



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



28 May 2024

REGIONAL MEMORANDUM

No. 333.2024

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 OTHER 2024 END-OF-SCHOOL-YEAR (EOSY) BREAK ACTIVITIES IN SUPPORT OF THE NATIONAL LEARNING RECOVERY PROGRAM (NLRP)

To: Assistant Regional Director
Schools Division Superintendents
All Others Concerned

1. Relative to the unnumbered Memorandum, the Department of Education (DepEd), through the Curriculum and Teaching (CT) Strand, provides ***Guidelines for the Effective Implementation of the National Learning Camp and on the Utilization of 2024 Program Support Funds (PSF) to DepEd Regional Office (Ros) for the Implementation of the National Learning Camp (NLC) and other 2024 End-Of-School-Year (EOSY) Break Activities in Support of the National Learning Recovery Program (NLRP)*** as stipulated in DepEd Order (DO) No. 014, s. 2023 titled **Policy Guidelines on the Implementation of the National Learning Camp (NLC)**.

2. The National Learning Camp (NLC) is integral to the overarching National Learning Recovery Program (NLRP), encompassing a three (3) to five (5) weeks 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.

3. The 2024 NLC target learners are those 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).

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 the learning areas other than offered in the NLC, for them to receive targeted instruction assistance and guidance.

5. The implementation of the 2024 NLC and other EOSY Break Activities shall be funded by the remaining Program Support Fund (PSF) from the FY 2023 (R.A.11936) General Management and Supervision – Maintenance and Other

Operating Expenses (GMS-MOOE) downloaded to Schools Division Offices in the previous NLC and if not sufficient shall be augmented with additional funds charged against the FY 2024 (R.A.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.

6. Any excess from the FY 2023 GMS MOOE funds, after the conduct of the 2024 NLC and Other EOSY Break Activities and payment of all 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 OUT-OUF Joint Memorandum on the Guidelines on the Utilization of the 2023 Program Support Funds (PSF) to the Schools Division Offices (SDOs) 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 DepEd Learning Camp Volunteers (LCVs) and/or remuneration for non-DepEd LCVs and other eligible expenditures that form part of the operational expenses in the implementation of the 2024 NLC Other EOSY Break Activities".

8. The following are the general eligible expenditures and activities to be funded to support the implementation of the 2024 NLC and other EOSY Break Activities, 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 DepEd LCVs and or remuneration of non-DepEd LCVs; and
- C. Expenses related to the conduct of orientation activities for the implementation of 2024 NLC


9. Attached are the following guidelines

- Specific Guidelines on the Eligible Expenditures
- Payment of meal expenditures for DepEd LCVs and/or Remuneration of Non-DepEd LCVs
- Expenses related to the conduct of orientation activities in the implementation of the 2024 NLC
- Annex 1-A: Minimum Technical Specification for Enhancement Teaching-Learning Materials for Grades 1 to 3 and 7 to 10
- Annex 1-B: Minimum Technical Specification for Consolidation Teaching-Learning Resources for Grades 1 to 3 and 7 to 10
- Annex 1-C: Minimum Technical Specification for Intervention Teaching-Learning Resources for Grades 1 to 3 and 7 to 10
- Annex 2: Guidelines on the Engagement of Learning Camp Volunteers (LCVs)
- Appendix B of Annex 2: Assessment and Selection Report of Hiring Learning Camp Volunteers
- Appendix C of Annex 2: Job Order Contract

- Appendix D of Annex 2: Registry of Learning Camp Volunteers
- Appendix E of Annex 2: Summary Report of Learning Camp Volunteers
- Annex 4-A: Names of Recommended Learners for NLC, Per Camp (Grade 1 to 3)
- Annex 4-B: Names of Recommended Learners for NLC, Per Camp (Grades 7 to 10)
- Annex 4-C: School Consolidated Data on the Number of NLC Learners
- Annex 4-D: Consolidated Data of NLC Learners & LCV Requirement (Grades 1,2,3,7,8,9and 10)
- Annex 4-F: SDO Consolidated Data of NLC Learners & Corresponding LCV Requirement (Grades 1,2,3,7,8,9and 10), By Learning Area
- Annex 4-G: SDO Consolidated Data of LCVs for Hiring, By Grade Groups, Camps & Specification
- Annex 5-A: SDO Budgetary Requirement for 2024 National Learning Camp & Remedial Classes

10. For inquiries or concerns, please contact CES Jennifer P. Ande at the Curriculum and Learning Management Division (CLMD) through landline number (074) – 422-7096 or email address: car.clmd@deped.gov.ph.

