, Revised 2017); and
- c. Other documents as may be required such as but not limited to the following:
 - i. Photocopy of Certificate of LET Eligibility/Rating/License/ID;
 - ii. Photocopy of scholastic/academic records, such as but not limited to Transcript of Records (TOR) and True Copy of Grades;
 - iii. Photocopy of Service Record or Certificate of Employment, if there is any;
 - iv. Photocopy of Certificates of Training, if there is any;
 - v. Photocopy of the latest Performance Rating, if there is any.

15. An LCV Screening Committee shall be designated to evaluate the qualifications interested LCVs. The Committee shall:

- a. Receive applications and check the completeness, authenticity, and veracity of documents submitted by the applicants;
- b. Conduct the initial evaluation of the applicants' qualifications vis-a-vis the minimum and preferred qualifications stipulated in Items 11 and 12, and submit to the SDS a List of Learning Camp Volunteers, along with the result of the screening using the prescribed form in *Appendix B of Annex 2* as **List of Interested Learning Camp Volunteers**; and
- c. Assess the qualified non-DepEd applicants based on the evaluation and selection criteria as defined in this Memorandum.

16. The LCV Screening Committee shall adopt the following evaluative assessments. They may devise the evaluation and selection criteria, tools, and rubrics for each evaluative assessment based on the needs of the learning camps.

- a. **Document Review.** Applicants with the following qualifications/credentials shall be preferred based on the needs of the program:
 - i. LET/PBET Eligibility
 - ii. Tertiary units above the minimum Education requirement that is relevant to the learning area/specialization
 - iii. Training in relevant to the learning area/specialization
 - iv. Previous experience, such as tutoring, relevant to the learning area/specialization
Note: For applicants with previous experience, performance rating, should there be any, shall be taken into consideration.
 - v. Other qualifications in the applicants' portfolio aligned with the needs of the program.
- b. **Interview.** The interview shall focus on the collection of detailed and complete information about the applicant relative to the job function of an LCV. The objective of the interview is to assess potential, characteristics, traits, and fitness to the position, and to predict how the applicant will perform on the job. The interview shall also be an avenue to validate the qualifications and credentials submitted by the applicant.

17. It is the responsibility of the LCV Screening Committee to finalize the *List of Interested Learning Camp Volunteers (Appendix B of Annex 2)* with corresponding scores based on the assessment conducted. They shall recommend the final list of applicants to be engaged based on the following parameters:

- a. **Merit and fitness.** The SDS shall select the candidate deemed most qualified for NLC based on learning area specialization (Reading/English, Science, and Mathematics).
 - b. **Location.** Applicants who reside within the community/barangay where the school and/or households in need are located shall be prioritized in the engagement.
 - c. Other parameters may be defined by the LCV Screening Committee.
18. Guided by the assessment results validated and recommended by the LCV Screening Committee and in the exercise of sound discretion, the SDS shall select from the list of recommended LCVs, insofar as practicable, the volunteer applicant deemed most qualified for the engagement.
19. Upon receipt of the SDS' approval of the list of selected LCVs, the HRMO shall facilitate the execution of the Volunteer Engagement Agreement with the selected volunteer applicant (prescribed template attached in *Appendix C of Annex 2*).

D. Capacity Building

20. Aligned with DepEd Order No. 14 s, 2023 Policy Guidelines on the Implementation of National Learning Camp, teachers shall be capacitated on content and pedagogical knowledge and skills required for the NLC, guided by the Philippine Professional Standard for Teachers (PPST), including those on child rights and child protection, and their roles through the orientation activities organized by the SDOs, through the supervision of ROs and the CO.
21. Expenses relative to the conduct of orientation of LCVs shall be charged to the funds downloaded to the ROs and SDOs in support of the operationalization of the NLC and can be augmented with local funds subject to the usual accounting rules and regulations.

E. Incentives and Benefits

22. DepEd incumbent teachers who will volunteer as LCVs shall be granted:
- a. Vacation Service Credits (VSC) on top of the 15 days maximum allowable VSCs, as provided in Section 55 of DO 14, s. 2023, to wit:

*“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)”;*
 - b. Certificate of Recognition;
 - c. Certificate of L&D, with indicated actual number of hours which may be considered as relevant L&D (earned through collaborative expertise with job-embedded learning) for hiring/promotion, subject to the existing DepEd guidelines; and

- d. Meal expense of Php 250.00/day of actual service and/or other incentives, contingent upon the availability of funds and in adherence to the set guidelines.

23. LCVs external to DepEd shall be provided with the following incentives subject to government rules and regulations:

- a. Certificate of Recognition;
- b. Certificate of L&D, with indicated actual number of hours which may be considered as relevant L&D (earned through collaborative expertise with job-embedded learning) for hiring/promotion, subject to the existing DepEd guidelines; and
- c. Meal expense of Php 250.00/day of actual service, and/or other incentives, contingent upon the availability of funds and in adherence to the set guidelines

V. Monitoring and Evaluation

24. Schools Division Offices shall accomplish the *Registry of Learning Camp Volunteers per Learning Area*, using the provided template attached as *Appendix D of Annex 2*. ROs, through the Curriculum and Learning Management Division (CLMD), shall oversee the proper conduct of this activity and provide support to SDOs and schools by facilitating linkages to potential partners.

25. The ROs and SDOs, shall ensure strict adherence to these guidelines and other relevant issuances in the engagement of LCVs. The SDSs and HRMOs in the SDOs shall regularly monitor and evaluate the implementation of this policy and submit program report to the RD.

26. For purposes of reporting and in aid of future policy recommendations, a consolidated report on the engagement of LCVs by the end of the learning camp or other EOSY activities shall be submitted by the SDOs, through the ROs, to the Office of the Undersecretary for Curriculum and Teaching (CT), copy furnished the Office of the Undersecretary for Human Resource and Organizational Development. The template of the report is enclosed in *Appendix E of Annex 2* which details the following information:

- a. Number of LCVs engaged
- b. Nature of Engagement
- c. Funding Source
- d. Amount of incentives received
- e. Challenges encountered
- f. Anticipated future needs

VI. References

DO 003, s. 2024, *Implementing Guidelines on the School Calendar and Activities for the School Year 2023–2024*

DepEd Order No. 014, s. 2023, *Policy Guidelines on the Implementation of the National Learning Camp*

COA-DBM Joint Circular (J.C.) No. 1, s. 2020, *Interim Guidelines Contract of Service (COS) and Job Order (JO) Workers in Government for the Duration of the State of Calamity and Community Quarantine Due to the Corona Virus Disease 2019 (Covid-19)*

CSC-COA-DBM J.C. No. 1, s. 2018, *Amendment to the CSC-COA-DBM Joint Circular No. 1, S. 2017*

CSC-COA-DBM JC 1, s. 2017: *Rules and Regulations Governing Contract of Service and Job Order Workers in the Government*

DepEd Order No. 012, s. 2020 *(Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency)*

DepEd Order No. 21, s. 2019 *(Policy Guidelines on the K to 12 Basic Education Program)*

Appendix A of Annex 2. Template for Expression of Intent as a Volunteer Teacher

Expression of Intent

I, _____ hereby express my intent to be a Learning Camp
(Complete Name)

Volunteer in _____, _____
(Name of School) (Address of the School)

during the implementation of the National Learning Camp for 2024 EOSY break, scheduled this July 1 to July 19, 2024. I am willing to attend an orientation activity on the program implementation.

Furthermore, I hereby grant the Department of Education the right to collect and process my personal information and profile as provided below, for purposes relevant to the engagement of learning camp volunteers in the Department.

Personal Information	
Age:	
Sex:	
Complete Residential Address:	
Mobile/Telephone Number:	

Academic and Employment Details	
Bachelor's Degree & Specialization:	
Master's Degree & Specialization (if any):	
Present Employment (if any):	
Present Position (if any):	
Grade Level Assignment (if any):	
Length of Service as a Teacher (if any):	

Signature Over Printed Name
Date Signed: _____

Appendix B of Annex 2

**DEPARTMENT OF EDUCATION
LIST OF INTERESTED LEARNING CAMP VOLUNTEERS**

Name of Schools Division: _____
Name of School: _____

Total Number of LCVs _____

NAME OF APPLICANT	BASIC INFORMATION		QUALIFICATIONS						ASSESSMENT RESULTS	REMARKS	RECOMMENDATION OF THE SCREENING COMMITTEE <i>(Indicate 'recommended' if applicant is deemed qualified for hiring based on the set parameters)</i>	FUND SOURCE <i>(To be accomplished by the SDO)</i>	APPROVAL <i>(To be accomplished by the SDO. Affix signature if approved)</i>
	ADDRESS	SEX <i>(by birth)</i>	LET/ PBST <i>(Indicate Yes or No)</i>	EDUCATION <i>(Indicate highest educational attainment)</i>	TRAINING <i>(Indicate relevant training attended)</i>	EXPERIENCE <i>(Indicate previous relevant experience; at least 6 months)</i>	PERFORMANCE <i>(Indicate performance rating, if any)</i>	OTHERS <i>(Indicate other relevant qualifications)</i>					
1 JUAN C. DELA CRUZ									INTERVIEW <i>(Indicate score)</i>				
2													
3													

Note: Attach the assessment criteria, tool, and rubrics used in the interview, learning facilitation demonstration/ exercise, and written examination



Republic of the Philippines
Department of Education

Appendix C of Annex 2

VOLUNTEER ENGAGEMENT AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Agreement, made and entered into by and between:
The Department of Education - (Schools Division, DepEd Region NO. ____), a government agency with office address at _____, represented by (Schools Division Superintendent), (Designation, Office), herein referred to as the "First Party",

-and-

_____, of legal age, Filipino and with residence _____ address _____ at _____ hereinafter referred to as the "Second Party".

