



Republic of the Philippines  
**Department of Education**  
REGION VI – WESTERN VISAYAS  
SCHOOLS DIVISION OF CAPIZ

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September 30, 2022

**DIVISION MEMORANDUM**  
NO. **370** S. 2022

**REGION VI BASIC EDUCATION LEARNING RECOVERY AND CONTINUITY  
PLAN (BE-LRCP) FOR SY 2022-2023**

To: OIC, Office of the Assistant Schools Division Superintendent  
Chief Education Supervisors  
Curriculum Implementation Division  
School Governance and Operations Division  
Public Schools District Supervisors  
Heads of Public Elementary, Secondary and  
Integrated Schools  
All Others Concerned

1. Attached is **Regional Memorandum No. 749, s. 2022** titled “**Region VI Basic Education Learning Recovery and Continuity Plan (BE-LRCP) for SY 2022-2023**”.
2. Immediate dissemination of this Memorandum is desired.

  
**MIGUEL MAC D. APOSIN EdD, CESO V**  
Schools Division Superintendent



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Republic of the Philippines  
**Department of Education**  
REGION VI-WESTERN VISAYAS

SEP 28 2022

REGIONAL MEMORANDUM  
No. 749 s. 2022

**REGION VI BASIC EDUCATION LEARNING RECOVERY AND  
CONTINUITY PLAN (BE-LRCP) FOR SY 2022-2023**

To: Schools Division Superintendents  
All Others Concerned

1. As mandated in Republic Act 9155 otherwise known as the Governance of Basic Education Act of 2001, the DepEd Region VI issues the Basic Education Learning Recovery and Continuity Plan (BE-LRCP) for School Year 2022-2023.
2. Anchored on the SUPPORT recovery framework of the Region, the attached BE-LRCP aims to guide, assist, and support the Schools Divisions in the operationalization of their strategic plans and action steps for the full face-to-face classes and to address the learning losses and gaps brought about by the pandemic. This document captures the best practices and innovations of the Schools Divisions and the Region to ensure the continuity of learning and it envisions to enhance and intensify the strategies and mechanisms to ensure another fruitful year of teaching-learning engagements.
3. Immediate and wide dissemination of this Memorandum is desired.

**RAMIR B. UYTICO EdD, CESO III**  
Regional Director

Encl.: None  
Reference: RA 9155  
To be indicated in the Perpetual Index  
under the following subjects:

BASIC EDUCATION      CURRICULUM      LEARNING RECOVERY AND CONTINUITY PLAN

DepSDRO6-CLMD-RM-2022



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**The Home of the Champions**

# Basic Education Learning Recovery and Continuity Plan (BE-LRCP)

**SY 2022-2023**



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# Introduction

DepEd Region VI hurdled the challenges brought by the pandemic and continued to perform its mandate with the 21 Schools Division Offices (SDOs) and the 8 Functional Divisions in the region working collaboratively to ensure the continuity of quality education for the learners.

**Collaboration, Support System, and Innovations** served as moving forces and enabling mechanisms of the region in realizing its mantra ... *where every child is a champion*. The operationalization of the BE-LCP+ for SY 2021-2022 was best harmonized by the presence of a **strong support system**. The regional office guaranteed utmost performance of all personnel in the different governance levels in the discharge of their roles and functions. The pool of support served as the *Ways Forward* of DepEd VI as it continues to employ interventions and devise new strategies and approaches to meet the needs and demands of all learners for quality basic education. **Collaboration and Support System resulted in the explosion of academic innovations**. There is a plethora of educational innovations across different levels of governance that inspired everyone to take his/her share in improving the delivery of learning despite remote learning.

The journey of DepEd Region VI in championing innovative strategies and relevant approaches despite the test of the pandemic was clearly mapped out in the BE-LCP+. It takes pride in its accomplishments and further affirms its commitment of bringing out excellence in everyone: the education leaders, the teachers, the stakeholders, and, most importantly, the Champion learners.

This Basic Education Learning Recovery and Continuity Plan (BE-LRCP) underscores the application of educational innovations and their impact to learning outcomes by addressing the learning gaps and its losses for this school year. It captures the strategies, activities, and practices shared by the Schools Divisions to be utilized, adopted, and replicated in the entire region. Thus, the culture of continuous learning from one another, and the principle of continuous improvement are the guideposts of the region in the operationalization of this BE-LRCP.

The region welcomes another school year with renewed strength and bolder perspectives not only in addressing the continuity of learning but also its recovery. This will be another year of showcasing the best education service to the learners: a more resilient DepEd Region VI.

## Gains of the BE-LCP+ 2021-2022

### 1. Accomplishments

**1.1 Enrolment.** The official total enrolment of the region for the SY 2021-2022 based on the Learners' Information System (LIS) as of January 15, 2022 was 2,104,060. This enrolment was 2% higher than SY 2020-2021 with a total enrolment of 2,064,755.

The enrolment per grade level gradually increased most especially in the junior and senior high schools when compared to the previous school year.

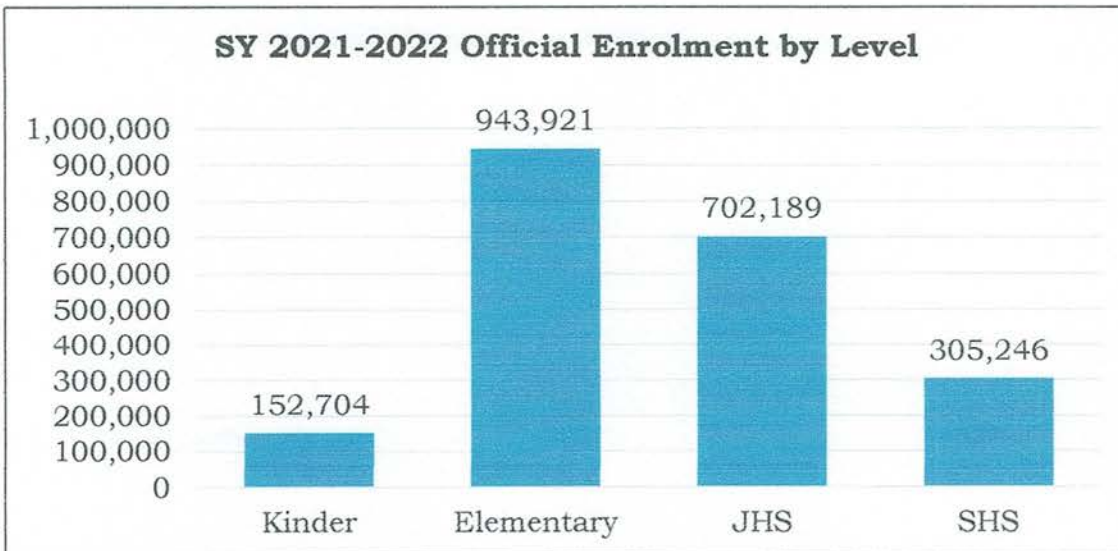
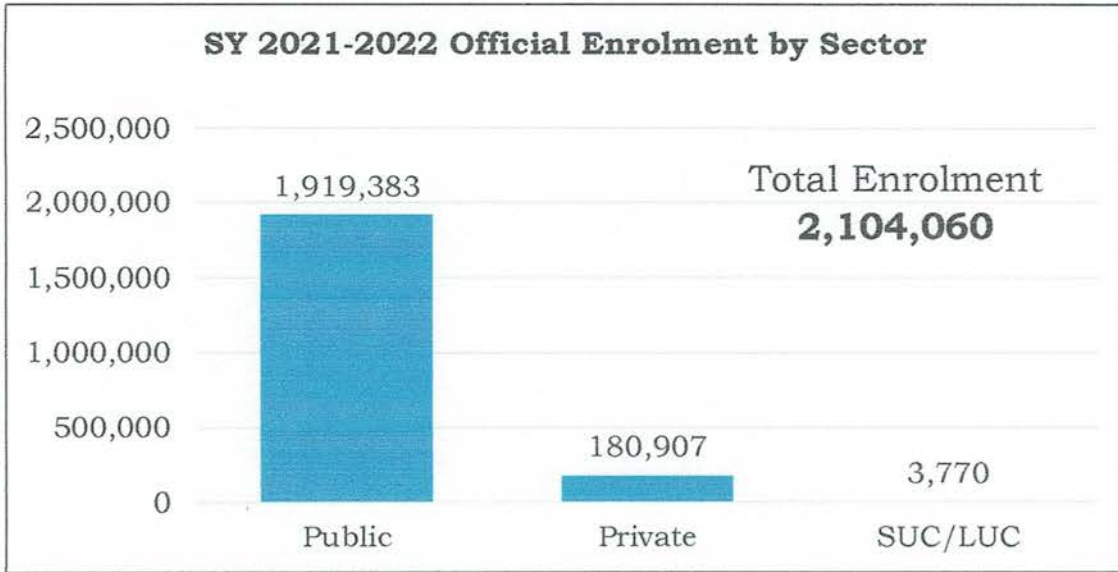


