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Republic of the Philippines
Department of Education
REGION I



Office of the Regional Director

REGIONAL MEMORANDUM
No. 664, s. 2022

JUN 20 2022

**BASIC EDUCATION LEARNING RECOVERY PLAN
IN LIGHT OF THE COVID 19 PANDEMIC**

To: Schools Division Superintendents

1. In view of the progressive expansion of face-to-face classes, the Department of Education Regional Office 1 has developed a **Basic Education Learning Recovery Plan (BELRP)** to guide SDOs and schools in addressing learning gaps due to pandemic-related disruptions.
2. The BELRP primarily aims to ensure that learners across grade levels can catch up and accelerate their learning. Moreover, the framework intends to address socio-emotional and behavioral recovery of learners.
3. Schools are encouraged to intensify reading interventions, identify learning gaps, develop appropriate assessment, and conduct remediation and intervention programs/activities.
4. SDOs are requested to conduct orientation activities to guarantee that the BELRP is implemented in the school level. Furthermore, SDOs are directed to undertake monitoring activities to ensure the compliance of schools with the provisions of the BELRP.
5. Queries or concerns may be coordinated with the Curriculum and Learning Management Division through email: clmd.region1@deped.gov.ph.
6. Immediate dissemination of this Memorandum is desired.


TOLENTINO G. AQUINO
Director IV

Encl.: As stated
References: None
To be included in the Perpetual Index
Under the following subject:

BASIC EDUCATION RECOVERY PLAN

CLMD/jps/RM_BELRP
June 15, 2022

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Republic of the Philippines
Department of Education
Region I

Curriculum and Learning Management Division

**BRIDGING LEARNING COMPETENCIES:
DEPED REGION 1 BASIC EDUCATION LEARNING RECOVERY PLAN**

The COVID-19 pandemic threw regular school education into disarray. Although physical school facilities were closed, school education was expected to continue. This interruption resulted in a variety of schooling options, ranging from modular instruction to online learning.

As restrictions were eased during the last quarter of 2021, schools began to reopen. Because the results of the pilot implementation were positive, the Department of Education began to reopen other schools in order to gradually adopt F2F classes.

However, based on the results of monitoring and evaluation, it was found out that learners across levels experienced difficulty learning the competencies set for their grade level because of learning gaps. *Learning gaps* are defined as the gaps between what a learner should have learned by a specific grade level and what they have actually learned up to that time. These gaps frequently widen. This means that unless they are addressed, students are likely to fall farther behind as a result of the skills and knowledge they lack. This obviously presents a significant difficulty for both teachers and students.

Indeed, the presence of learning loss seems apparent. “Learning loss” refers to any specific or general loss of knowledge and skills or reversals in academic progress, most commonly due to extended gaps or discontinuities in a student’s education. This is mainly caused by disrupted formal schooling, including “summer learning loss” (Huong and Jatturas, 2020).

In studies conducted by the OECD (2020) and the ADB (2021), learning loss was connected to school closures, despite the implementation of learning continuity efforts instead. Closed schools result in the loss of information and learned abilities on which future learning might be built.

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The enhancement activities shall be two-pronged. The competencies that are being recovered will be bolstered through a variety of pedagogical strategies in order to ensure that they are fully mastered. On the other hand, learners who demonstrate a high degree of competency in the key stage/grade level standards will be supplied with enhancement activities for enduring learning. This component makes the Learning Recovery Plan inclusive and context-appropriate.

Socio-Emotional Development Interventions

In order to help students, address the feelings caused by the trauma of this pandemic, social-emotional and behavioral learning (SEBL) is needed toward creating a better normal following the disruption caused by COVID-19.

It is important to critically consider self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making in addition to academic skills, learners need to develop in this time.

Self-Awareness

The ability to be aware of one's inner life—one's emotions, thoughts, behaviors, values, preferences, goals, strengths, challenges, attitudes, mindsets, and how these elements impact behavior and choices across contexts.

Self-Management

The ability to navigate and shift in a healthy way one's thoughts, emotions, and behaviors in order to make decisions and reach goals that benefit oneself and others.

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; the realistic evaluation of consequences of various actions; and a consideration of the well-being of oneself and others.