-WITNESSETH -

1. That the First Party, in the exigency of the service, engages the services of the Second Party to facilitate the effective and efficient implementation of the Learning Camp;
2. That the Second Party has signified his/her intention, to which the First Party has accepted, to provide the services needed by the latter;
3. That the Second Party hereby possesses the education, experience, training, skills and other qualifications and/or skills required to perform the job as described herein, as represented by the Second Party in his/her Personal Data Sheet, interview, and other qualification documents submitted to the First Party;
4. That the Second Party hereby attests that he/she has not been previously dismissed from government service by reason of an administrative offense; and that he/she has not already reached the compulsory retirement age of sixty-five (65);
5. That in view hereof, the Second Party is hereby engaged to render service as Learning Camp Volunteer for the period _____ to _____, and shall be provided Php 250.00 (two hundred and fifty pesos) for meal expenses to be given _____; subject to existing rules and guidelines and subject to applicable taxes and liabilities, if any, and corresponding deductions for tardiness, undertime and absence incurred during the engagement-;
6. That the Second Party is expected to perform the following functions:
 - a. Facilitates the learning delivery in one (1) or more learning camps with the supervision of the school head or other authorized representative/s;
 - b. Contextualizes lesson plans that would facilitate learning through relevant, appropriate, and responsive teaching strategies and learning

4

resources and contextualizes NLC resources to ensure developmental, age, and cultural appropriateness of lessons for the target learners;

- c. Monitors and evaluates learners' progress during the NLC;
 - d. Participates actively in collaborative expertise sessions to ensure readiness in content and pedagogy for effective lesson delivery;
 - e. Maintains updated learners' records, and tracks their academic and behavioral progress, which may be provided as feedback to the learner's parents/guardians; and
 - f. Coordinates with the teacher-advisers before and after the NLC duration.
7. That the Second Party shall observe the standards of personal conduct in the discharge and execution of functions/services in accordance with the Code of Conduct and Ethical Standards for Public Officials and Employees under RA 6713;
8. That the Second Party shall hold and maintain the confidential information in strict confidence; and shall carefully restrict access by third parties without clearance from the authorized First Party officer;
9. That the Second Party acknowledges and agrees that the Department is the sole owner of any and all outputs prepared, created and/or designed; and that the Second Party shall turn-over to the First Party any and all records, notes, and other written, printed, tangible or intangible materials (soft and hard copies); and
10. That either party may terminate this Agreement for causes authorized by law and upon written notification to the other party, to be submitted prior to the termination of this Agreement.

IN WITNESS WHEREOF, both parties have hereunto set their hands this ___ day of _____, 20___ at _____ City, Philippines.

DEPARTMENT OF EDUCATION:

First Party

Second Party

Signed in the presence of:

ACKNOWLEDGMENT
REPUBLIC OF THE PHILIPPINES)
CITY OF) S.S.

BEFORE ME, a Notary Public, for and in the above jurisdiction,
personally appeared the following:

Name	Gov't. Issued ID No.	Date/Place Issued
_____	_____	_____
_____	_____	_____
_____	_____	_____

known to me as the same persons who executed the foregoing instrument and
acknowledged to me that the same are their own free will and voluntary act
and deed.

This instrument consists of three (3) pages including this page wherein
this acknowledgment is written, and is signed by the parties and their
instrumental witnesses on each and every page hereof.

WITNESS MY HAND AND SEAL, this _____ day of _____ at
Pasig City, Philippines.

Doc. No. : _____
Page No. : _____
Book No. : _____
Series of _____

Appendix D of Annex 2. Registry of Learning Camp Volunteers

School: _____ SDO: _____
 Region: _____ School ID: _____
 Complete School Address: _____

Registry of Learning Camp Volunteer for Reading Grades 1 to 3

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for Mathematics Grades 1 to 3

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for English Grades 7 to 10

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for Science Grades 7 to 10

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for Mathematics Grades 7 to 10

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Prepared by:

 LCV Screening Committee

**Annex 3-A: Names of Recommended Learners for NLC, Per Camp
(Grades 1 to 3)**

School: _____
Teacher: _____

Grade Level: _____
Section: _____

Names of Recommended NLC Learners

Learning Area: READING

Intervention Camp	Consolidation Camp	Enhancement Camp
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
Total	Total	Total

Names of Recommended NLC Learners

Learning Area: MATHEMATICS

Intervention Camp	Consolidation Camp	Enhancement Camp
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
Total	Total	Total

Prepared by:

Learning Area/s Teacher

**Annex 3-B: Names of Recommended Learners for NLC, Per Camp
(Grades 7,8,9,10)**

School: _____
Teacher: _____

Grade Level: _____
Section: _____

Names of Recommended NLC Learners

Learning Area: _____

Intervention Camp (For English & Mathematics only)	Consolidation Camp	Enhancement Camp
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
15.	16.	16.
17.	17.	17.
18.	18.	18.
19.	19.	19.
20.	20.	20.
21.	21.	21.
22.	22.	22.
23.	23.	23.
24.	24.	24.
25.	25.	25.
Total	Total	Total

Prepared by:

Learning Area Teacher

Annex 3-C: School Consolidated Data on the Number of NLC Learners

School: _____

School ID: _____

School Head: _____

District: _____

Number of Learners

Grade Level	Learning Area	CAMPS		
		Intervention Camp <i>(For Reading/English & Mathematics only)</i>	Consolidation Camp	Enhancement Camp
1	Reading			
	Mathematics			
2	Reading			
	Mathematics			
3	Reading			
	Mathematics			
7	English			
	Science			
	Mathematics			
8	English			
	Science			
	Mathematics			
9	English			
	Science			
	Mathematics			
10	English			
	Science			
	Mathematics			
Total	Reading Grades 1 to 3			
	Mathematics Grades 1 to 3			
	English Grades 7 to 10			
	Science Grades 7 to 10			
	Mathematics Grades 7 to 10			

Prepared by:

School Head

ANNEX 5: ALLOCATION FOR ADDITIONAL PROGRAM SUPPORT FUND

REGIONS	Additional PSF (BEC 2024 Funds)
Region I	53,957,463.00
Region II	30,896,600.00
Region III	110,996,360.00
Region IV-A	1.12,826,790.00
Region IV-B	28,177,400.00
Region V	17,000,000.00
Region VI	15,000,000.00
Region VII	28,000,000.00
Region VIII	20,000,000.00
Region IX	25,362,100.00
Region X	59,824,900.00
Region XI	46,868,700.00
Region XII	17,675,500.00
CARAGA	19,321,200.00
CAR	18,657,370.00
NCR	99,898,770.00
Grand Total	704,463,153.00

[Handwritten mark]

Annex 6: NLC 2024 Accomplishment Report

ACCOMPLISHMENT REPORT FOR THE NATIONAL LEARNING CAMP AND OTHER EOSY BREAK ACTIVITIES FOR SY 2023-2024

Region:	Office Address:			
Total No. of SDOs in the RO:	No. of SDOs downloaded with funds:			
Total No. of Schools in the RO:	No. of Schools that participated in both NLC and Other EOSY Break Activities :	No. of Schools that participated in either NLC or Other EOSY Break Activities only:		
Total Budget Downloaded to RO from BEC 2024 Current Funds:	Amount Utilized:	Balance:	Php	Php
Utilization Rate for BEC 2024 Funds				
Total Budget Downloaded to RO from GMS 2023 Continuing Funds:	Amount Utilized:	Balance:	Php	Php
Total Amount Downloaded to RO:	Total:	Total:	Php	Php
Utilization Rate for GMS 2023 Continuing Funds:				
Average Utilization Rate:				

[Handwritten mark]

A. Orientation Activities, Teaching-Learning Resources, Monitoring, Aid for IMs of Other EOSY Break Activities, Meal Expense for LCVs:

Schools Division Office	Budget Allocation	Expenditure Items	Performance Indicator	Physical Accomplishment		Financial Accomplishment	
				Target	Actual	Target	Actual
Total							

B. Challenges, Actions, and Recommendations:

Schools Division Office	Challenges	Actions	Recommendations

Prepared by:

Reviewed by:

Noted:

NLC Regional Coordinator

Regional Accountant & Budget Officer

CLMD Chief

Recommending Approval:

Assistant Regional Director

Approved:

Regional Director

F




Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

MEMORANDUM
DM-OUCT-2024-097

TO : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
PUBLIC ELEMENTARY AND SECONDARY SCHOOL HEADS
ALL OTHERS CONCERNED

FROM : 
GINA O. GONONG
Undersecretary for Curriculum and Teaching

SUBJECT : SPECIFIC GUIDELINES FOR THE EFFECTIVE IMPLEMENTATION
OF THE NATIONAL LEARNING CAMP AND OTHER ACTIVITIES
FOR THE 2024 END-OF-SCHOOL-YEAR (EOSY) BREAK

DATE : April 15, 2024

1. Following the guidelines stipulated in DepEd Order (DO) No. 014, s. 2023 titled **Policy Guidelines on the Implementation of the National Learning Camp (NLC)**, the Department of Education (DepEd), through the Curriculum and Teaching (CT) Strand, provides specific guidelines for the effective implementation of the 2024 NLC and other activities for the End-of-School-Year (EOSY) break.