Figure 1. SY 2020-2021 Enrolment Data by Sector and by Level

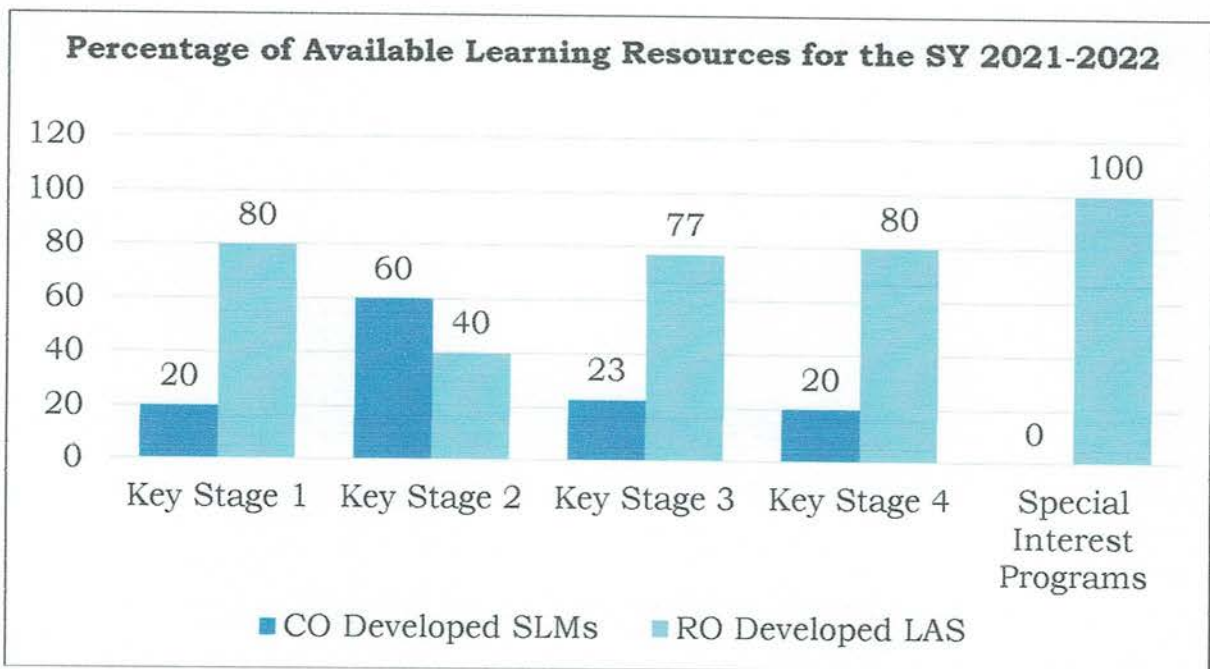
Despite the global health crisis, the desire of the Office to continue providing quality education realized the following accomplishments:

1. articulated and communicated the policies, guidelines, and plans of the region across governance level on the implementation of learning continuity and the implementation of face-to-face classes;
2. operationalized the Basic Education Learning Continuity Plan (BELCP);
3. ensured the school readiness through the provision of relevant trainings and technical assistances to schools division offices;
4. strengthened collaboration and partnership with the national government agencies and other stakeholders for safe school operations and governance;
5. mobilized internal and external resources to support instruction and program implementations; and,
6. implemented various support programs and projects through diverse and flexible modality.

**1.2 Effective Practices on Learning Resources.** The Learning Resources (LRs) play a vital role in ensuring that education continues despite the challenging situation. With the access to and provision of appropriate learning resources for the different learning delivery modalities, the diverse needs of learners in terms of their learning style were addressed.

The School Year 2021-2022 has been the most productive for the learning resources development teams. The development, quality assurance, and publication of learning resources across learning areas and grade levels were done and completed. The Self Learning Modules (SLMs), Learning Activity Sheets (LASs), Radio and Television Episodes, and video lessons were developed and produced. The first key stage learning resources were contextualized into four (4) Languages: Hiligaynon, Sinugbuanong Binisaya, Kinaray-a, and Akeanon as language of instruction in this stage.

The following table shows the summary of percentage of the available learning resources for the SY 2021-2022. The Key Stage 1, 3, 4 and the Special Interests Programs used 80%, 77%, 80% and 100% of the regionally-developed Learning Activity Sheets (LASs), while 60% of the LR in Key Stage 2 were Central Office-developed.



*Figure 2. Percentage of Developed Learning Resources*

The availability of these learning resources prepared all the schools and learning centers to combat ignorance and make learning happen for the last school year. These learning resources were made possible by the powerful thread that binds all the DepEd levels of governance - the Central Office through the Bureau of Learning Resources (BLR) in coordination with the Bureau of Learning Delivery (BLD), the Regional Office, the Schools Division Offices, and the Schools. The strong support for each other eased the development and production of the various types of learning resources in different formats.

The pooling of resources most especially the manpower in terms of writers, contextualizers, illustrators, editors, layout artists, quality assurance and management teams is essential in accomplishing the task. The unidirectional mindset of all personnel involved paved the way in making the availability of learning resources possible.

Developing and honing the expertise of the members of the development teams spelled a big difference in the production of quality learning resources. This was done through the continuous capability building activities on the different learning resource processes including full awareness of the guidelines on intellectual property rights.

The dictum “No problem is so big and insurmountable when shared and discussed by the right individuals at the right time” aptly illustrates how things worked well for the Learning Resource Management System (LRMS) personnel of both the regional and division levels. The Regional Convergence - Workshop on the Learning Resource Processes became an avenue to showcase the accomplishments, best practices, innovations and researches, and address all issues and concerns related to learning resources.



Moreover, the guidance and strong support of the top management in all the LR-related undertaking facilitated the just-in-time completion of the tasks to ensure that learning resources are readily available to those who would utilize them.

**1.3 Effective Practices on Learning Outcomes.** In school year 2021-2022, this Office issued a Regional Memorandum on the implementation of CHAMPerformance (Contextualized and Humanized Assessment for a Meaningful Performance-based Learning Results). This initiative aimed to provide an assessment framework that is doable during and even after this pandemic which would primarily serve as guidelines in the operationalization of the Schools Division's contextualized assessment plan.

The Curriculum and Learning Management Division gathered quarterly assessment results from the Schools Divisions and tracked the performances of the learners and provided interventions to learning gaps. The online Google Forms and Google Sheets were used in gathering the assessment results from the first to fourth quarters. These data were analyzed and reported and recommendations were communicated to the concerned offices.

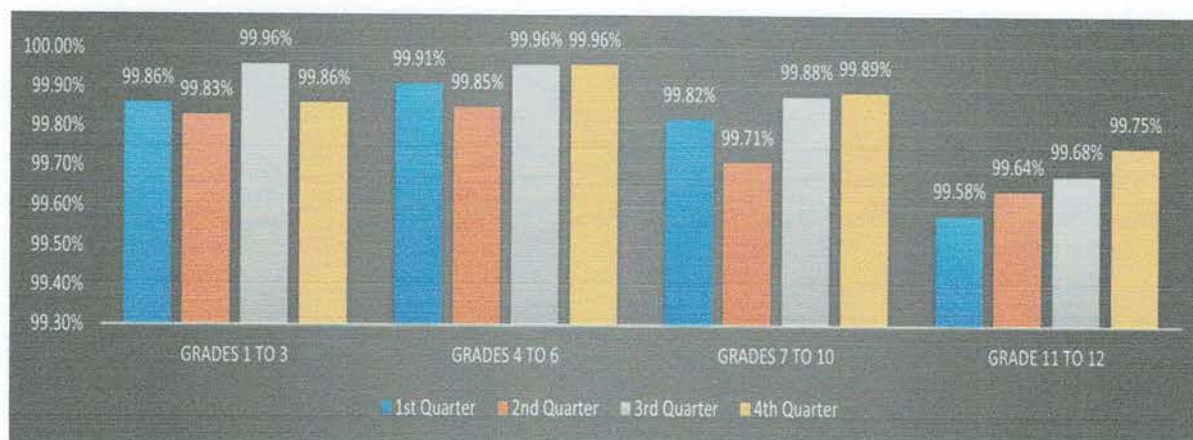


Figure 3. Percentage of Learners who Passed per Quarter for SY 2021-2022

Figure 3 shows that almost all learners in Region VI passed every learning area in each key stage from the 1<sup>st</sup> to 4<sup>th</sup> quarter of SY 2021-2022. However, there is a decrease in the percentage of learners who passed in the 2nd quarter of Key Stages 1 to 3.