11. Immediate dissemination of and strict compliance with this Memorandum is desired.


 Digitally signed by ESTELA P. LEON-CARIÑO EdD, CESO III
 Date: 2024.05.29 08:31:30
 +08'00'

ESTELA P. LEON-CARIÑO EdD, CESO III
 Director IV / Regional Director

Reference: As stated
 CLMD/JPA/wcb/ 2024

Specific Guidelines on the Eligible Expenditures

1. 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. 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. Any additional specifications issued by the Curriculum and Teaching (CT) Strand in the future shall be considered.
- (c) 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.
- (d) 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.
- (e) 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.

- (f) 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.

2. Payment of meal expenses for DepEd LCVs and/or Remuneration of Non-DepEd LCVs

The set of **Guidelines on the Engagement of Learning Camp Volunteers** attached in **Annex 2** provides the mechanisms, procedures, and standards in the recruitment, selection, and engagement of LCVs.

- (a) Meal expense is Php 250.00/day of actual service/DepEd LCV/; and/or Remuneration for Non-DepEd LCV which shall be based on the minimum daily wage set by the National Wages Productivity Commission (NWPC) per region (*Guidelines on the Engagement of LCVs, paragraph 9.d*) in **Annex 3**.
- (b) Number of LCVs required is based on the number of learners per camp, per learning area, and per grade level, using the parameters below:
NLC:
- Intervention Camp: maximum of 10 learners per LCV
 - Consolidation Camp: maximum of 35 learners per LCV
 - Enhancement Camp: maximum of 35 learners per LCV
- (c) 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 the 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	13	1	34	1
E	5	1	12		33	1
F	5		8		24	1
G	2		10	1	11	
H	6	1	10		32	
I	2		13		25	1
J	9	1	33	1	12	
Total		5		4		6

- (d) In case of a shortage of LCVs meeting the eligible requirements, the following **tiered prioritization approach** of deployment/assignment of LCVs shall be implemented by the SDSs.
- i. Tier 1 – Intervention Camp
 - ii. Tier 2 – Consolidation Camp
 - iii. 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 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

- (e) For ROs and SDOs to compute the total amount needed to pay the meal expense of DepEd LCVs and/or Remuneration of Non-DepEd LCVs for NLC, the data gathering templates in Annex 4-A to Annex 4-I shall be accomplished by the responsible official/personnel, guided by their respective responsibilities in the table below:

Responsible Official/Personnel	Responsibility	Template/Annex
Teacher	1. Identifies the learners in the learning area she/he teaches, per camp.	Annex 4-A (Grades 1, 2, 3)
	2. Recommends them to the school head, by writing the names of the learners in the template in Annex 4-B or Annex 4-B.	Annex 4-B (Grades 7, 8, 9, 10)
	3. Submits the accomplished template to the school head.	
School Head	1. Validates the data submitted by the teachers.	Annex 4-C (Grades 1, 2, 3 and 7, 8, 9, 10)
	2. Consolidates the data by grade level, by learning area, and by camp, using the template in Annex 4-C.	
PSDS	2. Submits the accomplished template to PSDS.	Annex 4-D (Grades 1, 2, 3 and 7, 8, 9, 10)
	1. Validates the data submitted by the school heads.	
	2. Consolidates the data by school, grade level, learning area, and camp using the template in Annex 4-D.	
	2. Explores the possibility of merging learners from nearby schools of the same camp, learning area, and grade level to optimize the services of LCVs.	
	3. Submits the accomplished template to SDO through the Learning Area EPS	
	1. Consolidates the data of learners in the learning area he/she manages,	Annex 4-E