NLC Duration and Specific Dates

2. The National Learning Camp (NLC) is integral to the overarching National Learning Recovery Program (NLRP), encompassing a three (3)- to five (5)-week voluntary program for the three camps. For EOSY break 2024, activities in the Consolidation and Intervention Camps shall be conducted **within three weeks**, instead of five weeks **from July 1 to 19, 2024** in accordance with DepEd Order No. 003, s. 2024, *Amendment to DO 22, s. 2023, Implementing Guidelines on the School Calendar and Activities for the School Year 2023-2024*.

Grade Level Coverage and Learning Focus

3. NLC shall be implemented in three camps, i.e., Enhancement, Consolidation, and Intervention, as stipulated in DO 014, s. 2023, to the **currently enrolled Grades 1 to 3 and Grades 7 to 10 learners**, this SY 2023-2024. The NLC's emphasis on improving student learning is tailored to specific learning areas, concentrating on **Reading and Mathematics for Grades 1 to 3**, and **English, Science, and Mathematics (ESM) for Grades 7 to 10**.

1



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Other EOSY Break Activities

4. While NLC is in its phased implementation, schools can conduct Remedial classes for learners in Grades 4, 5, 6, 11, and 12 who did not meet the expectations in one (1) or two (2) learning areas in School Year 2023-2024, including Grades 1 to 3 and Grades 7 to 10 for learning areas other than those offered in the NLC, for them to receive targeted instructional assistance and guidance.

Early Registration

5. Early registration shall be conducted from **April 18 to May 3, 2024**. The Registration Template is in *Annex 1*, while the Parent's Permit is in *Annex 2*.

Conduct of Assessment

6. Schools shall administer the EOSY Comprehensive Rapid Literacy Assessment (CRLA) and Rapid Mathematics Assessment (RMA) for **Grades 1 to 3** between **April 22 to May 10**, while the Bureau of Education Assessment (BEA) shall administer the National Learning Camp Assessment (NLCA) for Grades 7 and 8 from **March 11 to April 12** and Grades 9 and 10 from **April 22 to May 16**.

7. Moreover, a simple Literacy and Numeracy Screening Test shall be administered to Grades 7 to 10 learners by the English and Mathematics teachers from **April 22 onward**. This is to ensure that learners who are yet to grasp the reading and mathematics foundational skills shall be fairly placed in the English and Mathematics **Intervention Camps**.

8. To evaluate learning gains and the overall effectiveness of the NLC, the Beginning-of-School-Year (BOSY) CRLA and RMA shall be administered for Grades 1 to 3; while the NLCA shall be administered for Grades 7 to 10.

Learner Placement in the Camps

9. For Grades 1 to 3 learners, the **results of EOSY CRLA and RMA** shall determine the learner's placement in a particular camp. For Grades 7 to 10 learners, the academic performance of the learners as validated by the **results of the Literacy and Numeracy Screening Test** shall determine who is to be placed in the **English and Mathematics Intervention Camps**. The remaining registered learners in each grade level for English, Science, and Mathematics shall be placed in either **Consolidation or Enhancement Camp considering the academic performance and/or results of the NLCA** to be released by BEA.

Teaching and Learning Resources

11. Schools shall be provided with a complete set of teaching-learning resources for Grades 1 to 3 and Grades 7 to 10. **Lesson Plans** shall be provided to the teachers, while **Worksheets/Workbooks** to the learners. For Remedial Classes, and other EOSY break activities, schools shall have the flexibility to decide on the learning resources, provided that they meet the learning needs of learners and align with the most appropriate teaching approaches and strategies.

Engagement of Learning Camp Volunteers

12. As stipulated in the **Guidelines on the Engagement of Learning Camp Volunteers (LCVs)** in *Annex 3*, the Schools Division Office (SDO) shall issue a Memorandum signed by the Schools Division Superintendent (SDS), announcing a **Call for Application for Learning Camp Volunteers (LCV)** from **April 18 to May 3**.
13. Interested applicants for LCVs from DepEd incumbent teachers and potential non-DepEd LCVs shall express their interest using the Expression of Intent template attached in *Appendix A of Annex 3* of the aforementioned guidelines.
14. The Special Human Resource Merit Promotion and Selection Board (HRPSB) Sub-committees for LCV shall evaluate the applications from **May 6 to May 15**. This period may be extended for larger SDOs to ensure thorough consideration. The Assessment and Selection Report as shown in *Appendix B of Annex 3*, of the Guidelines on the Engagement of LCVs, shall serve as the tool for consolidating the evaluation of LCVs' eligibility requirements and alignment with specialization, for submission to the SDO.
15. The LCVs to be engaged in NLC shall be those with specialization/training/experience in Reading and Mathematics for Grades 1 to 3, while for Grades 7 to 10 shall be those with specialization in English, Science, and Mathematics. Guided by these preferred qualifications, the minimum qualifications highlighted in paragraph 12 of the Guidelines on the Engagement of LCVs, the Assessment and Selection Report on Hiring LCVs, and the Registry of Qualified LCVs submitted by the Special Human Resource Merit Promotion and Selection Board (HRMPSB) Sub-committees, in the exercise of prudent discretion the SDS shall determine, insofar as practicable, the optimal number of candidates deemed most qualified for hiring following the order of priorities below:
 - i. DepEd LCVs
 - ii. Non-DepEd LCVs
 - Remaining LET eligible applicants in the recent and/or previous Registries of Qualified Applicants (RQAs) who are not given appointments;
 - Other LET-eligible in the locality such as but not limited to teachers from private schools, SUCs/LUCs, and other teaching practitioners in the community;
 - Other LET-eligible teacher applicants in the above-mentioned RQAs who did not meet the cut-off score per existing DepEd hiring guidelines.
16. Using the information above and taking into account the indicative number of learners in the NLC per camp, other EOSY break activities, financial resources, and SDO's capacity, the SDSs finalize the LCVs potential for hiring with the categories below:
 - licensed teachers in elementary with experience/training in teaching Reading
 - licensed teachers in elementary with experience/training in teaching Mathematics
 - licensed teachers in secondary with specialization in English
 - licensed teachers in secondary with specialization in Science

- licensed teachers in secondary with specialization in Mathematics

17. Informed by all the information above, the SDSs make the decision on the final LCVs to be hired. In case of shortage of LCVs meeting the eligible requirements, the following **tiered prioritization approach** of deployment/assignment of LCVs shall be implemented.
- a. Tier 1 – Intervention Camp
 - b. Tier 2 – Consolidation Camp
 - c. Tier 3 – Enhancement Camp

Example: SDO Ormoc City has the following data in Grade 7 to 10 Mathematics:

Grade Level	Camp	Required LCVs
7 to 10	Intervention	45
	Consolidation	94
	Enhancement	78
Total		217

Total No. of Qualified LCVs = 210

Decision: Tiered Prioritization Approach shall apply

45 CVs shall be assigned to Intervention Camps

94 LCVs shall be assigned to Consolidation Camps

The remaining 71 LCVs will be assigned to Enhancement Camps

18. The final DepEd LCVs to be hired shall manifest their acceptance of the assignment by affixing their signature in the LCV Program (*Annex 4*) detailing their full teaching loads; while Non-DepEd LCVs shall signify their intent to teach in the Contract (*template is in Appendix C of Annex 3*) in addition to the LCV Program showing also their full teaching loads.

Teaching Load for Learning Camp Volunteers (LCVs)

19. Paragraph 9.b of the Guidelines on the Engagement of LCVs, says LCVs shall render four hours and thirty minutes (4.5 hours) of actual teaching/day. This is therefore the full teaching load of every DepEd or Non-DepEd LCV in the NLC that shall be reflected in the LCV's Program (*sample LCV Program is in Annex 4*), which shall signed by the concerned LCV and approved by the School Head. The LCV's class assignment/s is/are reflected in the daily class program (*sample Daily and Weekly Class Programs are in Annex 6*).