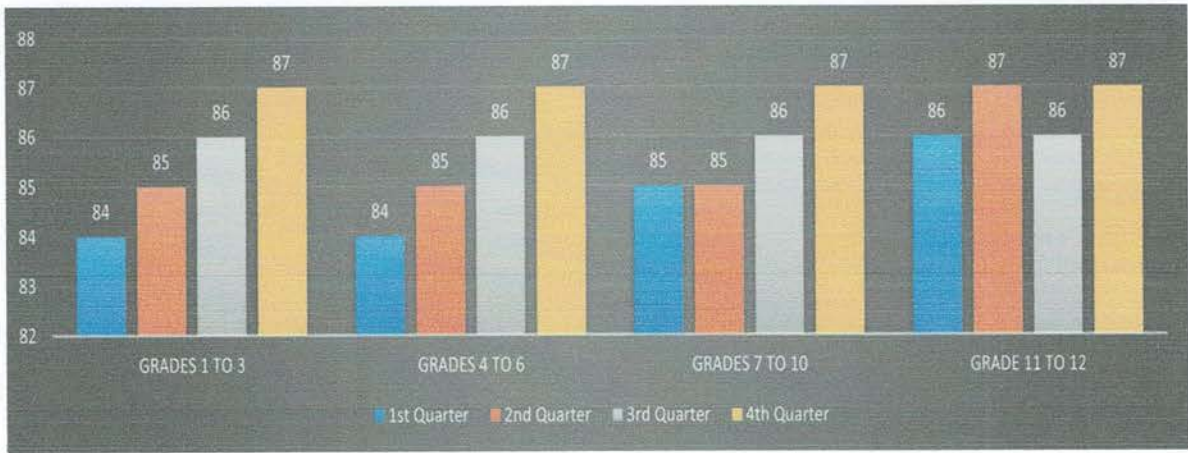


Figure 4. Average Grade of Learners by Key Stage per Quarter for SY 2021-2022.

As shown in Figure 4, the average grade of learners by quarter in each Key Stage ranges from 84 to 87. The data also show that the trend is increasing for Key Stages 1 to 3 except for Key Stage 4.

Generally, the data shown by Figures 3 and 4 display a positive trend in the graph behavior towards the end of the last quarter of the SY 2021-2022, which means that despite the threat of pandemic, learners were able to continue their education through the implementation of the BE-LCP+ of DepEd Region VI.

Such accomplishments and gains were realized because of the following initiatives from the 21 SDOs:

1. Gathered Quarterly Assessment Results such as Percentage of Learners who Passed and Average Grade by Learning Area and Key Stage.
2. Conducted Comprehensive Rapid Literacy Assessment (CRLA) of the ABC+
3. Initiated Capacity-building activities in the crafting of performance tasks, written works, and 21<sup>st</sup>-century assessments.
4. Monitored the Operationalization SDO's Assessment Plan with assessment initiatives

**1.4 Teaching and Learning Strategies.** Noteworthy innovations, initiatives and programs are the region's humble contribution and accomplishments in the operationalization of the BE-LCP+ of the country.

1. The At-Home Learning Spaces, Balay Tulun-an and Hayub-Hayub sa Kaalam and many others are the schools' creative responses which featured the conversion of available spaces at home and in the community into a replica of a classroom where learning took place.
2. The school has been brought closer to the learners through remote learning strategies and innovations such as the following: TVL Mobile Laboratory or TVL on Wheels, Science Mobile Ba-ul, Tutorial on Wheels, Mobile Library, EduKariton, TrysiSkul, ALS Cavalcade.
3. Kanta Basa, Teaching on Video, Digital Sign Language Dictionary for Learners with Special Needs (LSNs), Mathematics on Facebook, e- Science

Application, Offline Mobile Application were among the many strategies that dominated the learning innovations and modalities.

4. Digitization of assessment has been operationalized with emphasis on 21st century skills. This initiative paved the way for a more flexible assessment where online and offline modalities are being explored by the 21 SDOs.
5. To address the mental health issues, innovations on support system have been implemented such as: Home Visitation Plus, Tanong Mo, Sasagutin Ko: Call Center-like Help Desk.

These innovations on learning delivery, curriculum implementation, assessment, and curriculum management were realized because of the region's call for the institutionalization of educational innovations and the conduct of the Innovation Showdown. Alongside, the Curriculum and Learning Management Division (CLMD) introduced a proactive response to support the innovativeness and ingenuity of teachers, school leaders and instructional supervisors through its project: Learning InnoWVations.

**1.5 Limited Face-to-Face Implementation.** Adherent to the mandate of Office Order 00-OSEC-2022-003 (Interim Guidelines on the Expansion of Limited Face-to-Face Classes) dated February 02, 2022 and DepEd Order No. 017, s. 2022 (Guidelines on the Progressive Expansion of Face to Face Classes), the Division and Regional Composite Team had conducted validations for the readiness and compliance of the additional recommended schools for the progressive expansion of face-to-face classes using the School Safety Assessment Tool (SSAT).

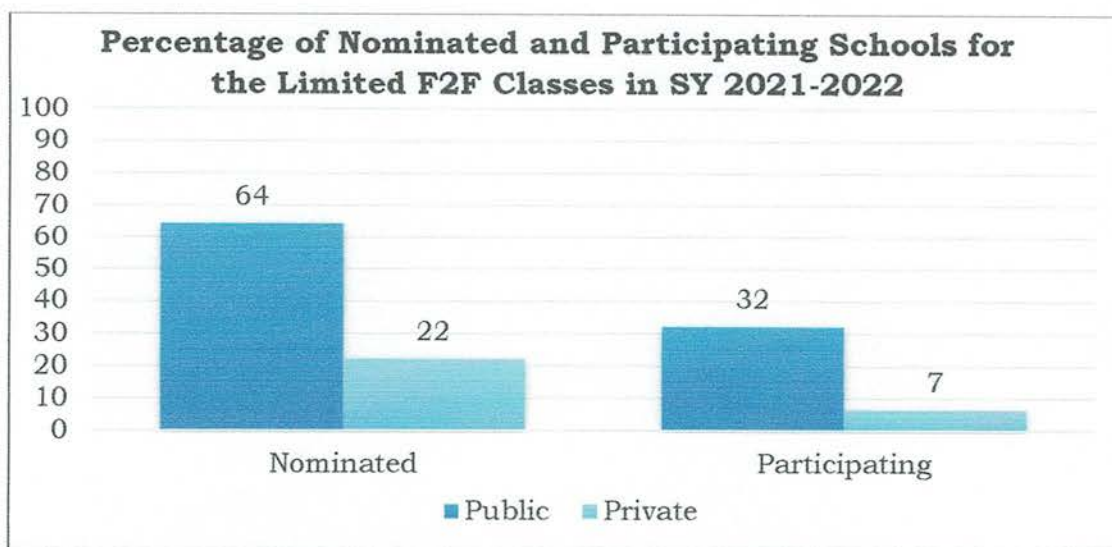


Figure 5. Data on Limited Face-to-Face Classes

Based on the Online F2F Monitoring Tool as of July 06, 2022, there is a total of 2,828 (55.94% of N) public and private schools nominated by the 21 SDOs for the progressive expansion of the face-to-face classes of which 2,605 (64.40% of N) are public schools and 223 (22.08% of N) are private schools.

The total number of participating schools is 1,366 (27.02% of N), 1,299 (32.11% of N) are public schools while 67 (6.63% of N) are private schools. Sipalay City has 100% participation of both the public and private schools in the F2F classes, while Capiz, Iloilo City, Kabankalan City, and La Carlota City have less than 5% participation. Out of the 2,828 total nominated public and private schools, 1,366 (48.30%) are already participating in the F2F classes. Cadiz City, Escalante City, San Carlos City, and Sipalay City have 100% nomination of public and private schools while Iloilo City has the lowest percentage of nominated schools (7.14% of N).

## **2. Insights Gained from Best Practices**

The following were the insights gained from the best practices of various implementers of the BE-LCP+ 2021-2022:

1. The synergy of all education leaders can catapult success. The collaboration among the planners, implementers, monitors, and technical assistance providers led to the seamless implementation of programs, projects, and activities stipulated in BE-LCP+.
2. Innovation and creativity of teachers and school heads accelerated learning as learning losses and challenges impoverished learners during pandemic.
3. Readiness and availability of varied learning resources ensured better self-learning opportunities for learners in the remote/distance learning.
4. Quality assurance (QA) mechanisms through the pool of QA teams backed up effective implementation of remote learning.
5. Home-school-community feedback mechanism played a vital role in the enhancement of the assessment performance of learners.
6. The first BE-LCP during the pandemic made everyone focus on innovating technical assistance mechanisms using virtual platforms. Now that we are in the new normal, those innovations are still useful because even when restrictions are relaxed, time has become different. The hybrid virtual and face-to-face modalities still works best even up to now.
7. In this world, change is permanent and FLEXIBILITY AND PASSION work best anytime, any season.
8. Strengthened partnership resulted to the provision of additional gadgets, trainings for teachers, school supplies, health supplies, reproduction of modules, and classrooms.