SDO Learning Area EPS	by district, by grade level, and by camp, using the template in Annex 4-E. 2. Submits the accomplished template to the CID Chief.	(Grades 1, 2, 3 and 7, 8, 9, 10)
CID Chief	1. Consolidates the data of learners for the 5 learning areas, by district, by grade level, by camp, using the template in Annex 4-F. 2. Submits the accomplished template to the ASDS.	Annex 4-F (Grades 1, 2, 3 and 7, 8, 9, 10)
ASDS	1. Checks and validates the data submitted by the CID Chief, considering the report of the HRMPSB Sub-Committees. 2. Submits the checked and validated data to the SDS.	Same template, Annex 4-F (Grades 1, 2, 3 and 7, 8, 9, 10)
SDS	1. Analyzes the report of the ASDS based on the results submitted by HRMPSB Sub-Committees. 2. Determine the optimum number of candidates deemed most qualified for hiring following the order of priorities. 4. Finalizes the LCVs potential to be hired for the 3 camps, in Reading, English, Science, and Mathematics for Grades 1 to 3 and 7 to 10. 5. Informed by the relevant information, decides on the number of LCVs to be hired considering capacity of the SDO in terms of financial and human (<i>LCV who met the preferred qualifications</i>) resources. 6. Implements tiered prioritization approach , in case of shortage of LCVs meeting the eligible requirements. 6. Inputs the final data in the template, Annex 4-G. 7. Submits the accomplished template to the RO through the CLMD Chief.	Annex 4-G (Grades 1, 2, 3 and 7, 8, 9, 10)
CLMD Chief	1. Consolidates the data by SDO using the template in Annex 4-H. 3. Informs the RO-EPS in ESM on the total number of LCVs required per level, per camp, per SDO. 3. Submits to the Budget Officer and Accountant as input for the computation of	Annex 4-H (Grades 1, 2, 3 and 7, 8, 9, 10)

	budget requirement for LCVs required per SDO.	
Regional Budget Officer	1. Validates the financial capacity per SDO. 2. Computes the budgetary requirement per SDO. 2. Consolidates the budget needed for the whole region. 3. Ensures 100% utilization of GMS 2023 Continuing Funds 4. Prepares the computation of additional funds for request. 5. Submits to the Regional Director, using template in Annex -4-1.	Annex 4-1 (Budgetary Requirement for LCVs per SDO)
Regional Director	1. Approves/modifies/disapproves the budget requirement prepared by the Budget Officer, based on the capacity per SDO.	Same template. Annex 4-1 (Budgetary Requirement for LCVs per SDO)

- (f) 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.

3. 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 not exceed Php 300.00 per participant in the following:

- i. *Orientation for District Facilitators.* This shall be conducted by the Chief Facilitators composed of Curriculum Learning and Management Division (CLMD) Chiefs, Curriculum Implementation Division (CID) Chiefs, and Regional Office Education Program Supervisors in English, Science, and Mathematics (RO-EPS in ESM), who shall strategically organize themselves into teams to cover all the districts in their respective SDOs. The orientation shall be conducted in school/s strategically located and accessible to all the expected participants.

Each district shall organize two (2) teams of facilitators composed of 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).

- ii. *Orientation for the LCVs.* This shall be conducted by the two (2) teams of facilitators in each district of the SDOs. 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 ROs/districts with more than 100 LCVs per learning area in a particular learning area and grade level to ensure quality outcomes.
- (c) To determine the budget for the conduct of orientation, letter "a" is multiplied by the total number of qualified LCVs to be hired as submitted by the SDOs and verified by the ROs, and the number of facilitators in the district and school/cluster of school levels.
- (d) Considering the above eligible expenditure items, SDO accountable officials shall accomplish the template in **Annex 5-A** and submit to RO; while ROs consolidate them using the template in **Annex 5-B**, which will be approved by the **Regional Directors**, and consequently endorsed to the Central Office through the BLD for request of additional funds if necessary.

Monitoring and Evaluation

All NLC Coordinator designated by the Schools Division Superintendents', in coordination with the Finance Division, shall oversee and monitor the utilization of the aforesaid funds. The NLC coordinators shall prepare a consolidated Accomplishment Report which shall be submitted to the BLD not later than **August 15, 2024**, through a the google drive link: <http://tinyurl.com/SDOReports>.

Submission of accomplishment reports shall be closely monitored by the CLMD and CID to ensure compliance of all Schools Division Offices. The accomplishment report template is provided in Annex 6 of this Memorandum.