20. The teaching load in NLC of each LCV therefore is six (6) 45-minute lessons in a day. Since NLC is putting a premium on specialization, LCVs specializing in a particular learning area shall reach the 4.5 hours full teaching load in NLC in varied ways, considering the number of lessons in each learning area and each camp below:

Grade Level	Learning Area	Camp	No. of Lessons/day
Grades 1 to 3	Reading	Intervention Camp	three (3) 45-minute lessons/day
		Consolidation Camp	three (3) 45-minute lessons/day
		Enrichment Camp	three (3) 45-minute lessons/day
	Mathematics	Intervention Camp	three (3) 45-minute lessons/day
		Consolidation Camp	three (3) 45-minute lessons/day
		Enrichment Camp	three (3) 45-minute lessons/day

Grades 7 to 10	English	Intervention Camp	three (3) 45-minute lessons/day
		Consolidation Camp	two (2) 45-minute lessons/day
		Enrichment Camp	two (2) 45-minute lessons/day
	Science	Consolidation Camp	two (2) 45-minute lessons/day
		Enrichment Camp	two (2) 45-minute lessons/day
	Mathematics	Intervention Camp	three (3) 45-minute lessons/day
		Consolidation Camp	two (2) 45-minute lessons/day
		Enrichment Camp	two (2) 45-minute lessons/day

21. Below are sample scenarios to maximize the 4.5 hours teaching load of an LCV/day:

- a. LCV with **Science specialization** may teach in **three (3) classes/sections in Grade 9 Science Consolidation Camp**, with **two (2) 45-minute lessons/day**. Since the LCV covers three (3) classes/sections, the LCV can have a total of six (6) 45-minute teaching loads in all equivalent to 4.5 hours/day.
- b. LCV with **English specialization** may teach in **one (1) class/section in Grades 7, 8, and 9 Consolidation Camp**, with **two (2) 45-minute lessons/day**. Since the LCV covers three (3) grade levels, the LCV can have a total of six (6) 45-minute teaching loads in all equivalent to 4.5 hours/day.
- c. LCV with **English specialization** may teach in **2 classes/sections in Grade 8 Intervention Camp**, with **three (3) 45-minute lessons/day**. Since the LCV covers two (2) classes/sections, the LCV can have a total of six (6) 45-minute teaching loads in all equivalent to 4.5 hours/day.
- d. A **generalist LCV with training/experience in teaching Reading** may teach in **two (2) classes/sections in Grade 1 Intervention Camps**, with **three (3) 45-minute lessons/day**. Since the LCV covers two (2) classes/sections, the LCV can have a total of six (6) 45-minute teaching loads in all equivalent to 4.5 hours/day.
- e. A **generalist LCV with training/experience in teaching Mathematics** may teach in **one (1) class/section in Grades 1, and 2 Intervention Camps**, with **three (3) 45-minute lessons/day**. Since the LCV covers two (2) grade levels, the LCV can have a total of six (6) 45-minute teaching loads in all equivalent to 4.5 hours/day.

Conduct of Orientation Activities

22. To ensure the attainment of the goals and objectives of the NLC, a national orientation for Chief Facilitators per region comprised of Curriculum and Learning Management Division (CLMD) Chiefs, Curriculum Implementation Division (CID) Chiefs, and Regional Education Program Supervisors (EPS) in English, Science, and Mathematics shall be conducted.

23. The oriented Chief Facilitators shall strategically organize themselves into teams to orient all the schools districts in their respective SDOs. Each schools district shall organize two teams of District Facilitators composed of Public Schools District Supervisors (PSDSs), school heads, or master teachers/teachers. Each team shall

comprise three (3) facilitators for Grades 7 to 10 (1 English, 1 Science, and 1 Mathematics) and two (2) facilitators for Grades 1 to 3 (1 Reading and 1 Mathematics).

24. The two (2) teams of District Facilitators shall simultaneously engage and orient the most qualified DepEd and/or Non-DepEd LCVs hired by the SDSs. One (1) team shall focus on Grades 1 to 3 LCVs, while the other shall concentrate on Grades 7 to 10 LCVs. This approach ensures that all LCVs are thoroughly acquainted with the teaching-learning resources, lesson format, and design in *Annex 5*, as well as the conduct of collaborative expertise sessions. LCVs shall actively participate in the two-day collaborative expertise sessions in a span of three (3) weeks, aimed at enhancing their teaching competence. The suggested Collaborative Expertise Timetable on Mondays and Fridays is part of *Annex 4*, letters B and C respectively.

25. Regional Offices (ROs) and SDOs, through the CLMD and CID Chiefs, shall orient all supervisors and school heads during Management Committee Meetings to enhance their pedagogical knowledge and skills and understand the nature of teaching directions most beneficial for learners.

26. ROs, SDOs, and schools shall raise awareness and mobilize support from local government units (LGUs)/local school boards (LSB), Parents-Teachers Associations (PTAs), school governing councils (SGCs), industry partners, and non-government officials, among other stakeholders. This concerted effort aims to ensure the participation of learners who need intervention the most in the NLC. This support encompasses logistical assistance, including but not limited to transportation, meals, and provision of school supplies to learners who are yet to grasp reading and mathematics foundational skills.

27. Schools shall also include an orientation on the implementation of the 2024 NLC and other EOSY break activities into the agenda of their last quarterly meeting with parents/legal guardians this SY 2023-2024. The orientation shall inform parents/legal guardians about the NLC and gather support to reach and engage learners who are yet to grasp reading and mathematics foundational skills and ensure successful implementation of the program. A **general orientation** with parents/legal guardians may be conducted to ensure widespread awareness and understanding of the NLC. Information campaigns and advocacy materials shall be prepared at the national, regional, division levels, and school levels.

Incentives for Learning Camp Volunteers (LCVs)

28. Since the NLC entails the services of LCVs beyond regular school days, they shall be provided with incentives, subject to government rules and regulations (*DepEd Order 14, s. 2023 paragraph 54*). Below are the incentives of LCVs for NLC 2024 and Other EOSY Break Activities.

a. DepEd LCVs

- i. Vacation Service Credits
- ii. National Level Certificate of Recognition
- iii. Meal Expense of Php 250.00/day of actual service

b. Non-DepEd LCVs

- i. Certificate of Services Rendered based on the Contract supported by Proof of Attendance
- ii. National Level Certificate of Recognition

- iii. Remuneration based on the daily minimum wage set by the National Wages and Productivity Commission (*Guidelines on the Engagement of LCVs, paragraph 9.d*).

Note: Minimum Daily Wage divided by 8 hours, multiplied by the number of actual teaching hours. A teacher may have a maximum teaching load of 4.5 hours a day. Example: A teacher with specialization in Mathematics may have three (3) 45-minute classes in Grade 7 Mathematics Intervention Camp and may get another three (3) 45-minute Intervention Camp classes in Grade 8, to have a total of 4.5 hours/day.

29. DepEd Order 53, s. 2003 Updated Guidelines on Grant of Vacation Service Credits to Teachers, defines normal teaching load as six (6) hours of actual classroom teaching a day. Thus, for a DepEd LCV to get one (1)-day vacation service credit, the 4.5 hours of actual teaching in the NLC shall be complemented with 1.5 hours to complete the 6 teaching hours requirement. The 1.5 hours may be attained by getting load/s in the **camp-like interest component**, such as but not limited to basic computer skills, arts, sports activities, and all others that schools can afford to offer to learners considering age-appropriate activities.

30. DepEd and non-DepEd LCVs shall generate the National Certificate of Recognition by accomplishing the **Online Survey Tool (OST)** that shall be deployed on the last day of the NLC. All other incentives mentioned above shall be processed by the SDOs.

Funding Sources

31. The implementation of the 2024 NLC and Other EOSY Break Activities shall be funded by the remaining Program Support Funds (PSF) from the FY 2023 (RA 11936) General Management and Supervision – Maintenance and Other Operating Expenses (GMS-MOOE) downloaded to the Regional Offices for the 2023 NLC implementation. The FY 2023 GMS-MOOE Continuing Funds shall be maximally utilized first and shall be augmented with additional funds charged against the FY 2024 (RA 11975) Basic Education Curriculum (BEC) Current Funds based on the actual needs from the field offices upon request, subject to the existing budgeting, accounting, auditing, and procurement rules and regulations and availability of funds. Important details of the PSF Guidelines are in a separate issuance (*Guidelines on the Utilization of 2024 Program Support Funds (PSF) to DepEd ROs for the Implementation of NLC and Other EOSY Break Activities in Support to National Learning Recovery Program (NLRP)*).

Monitoring and Evaluation

32. The school heads 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.

33. The CID and CLMD in the SDOs and ROs, 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 Monitoring and Evaluation (M&E) process. They may also be consulted for their expertise and guidance in conducting the M&E activities.

34. At the school level, the implementation of this policy shall be monitored and evaluated by the school head. The school head shall prepare a report at the end of the annual NLC that includes the highlights, challenges, and issues encountered throughout the policy implementation. The said report shall be submitted to the SDO for collation and analysis. The SDOs shall then prepare a consolidated report analysis for submission to the ROs.

35. All NLC Coordinators designated by the Regional Directors, in coordination with the Finance Division, shall oversee and monitor the utilization of the funds. The Regional NLC Coordinator shall prepare a consolidated Accomplishment Report which must be submitted to the DepEd Central Office - CT Strand, through the Bureau of Learning Delivery (BLD), not later than **August 30, 2024**, through the link: <http://tinyurl.com/Regional-NLCReports>, to be used in evaluating the policy for continuous improvement of its design and implementation.

36. Submission of the Accomplishment Report shall be closely monitored by BLD to ensure compliance of all regions. The Accomplishment Report template is provided in *Annex 7* of this Memorandum.

37. For clarifications or inquiries, please contact the **Office of the Director of the BLD** through email at bld.od@deped.gov.ph or telephone number (02) 8637-4347.

38. Immediate dissemination of and compliance with this Memorandum is desired.

Copy Furnished:

ATTY. REVSEE A. ESCOBEDO
Undersecretary for Operations



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

Annex 1: The National Learning Camp Registration Template

Name: _____

Grade Level: _____

Section: _____

Age: _____

Residential Address: _____

Parent/Guardian:

Name: _____

Contact Number: _____

To be filled out by the Adviser/Learning Area Teacher:

If Grades 1 to 3, assessment results in:

CRLA _____

RMA _____

Recommended Camp Placement:

Reading _____

Mathematics _____

If Grades 7, 8,9, 10, academic performance and/or NLCA results:

English _____

Science _____

Mathematics _____

Recommended Camp Placement:

English _____

Science _____

Mathematics _____

Teacher Adviser in the currently enrolled Grade Level:

Name: _____

Contact Number: _____



Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

Annex 2. Parent/Legal Guardian Consent Form

(Region)

(Division)

(School)

(School Address)

Date

PARENTAL CONSENT

I/We hereby willingly and voluntarily give consent to the participation of my/our son/daughter _____ (*name of learner*) _____ in the National Learning Camp from July 2 to 4, 9 to 11, and 16 to 18.