## **3. Issues and Needs for Recovery Initiatives**

### **3.1 Teaching and Learning**

**Learning Outcomes Level of Proficiency.** Figure 6 shows that the level of proficiency last school year was “nearly proficient” and “proficient”. These levels imply an average performance of learners across key stages.

KEY STAGE	Learning Outcomes Level of Proficiency for SY 2021-2022							
	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
	Proficiency Level	Proficiency Level	Proficiency Level	Proficiency Level	Proficiency Level	Proficiency Level	Proficiency Level	
GRADES 1 TO 3	84	Nearly Proficient	85	Proficient	86	Proficient	87	Proficient
GRADES 4 TO 6	84	Nearly Proficient	85	Proficient	86	Proficient	87	Proficient
GRADES 7 TO 10	85	Proficient	85	Proficient	86	Proficient	87	Proficient
GRADE 11 TO 12	86	Proficient	87	Proficient	86	Proficient	87	Proficient

Figure 6. Proficiency Level of Learners per Quarter

**Literacy and Numeracy Gaps.** The Comprehensive Rapid Literacy Assessment (CRLA) for grades 1 to 3 captured the percentage of learners who are still in full refresher: 13% for grade 1 Mother Tongue (MT), 11.2% for grade 2 MT and 11.8% for Filipino while for grade 3 only 6.7%, 6.8%, and 6.6% full refresher learners for MT, Filipino and English respectively.

The numeracy profile of learners of the 16 out of 21 SDOs in the beginning of SY 2021-2022 shows that there are 85% numerates and 15% non-numerates. However, at the End of the School Year the percentage of numerates increased to 94% while non-numerates decreased to 6%. Although there was a significant decrease in terms of the non-numerates, the said rate still represents a big portion of the population of learners that requires the attention of the teachers and initiatives to address the numeracy gaps.