Relationship Skills

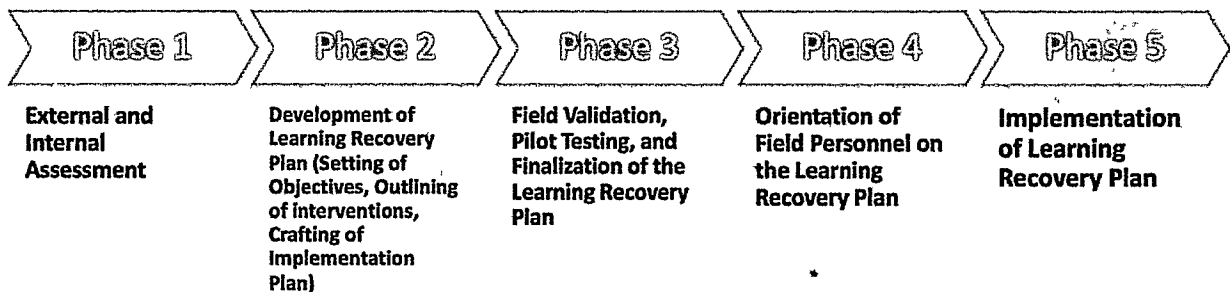
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Social-Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.

Implementation Plan

The Learning Continuity Plan will be implemented in five phases. It shall start with assessment which includes external assessment (monitoring and evaluation, FGD, classroom observation) and internal assessment (formative tests).



The Learning Recovery Plan will be built on the assessment results. For possible revision, the LRP will be validated by stakeholders and school leaders. Field personnel will be orientated or trained for the Plan's regional and local implementation.

Timetable

Activity	Schedule	In-Charge
Conduct of Classroom Observation, Focus Group Discussion, and Benchmarking	April to July 2022	CLMD
Mapping of Curriculum (Key Stage and Grade-Level Standards)	June to July 2022	CLMD, CID
Training Workshop on the Identification of Learning Loss and Learning Gaps	August 2022	CLMD, NEAP
Development of Standardized Tests for the Identification of Learning Gaps	August 2022	CLMD, CID
Conduct of Classroom-based Assessment	August 2022	CLMD, CID
Orientation on Utilization of Assessment Results	September 2022	CLMD, NEAP, PPRD
Training-Workshop on the Development of School Learning Recovery Plan	September 2022	CLMD, NEAP
Prototyping and Evaluation of SLRP	October to November 2022	CLMD, CID
Monitoring and Evaluation	October 2022 to March 2023	CLMD, CID, FTAD, PPRD, QAD
Post-Assessment of LRP thru Standardized Test	May to June 2023	CLMD, PPRD, CID
Analysis of Results/Adjustment of SLRP	July to August 2023	CLMD, PPRD, CID
Development of Policy Guidelines on the Implementation of Learning Recovery Plans across Governance Levels	September 2023	CLMD, PPRD, NEAP

Implementation Arrangements

The Curriculum and Learning Management Division (CLMD) shall take the lead in the implementation of the Learning Recovery Plan. Moreover, the CLMD shall coordinate with RO Functional Divisions and SDO key personnel for the effective execution of the program.

The National Educators Academy of the Philippines Region 1 shall align the professional development programs for teachers with this Recovery Plan. NEAP R1 shall also set Professional Development Agenda for school heads, and instructional leaders in the implementation of the LRP.

The **Policy, Planning, and Research Division** shall ensure that schools formulate Learning Recovery Plans and integrate the same in the School Improvement Plan. Likewise, PPRD shall encourage RO and field personnel to conduct researches in line with the implementation of the Learning Recovery Plan.

The **Quality Assurance Division** shall lead in the development of monitoring tools to ensure the effective implementation of the Learning Recovery Plan.

The **Education Support Services Division (ESSD)** shall continue to forge partnership with stakeholders to help the field personnel in implementing the Learning Recovery Plan.

The **Field Technical Assistance Division (FTAD)** shall ensure the provision of technical assistance through the Field Technical Assistance Teams in the implementation of the Learning Recovery Plans of the SDOs that schools formulate Learning Recovery Plans and integrate the same in the School Improvement Plan.

The **Schools Division Offices** shall ensure the implementation of the BELRP in the school level. For a seamless implementation of the BELRP, SDOs, particularly the CID and the SGOD, must coordinate with their corresponding offices in the Regional Office.