I have considered the benefits that my son/daughter will get from his/her participation in this activity provided that due care and precaution will be observed to ensure the comfort and safety of my son/daughter and that DepEd employees and personnel may not be held responsible for any untoward incident that may happen beyond their control.

Signature of Father over
Printed Name/Date

Signature of Mother over
Printed Name/Date

Signature of Guardian over
Printed Name/Date

Relationship with the Learner

Verified By:

Teacher

Date: _____

Note: If No Parent/s, submit an Affidavit of Guardianship duly verified by the teacher.



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

**Annex 3: GUIDELINES ON THE ENGAGEMENT OF LEARNING CAMP
VOLUNTEERS (LCVs)**

I. Rationale

1. In support of the implementation of the National Learning Camp (NLC) pursuant to DepEd Order (DO) No. 014, s. 2023, *Policy Guidelines on the Implementation of the National Learning Camp*, the Department of Education (DepEd) shall engage the services of Learning Camp Volunteers (LCV) to facilitate the enhancement, consolidation, or intervention programs in critical learning areas, particularly on Reading, English, Science, and Mathematics.
2. With the adjustment of the school calendar for SY 2023-2024 in accordance with DO 003, s. 2024, *Amendment to DepEd Order No. 022, s. 2023, Implementing Guidelines on the School Calendar and Activities for the School Year 2023–2024*, LCVs shall render services in the Intervention Camp, Consolidation, and Enhancement Camp from July 01 to 19, 2024.
3. While DepEd incumbent/in-service teachers may take part in the NLC program, the department recognizes the importance of affording them (public school teachers) a well-deserved break during the End-of-School Year (EOSY). As such, other licensed teachers external to DepEd who are willing and able to facilitate learning in the three camps shall be engaged as LCVs.
4. The engagement of the LCVs is a crucial part of the National Learning Recovery Program (NLRP) of the Department of Education's (DepEd) strategic initiatives aligned with the MATATAG: Bansang Makabata, Batang Makabansa Agenda.

II. Scope

5. This DepEd Memorandum provides for the mechanisms, procedures, and standards that shall guide all DepEd offices and schools as well as other stakeholders in the recruitment, selection, and engagement of Learning Camp Volunteers in public elementary and secondary schools, including senior high schools, in 2024 EOSY break.

III. Definition of Terms

6. For purposes of this Memorandum, the following terms shall be defined and understood as follows:

- a. **Learning Camp Volunteer** refers to a DepEd or non-DepEd licensed teacher who renders tailored instructional services to a target group of learners within a specific period.
- b. **Job Order** refers to piece of work (pakyaw) or intermittent or emergency jobs needed for a short duration and for a specific piece of work.

IV. Procedures

A. Determining the Need for Learning Camp Volunteers

- 7. In determining the need to employ Learning Camp Volunteers, SDOs and/or schools shall observe the following parameters:
 - a. Schools shall be guided by the provisions of DepEd Order No. 14, s. 2023, *Policy Guidelines on the Implementation National Learning Camp and its amendments* on the conduct of early registration, and administration of post-assessment for incoming Grades 1 to 12 for NLC.
 - b. Based on the assessment results, schools do the placement of the pre-registered learners into the three (3) camps - intervention, consolidation, and enhancement.
 - c. Guided by the standard class size per camp (*Intervention Camp - maximum of 10, Consolidation Camp - maximum of 35, and Enhancement Camp- maximum of 35*), the schools determine the number of LCVs needed per camp, per learning area, and per grade level.
 - d. Schools report to the district offices the number of LCVs needed. District offices through the PSDS **explore the possibility of merging enrollments from nearby schools to optimize the services of LCVs**, and report to SDOs.
 - e. SDOs report to the ROs the total number of LCVs needed for computing the fund requirement to be requested by the central office.

B. Job Functions and Nature of Engagement

- 8. The following job functions, duties, and responsibilities shall be performed by the Learning Camp Volunteer, depending on the needed support identified by the schools:
 - a. Facilitate the learning delivery in one (1) or more learning camp/s in a learning area aligned to his/her specialization with the supervision of the school head or other authorized representative/s;
 - b. Contextualize lesson plans and other NLC resources to facilitate learning through relevant, appropriate, and responsive teaching strategies;
 - c. Track learners' progress, update learners' records, and provide feedback to the learner's parents/guardians;
 - d. Participate actively in collaborative expertise sessions to ensure readiness in content and pedagogy for effective lesson delivery;
 - e. Coordinates with the teacher-adviser before and after the NLC duration.

9. Non-DepEd LCVs shall be hired under **Job Order** status, subject to relevant and applicable policies, issuances, rules, and regulations. Furthermore, the following guidelines shall be observed:

- a. They shall be engaged for a period of three (3) to five (5) weeks.
- b. They shall render four hours and thirty minutes (4.5 hours) of actual teaching from Tuesdays to Thursdays, with collaborative expertise sessions for 4.5 hours on Mondays and Fridays.
- c. They shall work in collaboration with the previous teacher adviser or school head to get the assessment results of individual learners in class and turn over the records/documents showing progress after the NLC. They shall be under the overall supervision of the school head, regardless of the source of funds for their incentives. All administrative actions and decisions about the engagement relations shall be exercised by the SDS or the School Head as designated by the SDS.
- d. They shall receive remuneration for services rendered, the amount of which shall not be below the minimum daily wage rates set by the National Wages Productivity Commission per region.

C. Application, Selection, and Hiring Process

10. Upon issuance of this memorandum, the SDO shall issue a Memorandum or Call for Application duly signed by the SDS stipulating the following, such as, but not limited to:

- a. Vacant Position
- b. School
- c. Nature of Engagement and Corresponding Remunerations/Salary
- d. Minimum Qualifications
- e. Selection Criteria
- f. Documentary Requirements and Deadline of Submission of Application Documents
- g. Timeline of Selection and Hiring Activities.

The duration of the call is announced in a separate memorandum.

11. Applicants for Learning Camp Volunteer must meet the following minimum qualifications:

- a. Education: Bachelor's degree in Education; or Bachelor's degree in relevant subject or learning area with at least 18 professional units in Education
- b. Training: None required
- c. Experience: None required
- d. Eligibility: Licensed Professional Teacher (LPT)
- e. Age: At least 21 years old but not more than 59 years old
- f. Preferably resident of the community/barangay where the school is located
- g. Other preferred qualifications as may be determined by the OUCT/SDO and/or school relative to the specific considerations of the specific school/s concerned such as but not limited to the **subject**

area specialization most preferably Reading, English, Science, and Mathematics.

12. Consistent with Item 12, the following are eligible to volunteer:

- a. DepEd incumbent teachers who are willing to volunteer;
- b. Remaining LET-eligible applicants in the recent and/or previous Registries of Qualified Applicants (RQAs) who are not given appointments;
- c. Other LET-eligible in the locality such as but not limited to teachers from private schools, SUCs/LUCs, and other teaching practitioners in the community; and
- d. Other LET-eligible teacher applicants in the above-mentioned RQAs who did not meet the cut-off score per existing DepEd hiring guidelines;

13. Interested applicants shall submit the following documentary requirements:

- a. Letter of intent addressed to the SDS, or to the highest human resource officer designated by the SDS (*prescribed template is attached in Appendix A of Annex 3*);
- b. Duly accomplished PDS (CS Form No. 212, Revised 2017); and
- c. Other documents as may be required such as but not limited to the following:
 - i. Photocopy of Certificate of LET Eligibility/Rating/License/ID;
 - ii. Photocopy of scholastic/academic records, such as but not limited to Transcript of Records (TOR) and True Copy of Grades;
 - iii. Photocopy of Service Record or Certificate of Employment, if there is any;
 - iv. Photocopy of Certificates of Training, if there is any;
 - v. Photocopy of the latest Performance Rating, if there is any.

14. A special HRMPSB sub-committee for LCVs shall be designated to evaluate the applications for LCVs. The sub-committee shall:

- a. Receive applications and check the completeness, authenticity, and veracity of documents submitted by the applicants;
- b. Conduct the initial evaluation of the applicants' qualifications vis-a-vis the minimum and **preferred** qualifications stipulated in Items 11 and 12, and submit to the SDS a list of applicants along with the result of the initial evaluation using the prescribed form in Appendix B as **Assessment and Selection Report**; and
- c. Assess the qualified non-DepEd applicants based on the evaluation and selection criteria as defined in this Memorandum.