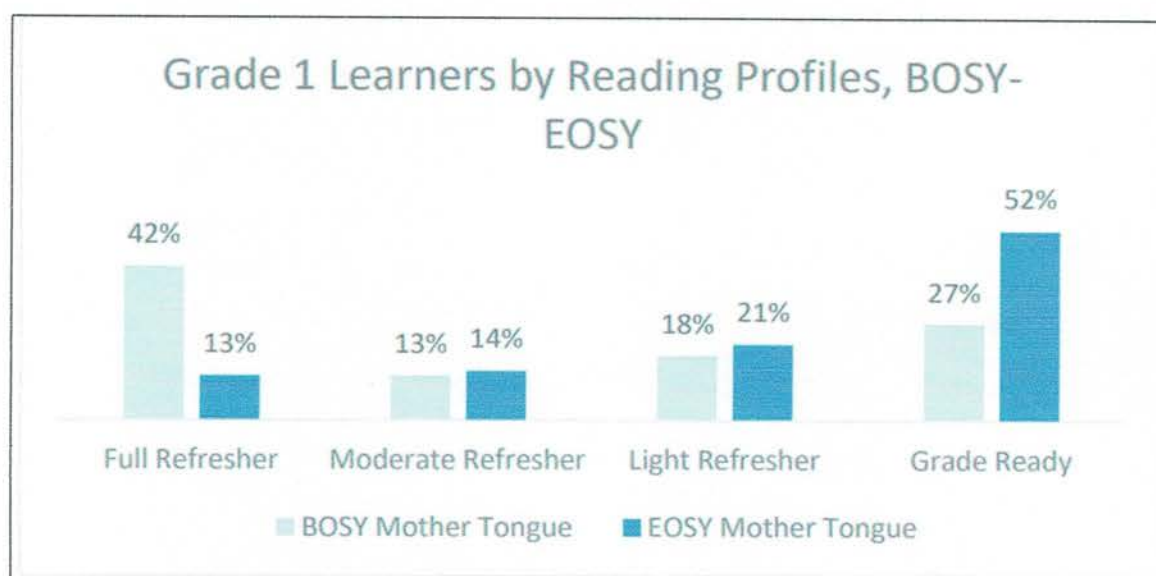


Figure 7. Reading Profile of Grade 1 Learners

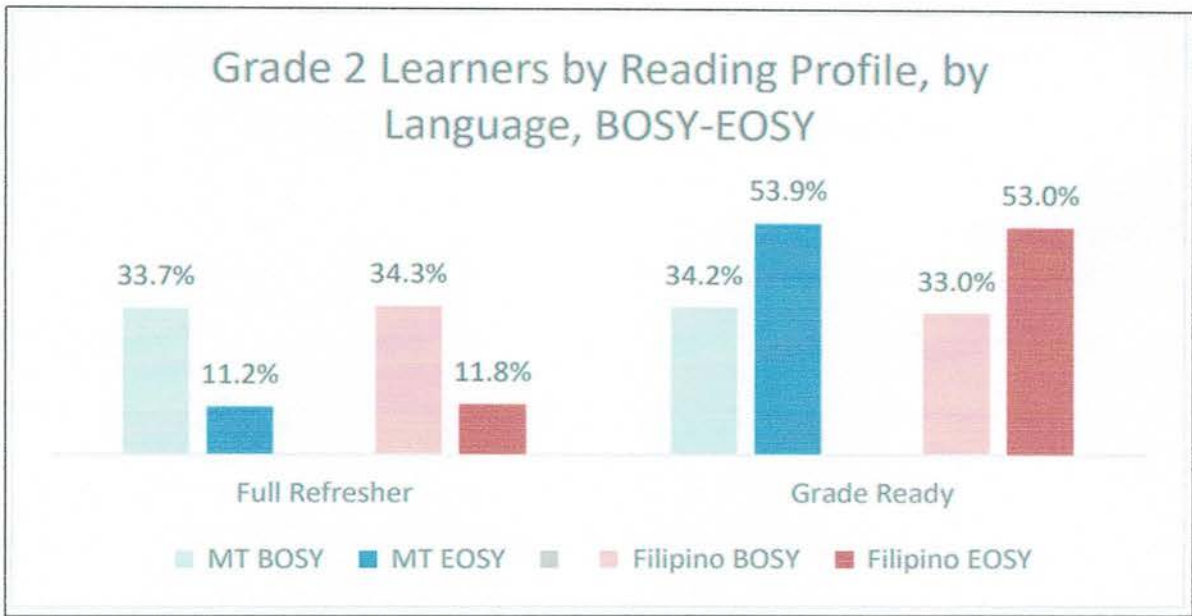


Figure 8. Reading Profile of Grade 2 Learners

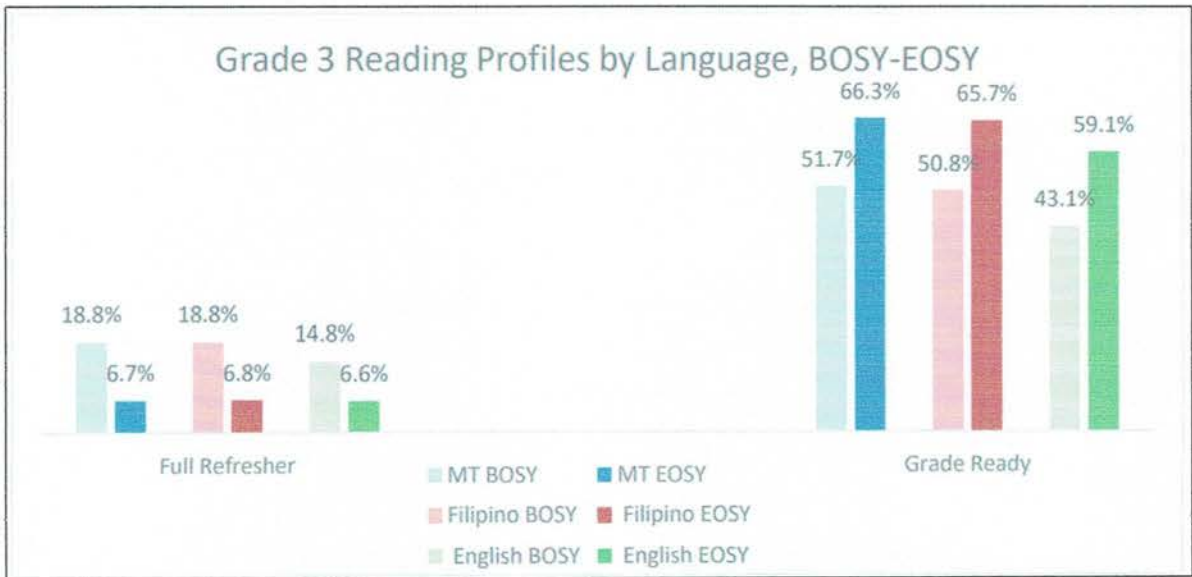


Figure 9. Reading Profile of Grade 3 Learners

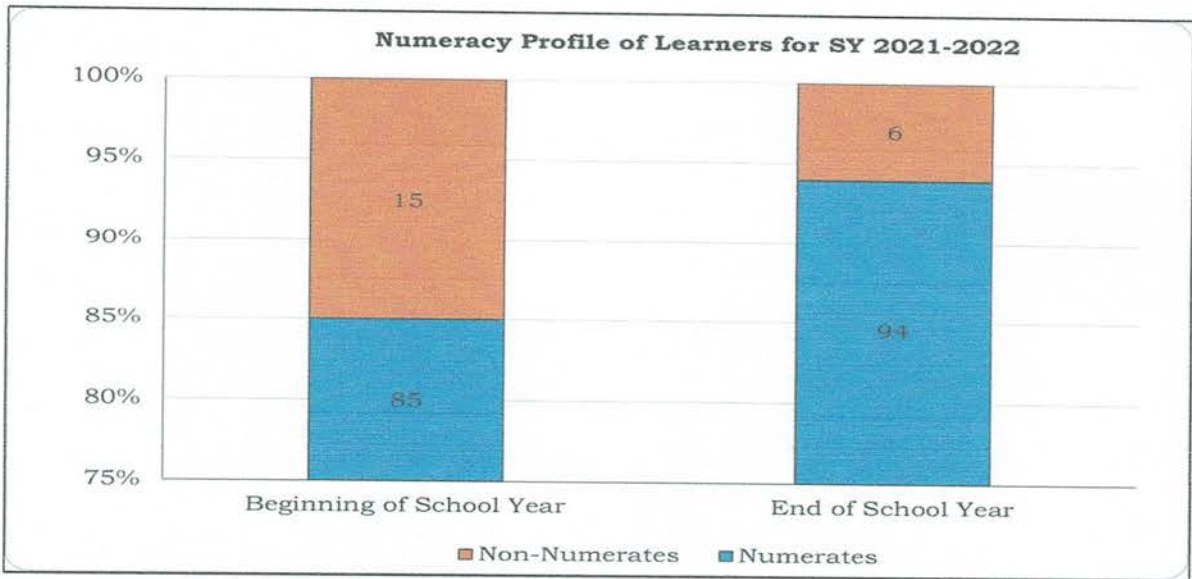


Figure 10. Numeracy Profile of Learners

**Utilization of Quality Assessment.** Quality assessment adheres with DepEd Order 8, s.2015 and DepEd Order 31, s. 2020. The written works are expected to be a combination of selected-response and constructed-response formats across cognitive process dimensions while performance tasks should be integrative, GRASP-based, and connected to real-life situations. These characteristics of the summative assessment were the concerns in crafting quality assessment among teachers.

**Application of Appropriate Strategies and Approaches in Blended Learning Delivery Learned in Capacity-Building.** The continuous capacity-building activities provided teachers with strategies and approaches for blended learning delivery. However, the challenge is on the application of these strategies in the instructional plans and the learning delivery of teachers.

**Addressing the Least Learned Competencies.**

**3.2 Training and Professional Development.** The graph shows the number of schools divisions that the teachers need professional development on the domains aligned in the PPST. Out of the seven domains, four (4) schools divisions or 19% of the 21 schools divisions considered content, *knowledge and pedagogy* as the topmost professional development need followed by the *diversity of learners* with three (3) or 14% of the total schools divisions and both *curriculum and planning* and *learning environment* tied for the third spot.

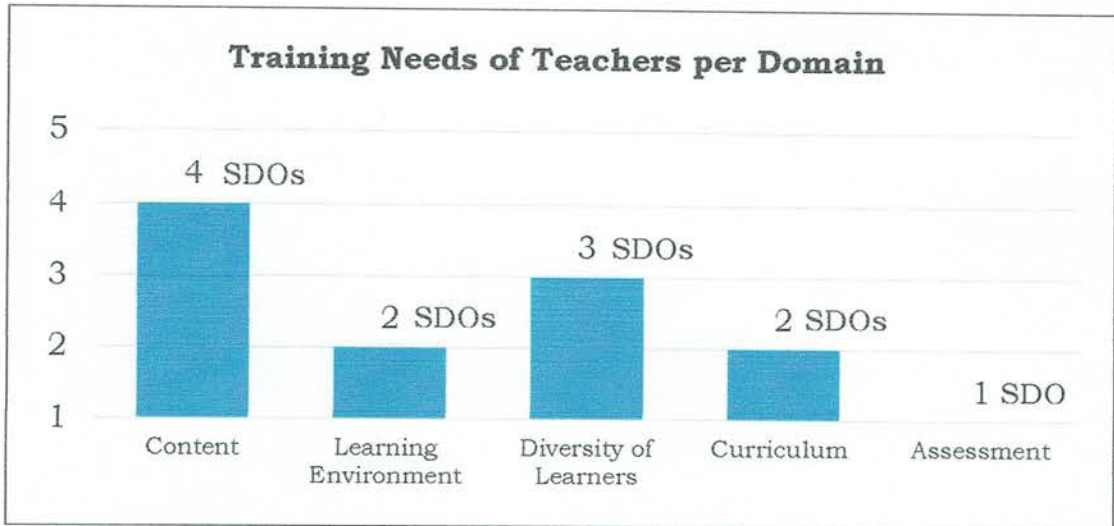


Figure 11. Training Needs of Teachers per Domain

Figure 11 shows domains in the Philippine Professional Standards for School Heads (PPSSHs) of their professional development needs. Out of the five (5) domains, four (4) or 19% of the 21 schools divisions considered *leading strategically* as the topmost professional development need followed by *focusing on teaching and learning* with three (3) or 14% of the total schools divisions. Three (3) domains are on the third spot which are; *managing school operations and resources*, *developing self and others* and *building connections*.

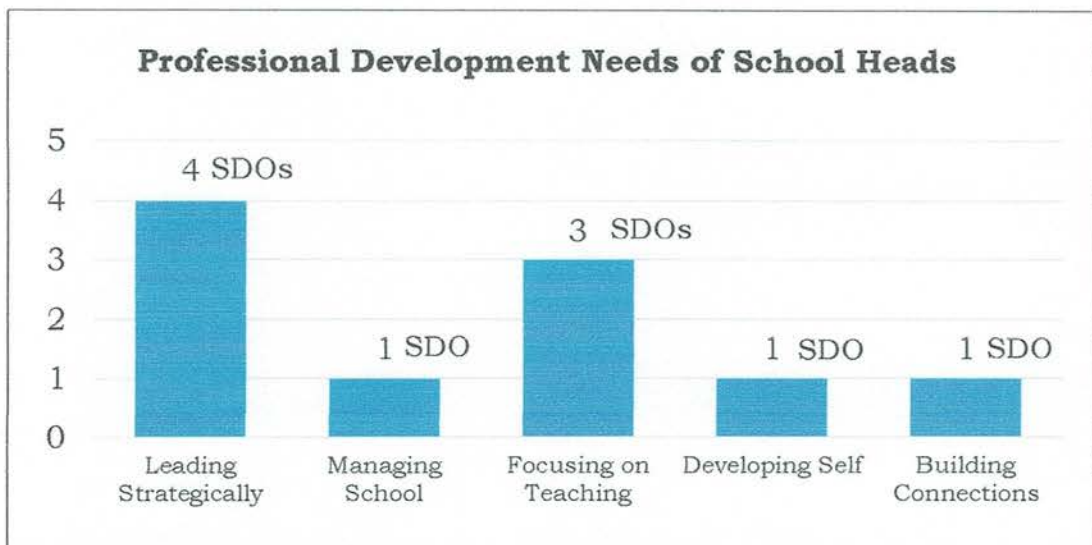


Figure 12. Training Needs of School Heads per Domain



# Operationalization of BE-LCRP for SY 2022-2023

## A. Data Analytics

### 1. Projected Enrolment

For SY 2022-2023, this Office projected a .04% increase in the total enrolment of all sectors. The enrolment in public schools will increase by 7,693, in private schools by 726, and in SUCs/LUCs by 19. Moreover, as of August 15, 2022, the enrolment in public schools was almost at 75% of the projected enrolment while more than 80% in the private and SUC/LUC sectors.