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	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Foldcote Cal. 12 solid white uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black with 1 Side UV Coating 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.	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 1 120 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Foldcote Cal. 12 solid white uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black with 1 Side UV Coating 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.	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 2 120 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 uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black with 1 Side UV Coating 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.	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 uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black with 1 Side UV Coating 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.	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	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Foldcote Cal. 12 solid white uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black with 1 Side UV Coating 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.	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 7 150 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Foldcote Cal. 12 solid white uncoated textpaper Basis wt. 70 gsm with -3%; Opacity 90% with -3%; Brightness 80% with -3% Color: Cover Black with 1 Side UV Coating 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.	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 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 answer/extra sheets for learners.

2. For option 2 in-house printing using printers, photocopier, nro 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.

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	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 only with 1 Side UV Coating 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	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 1 120 pages + cover	Book size: A4 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 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	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 2 120 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: 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	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	Book size: A4 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 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	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 3 216 pages + cover			Grade 3 216 pages + cover		
Consolidation English Science Mathematics	Grade 7 154 pages + cover	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	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 7 74 pages + cover	Book size: A4 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 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	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 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 answer/extra sheets for learners

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 RDs

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: 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 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	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 1 120 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 only with 1 Side UV Coating 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	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 2 120 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: 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	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	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover 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 Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages	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 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: 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	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 7 200 pages + cover	Book size: A4 No. of pages: As indicated Excluding Cover Quantity: Cover stock: Self Cover 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 Finishing/Binding: Perfect Binding for those with 96 pages and above; while Saddle Stitch for those below 96 pages	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 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 answer/extra sheets for learners.
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 RDs.

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. 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 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.
14. A special HRMPSEB 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 of Annex 2 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 2*). 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 2*.

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.
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 2*. 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 report 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 2*, 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 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 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 2

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

[illegible]

Note: Attach the assessment coding, tool, and rubric used in the interview, learning facilitation demonstration/ exercise, and written examination.

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 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:

HRMPSB

Appendix E of Annex 2
DEPARTMENT OF EDUCATION
REGIONAL SUMMARY REPORT ON LEARNING CAMP VOLUNTEERS

Name of Region: _____
 Period of: _____

PART A. Learning Camp Volunteer Complement

1. 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)	SOD MOOE	School MOOE	Other Source (if applicable)	Fund if	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
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 RGA	Teacher applicants who did not meet the cut off score per existing DepEd learning guidelines	Other LET Passers in the Locating
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 3: Daily Minimum Wage by Region as Prescribed by Philippines Wage Productivity Commission

Region	Minimum Wage/Day	Minimum Wage/Hour	Minimum Wage/4.5 hours
(A)	(B)	(C)	(D)
Region I	435.00	55.00	248.00
Region II	435.00	55.00	248.00
Region III	500.00	65.00	293.00
Region IV-A	520.00	65.00	293.00
Region IV-B	395.00	50.00	225.00
Region V	395.00	50.00	225.00
Region VI	480.00	60.00	270.00
Region VII	468.00	60.00	270.00
Region VIII	405.00	51.00	230.00
Region IX	381.00	47.75	215.00
Region X	438.00	55.00	248.00
Region XI	443.00	55.50	250.00
Region XII	403.00	50.50	227.00
CARAGA	385.00	50.00	225.00
CAR	430.00	53.75	242.00
NCR	610.00	76.25	343.00
Grand Total			

**Annex 4-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 4-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 <small>(For English & Mathematics only)</small>	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.
1.	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 4-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 _____

Address: _____
SDS: _____

SDO Data of MLC Learners and LCV Requirement By Learning Area

[illegible][illegible]

SIDO Learning Area Support Unit

Annex 4-G: SDO Consolidated Data of LCVs for Hiring, By Grade Groups, Camps & Specialization

SIC)

Specialization of LCV in READING/ENGLISH, SCIENCE, MATH

Addition:

5015

SPD Consolidated Data of Leave By Grade Groups, Camps & Specialization

[illegible]

Submitted by:

5015

SDC _____
SDS _____

Additions: _____

[illegible]

Studio Budget Officer

SDO NAC Coordinator

CID Chief

ASIDS

Approved:

5115

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:
Utilization Rate for BEC 2024 Funds		
Total Budget Downloaded to RO from GMS 2023 Continuing Funds:	Amount Utilized:	Balance:
Total Amount Downloaded to RO:	Total:	Total:
Utilization Rate for GMS 2023 Continuing Funds:		
Average Utilization Rate:		