15. Consistent with Item 12, eligible applicants mentioned in **12 (a, b, and d) shall no longer undergo assessment.**

16. **Only the applicants in 12(c) who meet the minimum & preferred qualification shall undergo the assessment and selection process to be conducted by the designated LCV sub-committee.**

17. The LCV sub-committee shall adopt the following evaluative assessments. They may devise the evaluation and selection criteria, tools, and rubrics for each evaluative assessment based on the needs of the learning camps.
- a. **Document Review.** Applicants with the following qualifications/credentials shall be **preferred** based on the needs of the program:
 - i. LET/PBET Eligibility
 - ii. Tertiary units above the minimum Education requirement that is relevant to the learning area/specialization
 - iii. Training in relevant to the learning area/specialization
 - iv. Previous experience, such as tutoring, relevant to the learning area/specialization
Note: For applicants with previous experience, performance rating, should there be any, shall be taken into consideration.
 - v. Other qualifications in the applicants' portfolio aligned with the needs of the program.
 - b. **Interview.** The interview shall focus on the collection of detailed and complete information about the applicant relative to the job function of an LCV. The objective of the interview is to assess potential, characteristics, traits, and fitness to the position, and to predict how the applicant will perform on the job. The interview shall also be an avenue to validate the qualifications and credentials submitted by the applicant.
18. It is the responsibility of the LCV sub-committee to finalize the Assessment and Selection Report (*Appendix B of Annex 3*). They shall recommend the final list of applicants recommended for hiring based on the following parameters:
- a. **Merit and fitness.** The SDS shall select the candidate deemed most qualified for NLC. The following factors shall be taken into consideration:
 - i. Learning area specialization (Reading/English, Science, and Mathematics)
 - ii. Knowledge and background in ECCD, Special Education (SPeD) including handling learners with disabilities, Indigenous Peoples (IP) Education, and Madrasah Education, among others, depending on the needs of the school.
 - b. **Location.** Applicants who reside within the community/barangay where the school and/or households in need are located shall be prioritized in hiring.
 - c. Other parameters as may be defined by the LCV sub-committee.
19. Guided by the Assessment and Selection Report validated and recommended by the LCV sub-committee and in the exercise of sound discretion, the SDS shall select from the list of recommended applicants, insofar as practicable, the candidate deemed most qualified for hiring.
20. Upon receipt of the SDS' approval of the list of candidates for hiring, the HRMO shall facilitate the execution of the contract with the successful candidates.

A prescribed Employment Contract is attached in *Appendix C of Annex 3*.

D. Capacity Building

21. Aligned with DepEd Order No. 14 s, 2023 Policy Guidelines on the Implementation of National Learning Camp, teachers shall be capacitated on content and pedagogical knowledge and skills required for the NLC, guided by the Philippine Professional Standard for Teachers (PPST), including those on child rights and child protection, and their roles through the orientation activities organized by the SDOs, through the supervision of ROs and the CO.
22. Expenses relative to the conduct of orientation of LCVs shall be charged to the funds downloaded to the ROs and SDOs in support of the operationalization of the NLC and can be augmented with local funds subject to the usual accounting rules and regulations.

E. Incentives and Benefits

23. DepEd incumbent teachers who will volunteer as LCVs shall be granted:
 - a. Vacation Service credits, subject to the Department's existing policies
 - b. National Certificate of Recognition
 - c. Other incentives, contingent upon the availability of funds and in adherence to the set guidelines.
 - d.
24. LCVs external to DepEd shall be provided with the following incentives subject to government rules and regulations:
 - a. Certificate of Services Rendered /Certificate of Engagement (as applicable)
 - b. National Certificate of Recognition
 - c. Remuneration for services rendered not below the minimum daily wage rates set by the National Wages Productivity Commission per region

V. Monitoring and Evaluation

25. Schools Division Offices shall accomplish the *Registry of Learning Camp Volunteers per Learning Area*, using the provided template attached as *Appendix D of Annex 3*. Regional Offices, through the Curriculum and Learning Management Division (CLMD), shall oversee the proper conduct of this activity and provide support to SDOs and schools by facilitating linkages to potential partners.
26. The Regional and Schools Division Offices shall ensure strict adherence to these guidelines and other relevant issuances in the engagement of LCVs. The Schools Division Superintendents and HRMOs in the SDOs shall regularly monitor and evaluate the implementation of this policy and submit program reports to the Regional Director.
27. For purposes of reporting and in aid of future policy recommendations, a consolidated report on the engagement of LCVs by the end of the learning camp or other EOSY activities shall be submitted by the SDOs, through the ROs, to the Office of the Undersecretary for Curriculum and Instructions, copy furnished the Office of the Undersecretary for Human Resource and Organizational

Development. The template of the report is enclosed in *Appendix E of Annex 3* which details the following information:

- a. Number of LCVs hired
- b. Nature of Engagement
- c. Funding Source
- d. Amount of remuneration and other compensation and benefits received
- e. Challenges encountered
- f. Anticipated future needs

28. References

DO 003, s. 2024, *Implementing Guidelines on the School Calendar and Activities for the School Year 2023–2024*

DepEd Order No. 014, s. 2023, *Policy Guidelines on the Implementation of the National Learning Camp*

COA-DBM Joint Circular (J.C.) No. 1, s. 2020, *Interim Guidelines Contract of Service (COS) and Job Order (JO) Workers in Government for the Duration of the State of Calamity and Community Quarantine Due to the Corona Virus Disease 2019 (Covid-19)*

CSC-COA-DBM J.C. No. 1, s. 2018, *Amendment to the CSC-COA-DBM Joint Circular No. 1, S. 2017*

CSC-COA-DBM JC 1, s. 2017: *Rules and Regulations Governing Contract of Service and Job Order Workers in the Government*

DepEd Order No. 012, s. 2020 (*Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency*)

DepEd Order No. 21, s. 2019 (*Policy Guidelines on the K to 12 Basic Education Program*)

Appendix A of Annex 3. Template for Expression of Intent as a Volunteer Teacher

Expression of Intent

I, _____ hereby express my intent to be a Learning
Camp
(Complete Name)

Volunteer in _____,

(Name of School) (Address of the School)

during the implementation of the National Learning Camp for 2024 EOSY break, scheduled this July 1 to July 19, 2024. I am willing to attend an orientation activity on the program implementation.

Furthermore, I hereby grant the Department of Education the right to collect and process my personal information and profile as provided below, for purposes relevant to the hiring of learning camp volunteers in the Department.

Personal Information	
Age:	
Sex:	
Complete Residential Address:	
Mobile/Telephone Number:	

Academic and Employment Details	
Bachelor's Degree & Specialization:	
Master's Degree & Specialization (if any):	
Present Employment (if any):	
Present Position (if any):	
Grade Level Assignment (if any):	
Length of Service as a Teacher (if any):	

Signature Over Printed Name
Date Signed: _____

Appendix B of Annex 3

**DEPARTMENT OF EDUCATION
ASSESSMENT AND SELECTION REPORT ON HIRING LEARNING CAMP VOLUNTEERS**

Name of Schools Division: _____
 Name of School: _____
 Date of Final Deliberation: _____
 Total Number of Applicants: _____

PART A. List of Applicants Recommended for Hiring and Assessment Results

	NAME OF APPLICANT	BASIC INFORMATION			QUALIFICATIONS				ASSESSMENT RESULTS	REMARKS	SSC RECOMMENDATION <i>(Indicate if applicant is deemed qualified for hiring based on the set parameters)</i>	FUND SOURCE <i>(To be accomplished by the SDO)</i>	APPROVAL <i>(To be accomplished by the SDS, Affix signature if appropriate)</i>
		ADDRESS	SEX <i>(by birth)</i>	LET/PBET <i>(Indicate Yes or No)</i>	EDUCATION <i>(Indicate highest educational attainment)</i>	TRAINING <i>(Indicate relevant training attended)</i>	EXPERIENCE <i>(Indicate previous relevant experience; at least 6 months)</i>	PERFORMANCE <i>(Indicate performance rating, if any)</i>					
1	JUAN C. DELA CRUZ								INTERVIEW <i>(Indicate score)</i>				
2													
3													

Note: Attach the assessment criteria, tool, and rubrics used in the interview, learning facilitation demonstration/ exercise, and written examination



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

Appendix C of Annex 3

JOB ORDER CONTRACT

KNOW ALL MEN BY THESE PRESENTS:

This Contract, made and entered into by and between:
 The Department of Education - (Schools Division, DepEd Region NO. ____), a government agency with office address at _____, represented by (Schools Division Superintendent), (Designation, Office), herein referred to as the "First Party",

-and-

_____, of legal age, Filipino and with residence _____ address _____ at _____ hereinafter referred to as the "Second Party".