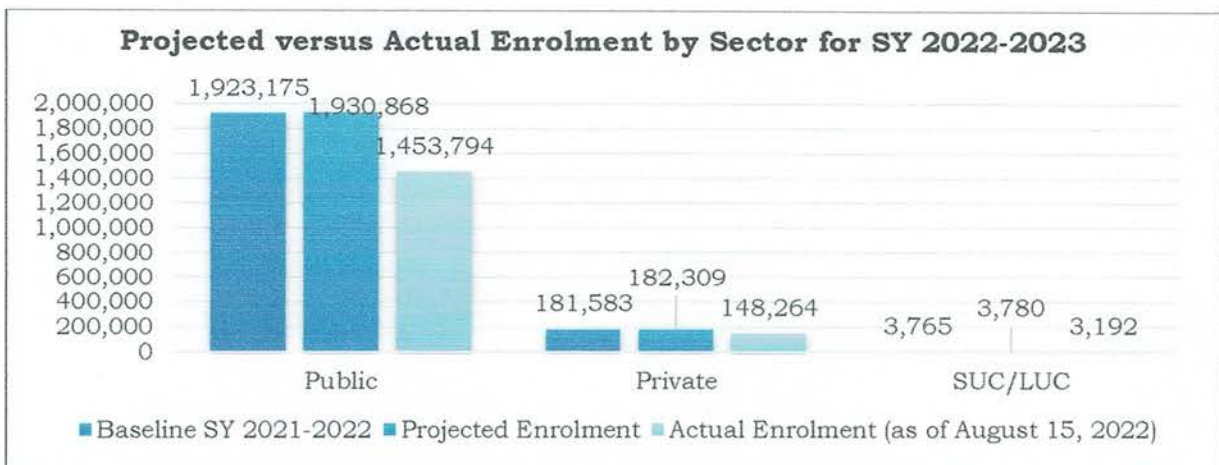


Figure 13. Enrollment Data by Sector for SY 2022-2023

The enrolment in Kindergarten, Elementary, and Junior High School was projected to increase by 0.04% and by 0.05% in Senior High School this SY 2022-2023. As of August 15, 2022, the actual enrolment in Kindergarten was already at 63% of the projected enrolment while 75% in Elementary and Junior High School. The Senior High School obtained the highest percentage of actual enrolment at 87%.

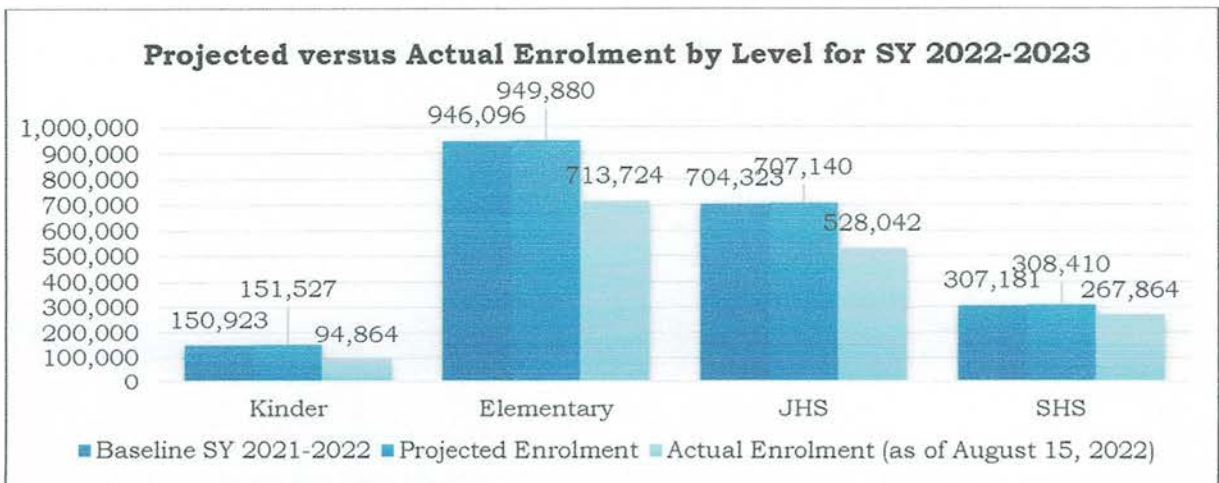


Figure 14. Projected vs Actual Enrollment by Level

Prior to the opening of classes for SY 2022-2023, the total enrolment of the region was already nearing 80% of the projected value. The commitment of the new department secretary to provide quality education to all learners while the Office is transitioning to the post-pandemic recovery period is evident in the overwhelming response and support of the community towards learning recovery and continuity endeavors.

To achieve the projected targets of the region this SY 2022-2023, the following actions will be undertaken:

1. expand the enrolment campaign (Oplan Balik Eskwela);
2. create more integrated schools in the provinces;
3. convert primary schools to complete elementary schools;
4. forge partnerships and linkages to support school operations;
5. strengthen the implementation of education support services;
6. intensify the voucher program and private schools support;
7. increase senior high school technical and vocational track offerings; and
8. improve learning facilities and resources.

## 2. Teaching and Non-Teaching Personnel

The table below provides a representation of Teaching, Teaching-related and Non-teaching personnel as of December 31, 2021.