-WITNESSETH -

1. That the First Party, in the exigency of the service, engages the services of the Second Party to facilitate the effective and efficient implementation of the Learning Camp;
2. That the Second Party has signified his/her intention, to which the First Party has accepted, to provide the services needed by the latter;
3. That the Second Party hereby possesses the education, experience, training, skills and other qualifications and/or skills required to perform the job as described herein, as represented by the Second Party in his/her Personal Data Sheet, interview, and other qualification documents submitted to the First Party;
4. That the Second Party hereby attests that he/she has not been previously dismissed from government service by reason of an administrative offense; and that he/she has not already reached the compulsory retirement age of sixty-five (65);
5. That in view hereof, the Second Party is hereby contracted to render service as Learning Camp Volunteer for the period _____ to _____, in consideration of the monthly rate of _____ (Php_____) to be paid after the engagement; subject to applicable taxes and liabilities, if any, and corresponding deductions for tardiness, undertime and absence incurred

during the engagement and submission of accomplishment report to justify payment;

6. That the Second Party is expected to perform the following functions:
 - a. Facilitates the learning delivery in one (1) or more learning camps with the supervision of the school head or other authorized representative/s;
 - b. Contextualizes lesson plans that would facilitate learning through relevant, appropriate, and responsive teaching strategies and learning resources and contextualizes NLC resources to ensure developmental, age, and cultural appropriateness of lessons for the target learners;
 - c. Monitors and evaluates learners' progress during the NLC;
 - d. Participates actively in collaborative expertise sessions to ensure readiness in content and pedagogy for effective lesson delivery;
 - e. Maintains updated learners' records, and tracks their academic and behavioral progress, which may be provided as feedback to the learner's parents/guardians; and
 - f. Coordinates with the teacher-advisers before and after the NLC duration.
7. That it is understood that this contract does not create an employer-employee relationship between the First Party and the Second Party, that the services rendered hereunder are not considered and will not be accredited as government service; and that the Second Party is not entitled to benefits enjoyed by the regular personnel of the First Party, unless otherwise provided by law;
8. That the Second Party shall observe the standards of personal conduct in the discharge and execution of functions/services in accordance with the Code of Conduct and Ethical Standards for Public Officials and Employees under RA 6713;
9. That the Second Party shall hold and maintain the Confidential Information in strict confidence; and shall carefully restrict access by third parties without clearance from the authorized First Party officer;
10. That the Second Party acknowledges and agrees that the Department is the sole owner of any and all outputs prepared, created and/or designed; and that the Second Party shall turn-over to the First Party any and all records, notes, and other written, printed, tangible or intangible materials (soft and hard copies); and
11. That either party may terminate this contract for causes authorized by law and upon written notification to the other party, to be submitted prior to the termination of this contract.

IN WITNESS WHEREOF, both parties have hereunto set their hands this ____ day of _____, 20__ at Pasig City, Philippines.
DEPARTMENT OF EDUCATION:

First Party

Second Party

Signed in the presence of:

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
CITY OF) S.S.

BEFORE ME, a Notary Public, for and in the above jurisdiction, personally appeared the following:

Name	Gov't. Issued ID No.	Date/Place Issued
_____	_____	_____
_____	_____	_____
_____	_____	_____

known to me as the same persons who executed the foregoing instrument and acknowledged to me that the same are their own free will and voluntary act and deed.

This instrument consists of three (3) pages including this page wherein this acknowledgment is written, and is signed by the parties and their instrumental witnesses on each and every page hereof.

WITNESS MY HAND AND SEAL, this _____ day of _____ at Pasig City, Philippines.

Doc. No. : _____
Page No. : _____
Book No. : _____
Series of _____

Appendix D of Annex 3. Registry of Learning Camp Volunteers

School: _____ SDO: _____
 Region: _____ School ID: _____
 Complete School Address: _____

Registry of Learning Camp Volunteer for Reading Grades 1 to 3

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for Mathematics Grades 1 to 3

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for English Grades 7 to 10

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for Science Grades 7 to 10

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Registry of Learning Camp Volunteer for Mathematics Grades 7 to 10

Name	Specialization	Tick (✓) the Volunteer Category	
		Non-DepEd	DepEd

Prepared by:

 HRMPSB



Republic of the Philippines
Department of Education
 OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

Appendix E of Annex 3
DEPARTMENT OF EDUCATION
REGIONAL SUMMARY REPORT ON LEARNING CAMP VOLUNTEERS

Name of Region: _____
 Period of: _____

PART A. Learning Camp Volunteer Complement

I. REGION PROPER

NATURE OF ENGAGEMENT	NO. OF LEARNING CAMP VOLUNTEERS HIRED IN THE REGION		NO. OF LEARNING CAMP VOLUNTEERS HIRED IN THE REGION				NO. OF RECEIVED APPLICATIONS FOR LEARNING CAMP VOLUNTEERS			
	Male	Female	Special Education Fund (SEF)	SDO MOOE	School MOOE	Other Source (if applicable)	Remaining teacher applicants in the current or previous RQA	Teacher applicants who did not meet the cut-off score per existing DepEd hiring guidelines	Other Passers in the Locality	LET Passers in the Locality
Job Order										
Others (Pro-bono Volunteers)										
TOTAL										



II. SCHOOL DIVISION OFFICE LEVEL

Name of SDO: _____

NATURE OF ENGAGEMENT	NO. OF LEARNING CAMP VOLUNTEERS HIRED IN THE SDO		NO. OF LEARNING CAMP VOLUNTEERS HIRED IN THE SDO				NO. OF RECEIVED APPLICATIONS FOR LEARNING CAMP VOLUNTEERS		
	Male	Female	Special Education Fund (SEF)	SDO MOOE	School MOOE	Other Fund Source (if applicable)	Remaining teacher applicants in the current or previous RQA	Teacher applicants who did not meet the cut-off score per existing DepEd hiring guidelines	Other LET Passers in the Locality
Job Order									
Others (Pro-bono Volunteers)									
TOTAL									

PART B. Challenges encountered and Anticipated Needs in the Region

Challenges encountered in Engaging Learning Camp Volunteers	Anticipated need/s in the future (HR needs, financial, etc.)

Annex 4: Sample Learning Camp Volunteer Program

Name of LCV: _____

Specialization: English

A. Teaching-Learning Engagement (Tuesdays, Wednesdays, Thursdays)

Learning Focus	Time	No. of Minutes	Class	Camp
English Lesson 1	8:25 - 9:10	45 minutes	Grade 7 Section A	Intervention Camp
English Lesson 2	9:15 - 10:00	45 minutes		
English Lesson 3	10:15 - 11:00	45 minutes		
English Lesson 1	11:05 - 11:50	45 minutes	Grade 7 Section B	Intervention Camp
English Lesson 2	1:00 - 1:45	45 minutes		
English Lesson 3	1:50 - 2:35	45 minutes		
Total Teaching Load in minutes		270 minutes		
Total Teaching Load in hours		4.5 hours		

B. LCV Timetable for Collaborative Expertise (Monday)

Start Time	Activity	Time (Minutes)	Notes on Focus
8:00 am	Personal reading of materials	30	Focus is on teacher personally understanding what is expected and provided
8:45 am	Collaborative discussion and sharing of ideas on materials presented	50	Focus is on lesson plans and approach/content and teacher notes as well as students' worksheets
9:30 am	RECESS		
9:45 am	Personal reading and initial planning	30	Teachers think of lesson goals, what they will do and how they will do it
10:30 am	Collaborative discussion and sharing on initial planning Personal Reading & Initial Planning: Teachers think of lesson goals, what they will do and how they will do it	60	Teachers share their perspectives and discuss any issues, and seek clarification
11:15 am	Personal lesson preparation	30	With gathered information teachers finalize their approach
12:00 nn	LUNCH BREAK		
1.00pm	Collaborative discussion and sharing	60	Final approach shared with peers
2.00pm	Insights and Closure	10	Teachers wrap up discussion
2:10 pm	End of Day	270 Minutes	
		Estimated Duration: 4.5 hours	

C. LCV Timetable for Collaborative Expertise (Friday)

Start Time	Activity	Time (Minutes)	Notes on Focus
8:00 am	Personal organization of ideas and feedback about lessons: content, components, learnings within a grade and a subject	30	Focus is on each teacher to reflect on their point of view about the lesson content and how the content was presented
8:30 am	Collaborative discussion and sharing about lessons: content, components, learnings, key observations noted within a grade and a subject	60	Focus on sharing teacher observations and hearing from peers in the same grade and subject area
9:30 am	RECESS		
9:45 am	Personal organization of ideas and feedback about student performance: abilities, processes used, interesting occurrences, teacher learnings within a grade and a subject.	30	Focus is on each teacher reflecting on how students performed in class
10:15 am	Collaborative discussion and sharing about student performance: abilities, processes used, interesting occurrences, teacher learnings. Key observations noted within a grade and a subject	60	Focus is on sharing teacher perspectives on how students performed in class, how they reacted to the lesson, and how the content was presented with peers from the same grade and subject
11:15 pm	Collaborative discussion and sharing with teachers within a grade and a subject	45	Focus is on sharing and hearing teacher perspectives on how students performed in class and how they reacted to the lesson, and how the content was presented.
12:00 nn	LUNCH		
1:00 pm	Collaborative discussion and sharing with teachers. 1. Key global observations. 2. Celebrate the week's work	35	Focus on sharing and hearing perspectives across different grades and subjects
1:35 pm	Insights and Closure	10	Teachers wrap up discussion
1:45 pm	End of Day	270 Minutes	
		Estimated Duration: 4.5 hours	

I hereby accept the teaching loads and engagement in collaborative expertise sessions above; and shall fulfill this in the National Learning Camp from Mondays to Fridays, July 1 to 19, 2024.

Signature Over Printed Name
Learning Camp Volunteer

Date Signed: _____

Approved:

Signature Over Printed Name
School Head

Date Signed: _____

Annex 5: THE LESSON FORMAT AND DESIGN

I. Lesson Short Review

This component offers teachers the chance to settle the class quickly, and review or preview previously encountered information and/or content in the form of a few targeted questions that are relevant to the current lesson. Students should be expected to start the lesson by responding to the questions by writing down answers/solutions. The teacher will then elicit answers from the class addressing issues that may arise. The component is completed when the teacher identifies how students performed on the questions.

Reminding students of *relevant* information at the start of a lesson, prior to encountering the main focus of learning, can enhance the brain's ability to access information to:

- (i) be used in problems/questions/information to come,
- (ii) make future plans, and
- (iii) further consolidate ideas in long-term memory.