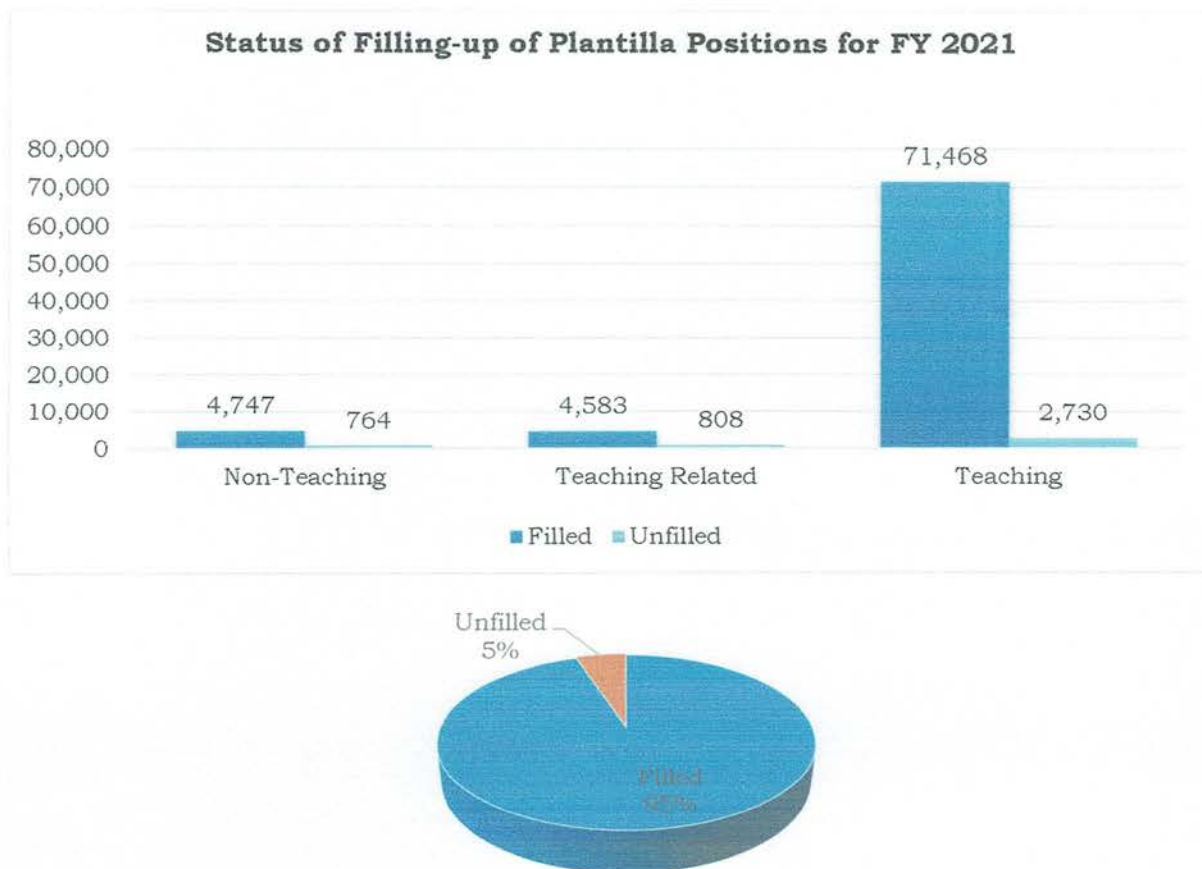


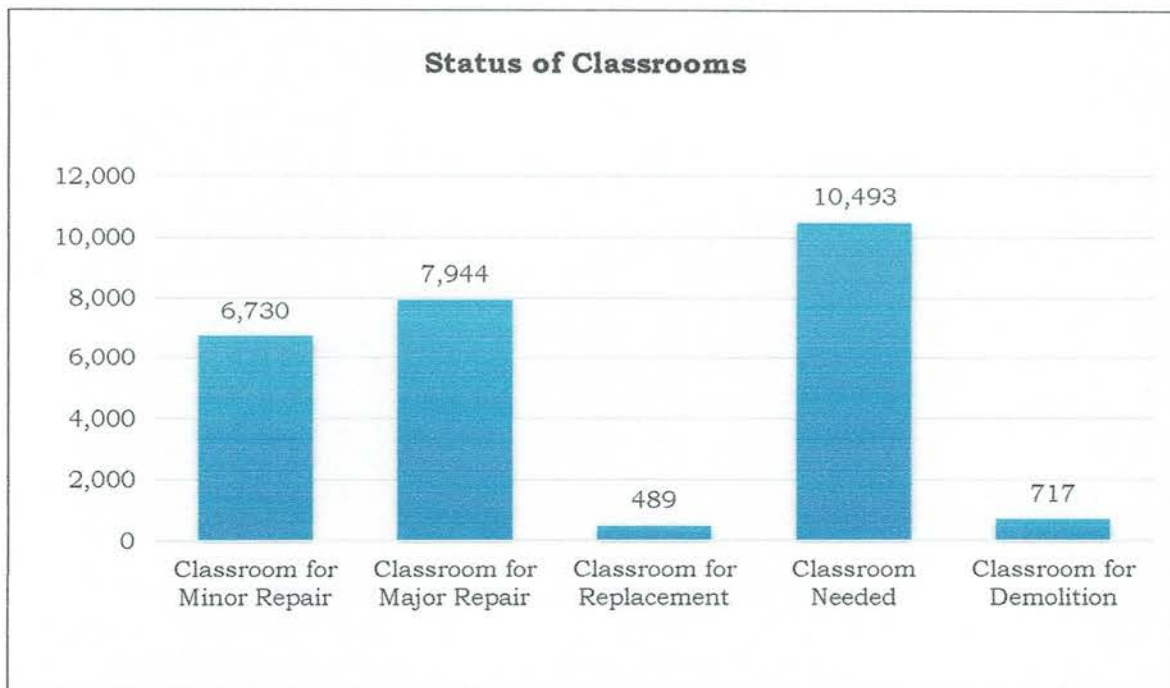
Figure 15. Status of Filling Up of Plantilla Items for SY 2021-2022

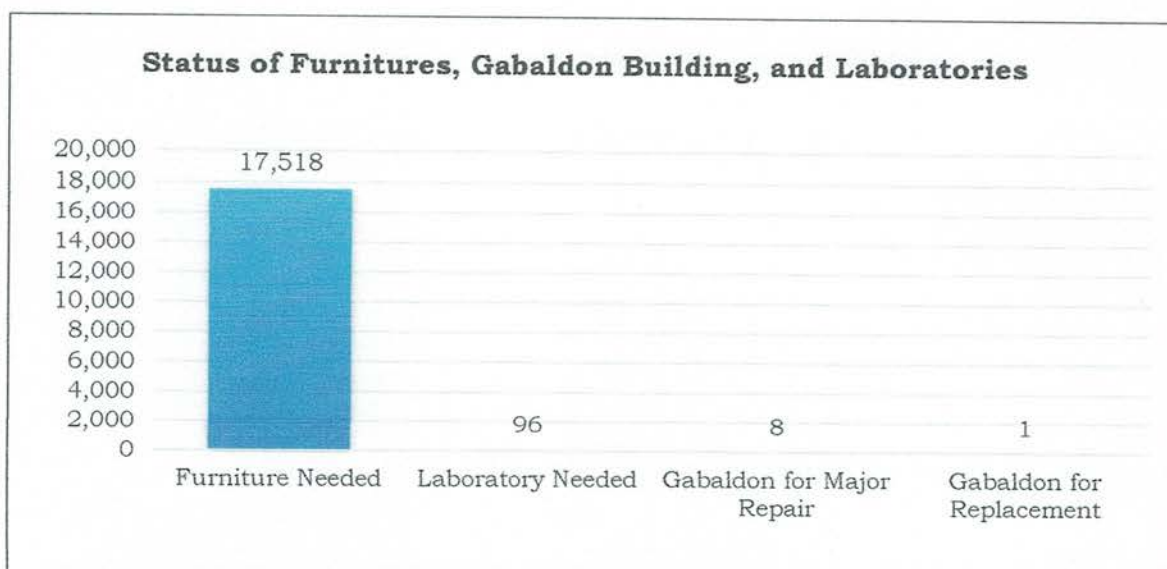
To ensure the continuous support in the implementation of BE-LRCP the Administrative Service Division will implement the following:

1. close monitoring of hiring and selection process of every Schools Division Office;
2. monthly update of filled and unfilled items through PSIPOP;
3. expedite the evaluation of Equivalency and Record Form (ERF) of teachers for possible promotions;
4. facilitate the preparation and timely release of salary and other benefits of DepED Region VI employees;
5. request for lifting of co-terminus items to augment the shortage of personnel;
6. request for additional items to enforce the shortage of personnel in order to fast track the processing of benefits; and
7. continue the conduct of Bi-Monthly Convergence with Schools Division Offices' Administrative Services personnel.

### 3. Schools and Instructional Facilities

Provision of classrooms and other education facilities are some of the immediate needs to be given urgent attention. The table below highlights the percentage of needs of SDOs for classroom, classroom repairs, furniture, Gabaldon Building repairs and/or replacement.





*Figure 16. Status of School Facilities and Buildings in the Region*

In order to ensure the safety and security of the learners, the following steps shall be undertaken:

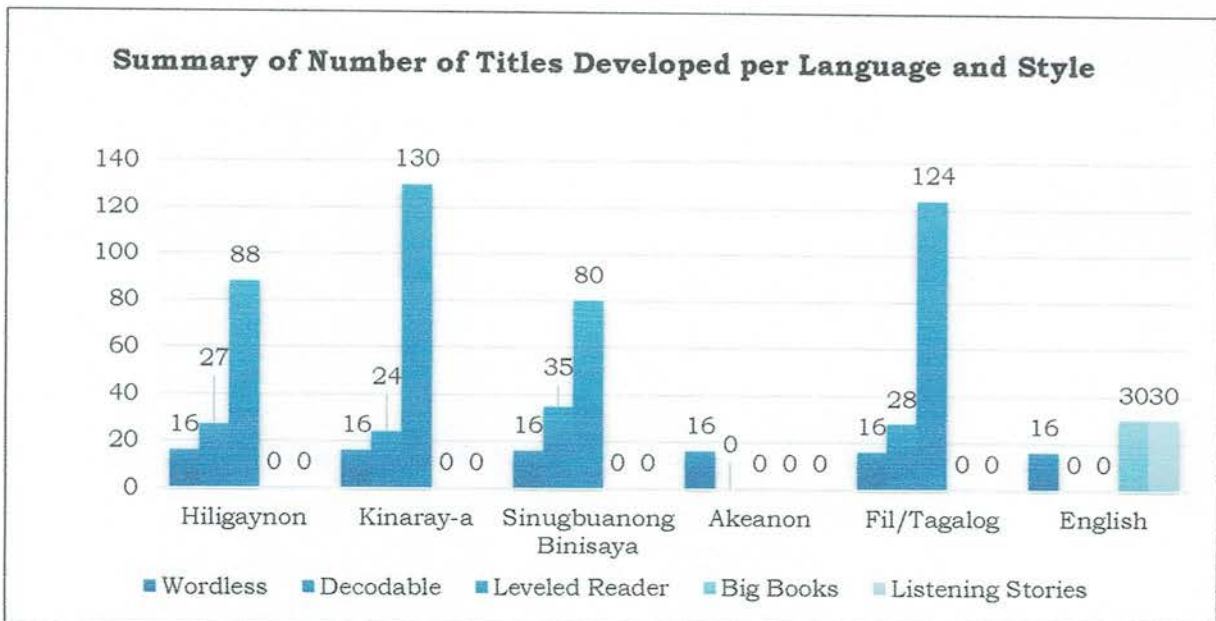
1. facilitate the preparations for the complete documents and reporting of the needs for repair or construction of school facilities and buildings;
2. provide technical assistance on the provision of Program of Works (POWs) for the proposal of funds from partners and stakeholders; and
3. monitor and follow up the status of SDOs' requests for school and instructional facilities.

#### **4. Learning Resources**

“Every school year provides the DepEd the opportunity to continuously improve itself to better serve its stakeholders.”