Component 1 acts as a partial advance organizer for the brain. When done carefully, this replay of previous information directed at what is to come in the lesson helps future decision-making and memory recall.

On a practical note, the lesson is 45 minutes long. Timing is important. Every minute is important and needed. Teachers need to work efficiently but should not rush. The lesson should start as quickly as possible so that every minute of the lesson serves a useful purpose. The student's brain needs time to work. This time must be available (but it might take time for students and some teachers to acquire these good habits.

Over time it is important that teachers remove mental clutter in their lessons. Teachers should:

- (i) limit the amount of teacher-talk in a lesson (as teachers become more experienced this becomes more difficult, but lessons are about student doing – student learning, not the teacher);
- (ii) not talk when the class is working and/or students are answering questions;
- (iii) focus on what the class needs. When the teacher needs to say something important, they need to pick the time to say it, and in these cases, all students should be listening.

Note: Cognitive load/working memory suggests that after even a short period of teacher talk, students will not take in very much information from the spoken word.

II. Lesson Purpose

This component offers teachers a brief chance to acquaint students with the purpose and/or direction of the lesson. The explanation should be directed to the comprehension level of the students and the language used should be familiar to students. It might not be just a statement but a diagram or picture. Also, it is valuable if students see a link here with their prior knowledge or experience.

Teachers can help activate mental 'structures' or ideas already relevant to the student that will help them ground their new learning experiences and assist them

Component 4A Reading and Understanding the Stem

4A involves understanding the language of the Stem. The purpose here is for the teacher to model fluent reading of the Stem (first) and then students to read the passage or describe the figure, etc. It is important that teachers identify any unfamiliar language (possibly addressed in Component 3) and for the students to hear and experience fluency in reading the Stem. Other activities here could include students: reading to each other or reading silently to themselves as well as exploring the meaning of vocabulary.

Component 4B Solving the First Set of Questions

Students are asked to address the questions associated with the Stem (4A). The students will note they have a Stem (previously met in **4A**) and that this is followed by a small set of questions. Have students read the Stem and then find their own way to a response to each question. The students write down responses or attempts to each question. When they are finished students provide answers to the questions and the teacher marks the questions and discussion takes place about the quality of correct answers and the implications of errors and what this tells the class about the content.

Teachers can seek out different responses or approaches or thinking exhibited. Errors made by students should be acknowledged and appreciated for their contribution to the class discussion and student learning. Those who achieved correct answers to different questions should be acknowledged. *Note: the 3 or 4 questions are of increasing difficulty from basic to more complex.*

Component 4C Solving the Second Set of Questions

Using the same Stem from 4A, **4C** repeats the same process as **4B** by asking a second batch of questions again in order of increasing difficulty, similar to 4B. When all questions are completed, as was the case in 4B, students provide answers to all questions, i.e., the students write down responses or attempts to each question. When they are finished, the teacher marks the questions and a discussion takes place about the quality of correct answers and the implications of errors, and what this tells the class about the content. *Note: 4C provides a new start for students regardless of how they performed in 4B. It allows a refresh for student brain processing by marking a new starting point for them. It also allows the class to become centered around a common action.*

For teachers, this approach serves two purposes. First, it is a practical way to bring all students in the class back together to proceed as a group. This way the issues discussed can be considered by every student in the class at the same time. Second, the teacher will understand and practice activities where different sets of questions can usually be used with a single Stem. The efficiency of this approach means that students obtain more problem-solving practice on the specific content to be considered.

Component 4D Comparing/contrasting the two sets of questions from 4B and 4C

The focus of **4D** is to seek student observations on any aspects noticed by them concerning the Stem and questions in 4B and 4C. The idea is to identify what underlying student learning has occurred, and student observations about any problem-solving aspect. Student perspectives, issues, or concerns should be revealed.

The brain focus is on a deeper consideration of the problems of students. This is a metacognitive approach. Metacognition is typically described as a person thinking about their own thinking. Most of the talking in 4D is from the students. Teacher talk would be mainly asking questions and/or making clarifications. *Note: the teacher should gain much insight from this work will help them in their future lessons with the class.*

In practical terms, students should be asked to identify: What connections they notice between questions in 4B and 4C. Students could order questions from both sets from easy to hard or lower-order to higher-order and give their justification/reasons for decisions. Other possibilities concern identifying similarities and differences between the two sets of questions. Can students offer deeper insights about the Key idea (the focus of the lesson)? A teacher may use a diagram or picture to facilitate a discussion about Component 4 as a catalyst to stimulate student discussion and reflection.

Component 5 Lesson Conclusion – Reflection/Metacognition on Student Goals

Component 5 is designed to offer a wrap-up to the lesson. The focus for Component 5 is on the whole lesson. In particular, the focus is on helping students reflect on their progress, achievement, or partial achievement, of goals and their performance and understanding during the lesson. Like Component 4D, Component 5 has a high metacognitive aspect for students – thinking about their own thinking – which can be further enhanced by teacher modelling.

Annex 6: Sample Daily and Weekly Class Programs

SAMPLE DAILY CLASS PROGRAM FOR GRADES 3 Intervention Camp

From	To	No. of Mins.	Activity
8:00	8:05		Movement to Class
8:05	8:50	45	Lesson 1 Reading
8:50	8:55		Class Break
8:55	9:40	45	Lesson 2 Reading
9:40	10:00		Recess
10:00	10:45	45	Lesson 3 Reading
10:45	10:50		Class Break
10:50	11:35	45	Lesson 1 Mathematics
11:35	12:35		LUNCH BREAK
12:35	1:20	45	Lesson 2 Mathematics
1:20	1:25		Class Break
1:25	2:10	45	Lesson 3 Mathematics
2:10	Onward		Camp-like Interest Activities

Note: Each Camp shall be deployed with 1 LCV. For a LCV to teach in Grade 3 Reading Intervention Camp, LCV shall have an experience/training in teaching Reading.

SAMPLE CLASS PROGRAM FOR GRADES 7 Consolidation Camp

From	To	No. of Mins.	Activity
8:00	8:05		Movement to Class
8:05	8:50	45	Lesson 1 English
8:50	8:55		Class Break
8:55	9:40	45	Lesson 2 English
9:40	10:00		Recess
10:00	10:45	45	Lesson 1 Mathematics
10:45	10:50		Class Break
10:50	11:35	45	Lesson 2 Mathematics
11:35	12:35		LUNCH BREAK
12:35	1:20	45	Lesson 1 Science
1:20	1:25		Class Break
1:25	2:10	45	Lesson 2 Science
2:10	Onward		Camp-like Interest Activities

Note: Each Camp shall be deployed with 1 LCV considering the specialization. For Grade 7 Mathematics Consolidation Camp, LCV shall be specialized in Mathematics.

SAMPLE WEEKLY SCHEDULE FOR GRADES 3
Intervention Camp

TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	8:05	COLLABORATIVE EXPERTISE SESSION (LCV Planning & Preparation	Movement to Class			COLLABORA TIVE EXPERTISE (LCV Review of Instruction)
8:05	8:50		Lesson 1 Reading	Lesson 1 Reading	Lesson 1 Reading	
8:50	8:55		Class Break	Class Break	Class Break	
8:55	9:40		Lesson 2 Reading	Lesson 2 Reading	Lesson 2 Reading	
9:40	10:00		RECESS			
10:00	10:45		Lesson 3 Reading	Lesson 3 Reading	Lesson 3 Reading	
10:45	10:50		Class Break	Class Break	Class Break	
10:50	11:35		Lesson 1 Mathematics	Lesson 1 Mathematics	Lesson 1 Mathematics	
11:35	12:35		LUNCH BREAK			
12:35	1:20		Lesson 2 Mathematics	Lesson 2 Mathematics	Lesson 2 Mathematics	
1:20	1:25		Class Break	Class Break	Class Break	
1:25	2:10		Lesson 3 Mathematics	Lesson 3 Mathematic	Lesson 3 Mathematics	
2:10	Onward		Camp-like Interest Activities			
Estimated Total Teacher-Learner Engagement = 4.5 Hours						

SAMPLE LEARNING CAMP WEEKLY SCHEDULE FOR GRADE 7
Consolidation Camp

TIME		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	8:20	COLLABORATIVE EXPERTISE SESSION (LCV Planning & Preparation	School Assembly			COLLABORA TIVE EXPERTISE (LCV Review of Instruction)
8:20	8:25		Movement to Class			
8:25	9:10		Lesson 1 English	Lesson 1 English	Lesson 1 English	
9:10	9:15		Class Break	Class Break	Class Break	
9:15	10:00		Lesson 2 English	Lesson 2 English	Lesson 2 English	
10:00	10:15		RECESS			
10:15	11:00		Lesson 1 Mathematics	Lesson 1 Mathematics	Lesson 1 Mathematics	
11:00	11:05		Class Break	Class Break	Class Break	
11:05	11:50		Lesson 2 Mathematics	Lesson 2 Mathematics	Lesson 2 Mathematics	
11:50	1:00		LUNCH BREAK			
1:00	1:45		Lesson 1 Science	Lesson 1 Science	Lesson 1 Science	
1:45	1:50		Class Break	Class Break	Class Break	
1:50	2:35		Lesson 2 Science	Lesson 2 Science	Lesson 2 Science	
2:35	Onward	Camp Fun-filled Activities				
Estimated Total Teacher-Learner Engagement = 4.5 Hours						