This Office ensured the access to and provision of learning resources to all SDOs. The upcoming school year continues to pose challenges as many of the schools will again open their doors to the learners for another year of teaching and learning. It is an accepted fact that the previous school years brought about learning losses and gaps in terms of the achievement of the mastery of the Most Essential Learning Competencies (MELCs). Another consideration that needs attention is the readiness of the schools to implement blended learning.

The concern on building a strong foundation in terms of literacy is believed to be addressed with the availability of the Early Grades Reading Materials (EGRMs) which was made possible through the strong partnership with the United States Agency for International Development (USAID) Advancing the Basic Education in the Philippines (ABC+). The EGRMs include Picture Books, Decodables, Leveled Readers, and Listening Stories which are in four (4) Mother Tongues: Akeanon, Hiligaynon, Kinaray-a, and Sinugbuanong Binisaya. These will be made available to all the schools within the school year.



*Figure 17. Learning Resources Developed Per Language and Style*

The graphical presentation shows the available EGRMs that can be utilized to develop literacy among the early graders. These were designed with spiraling levels of difficulty which when properly implemented will likely result in fluency and high literacy level among learners.

Reading and comprehension when laid down the right way will serve as a strong foundation to learning other subjects and disciplines. There and then, the desired outcome of producing functional and multi-literate learners will not just remain a vision and a dream.

To realize this, the following steps are deemed necessary to be undertaken:

1. conducting orientation on the various EGRMs i.e. Wordless Storybooks, Decodables, Leveled Readers, Big Books, and Listening Stories;
2. training of Trainers for Key Stage 1 Teachers and Education Leaders on the Utilization of the EGRMs;
3. developing the monitoring tool on the utilization of of the materials;
4. conducting the monitoring and evaluation on the utilization of the materials;
5. feedback-giving on the materials; and
6. communicating results and recommending LR-related policy/ies.

It is highly recommended that K to 3 teachers will likewise be capacitated on the development of contextualized EGRMs within the context of their learners to make learning more meaningful and permanent.

### **5. Assessment of Learning Outcomes Strategies**

The CHAMPerformance as a regional initiative will be sustained and intensified for School Year 2022-2023. The accomplishments it brought in the last school year shall yield more positive results in the learning outcomes of the learners for this school year. This may be so when coupled with the strong support of the Schools Division

Offices in cascading to the field the plans, mechanisms and strategies: being implemented by the Regional Office.

KEY STAGE	Target Average Grade of Learner for SY 2022-2023							
	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter	
	SY 2021-2022	SY 2022-2023	SY 2021-2022	SY 2022-2023	SY 2021-2022	SY 2022-2023	SY 2021-2022	SY 2022-2023
GRADES 1 TO 3	84	85.68	85	86.70	86	87.72	87	88.74
GRADES 4 TO 6	84	85.68	85	86.70	86	87.72	87	88.74
GRADES 7 TO 10	85	86.70	85	86.70	86	87.72	87	88.74
GRADE 11 TO 12	86	87.72	87	88.74	86	87.72	87	88.74

Figure 18. Target Average Grade of Learners by Key Stage for SY 2022-2023

To realize the target, this Office will undertake the following:

1. intensify the implementation of CHAMPerformance as a regional initiative for assessment;
2. develop a digitized assessment tagged Regional Electronic Tool for Assessment (RETA);
3. intensify the Learning Area innovations to support the improvement of learning outcomes;
4. encourage SDOs through School Heads to provide opportunities for learners to showcase their learning competencies in all learning areas across key stages;
5. capacitate SDOs in providing technical assistance in the formulation of 21st century type of assessment;
6. develop and implement the Enhanced- Regional Unified Numeracy Test (E-RUNT) for numeracy program;
7. encourage SDOs through the School Heads to conduct PhiL-IRI and CRLA.

## 6. Learning Recovery Framework

To address the learning gaps and learning losses, all efforts should be directed toward quality learning. The Learning Recovery Framework is encapsulated in the acronym of the word SUPPORT which reflects the culture of collaboration, synergy, and interdependence of all the functional divisions in the region to the division and school levels. SUPPORT framework stands for: **S**tandardization of remediation and enrichment activities of all Learning Areas, **U**tilization of contextualized and quality assured LRs and Upskilling of teachers on Blended Learning Delivery, **P**rotection of Instructional Time, **P**rioritization of Literacy and Numeracy Enhancement, **O**perationalization of 21st Century Assessment, **R**evitalization of innovations for Learning, and **T**ransformation of Leadership and Supervisory Practices.

This framework shall serve as a guide to the SDOs of the direction of the region in providing assistance, help, and guidance in addressing the learning losses and learning gaps by improving and enhancing instructional quality. The SUPPORT framework shall be the foundation of ensuring quality learning outcomes through quality implementation and feedback-giving mechanisms from the region down to the schools divisions and to the schools.

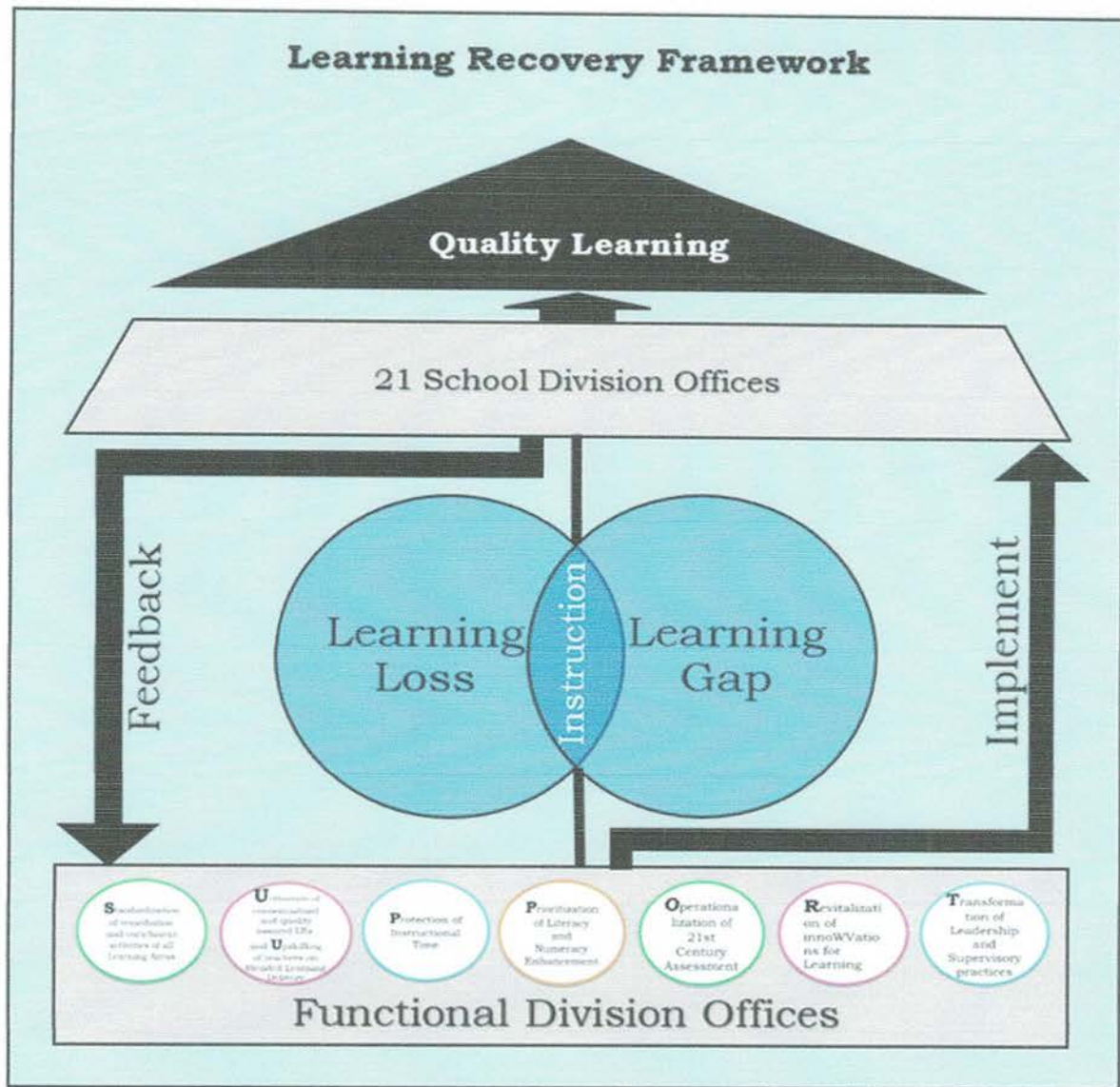
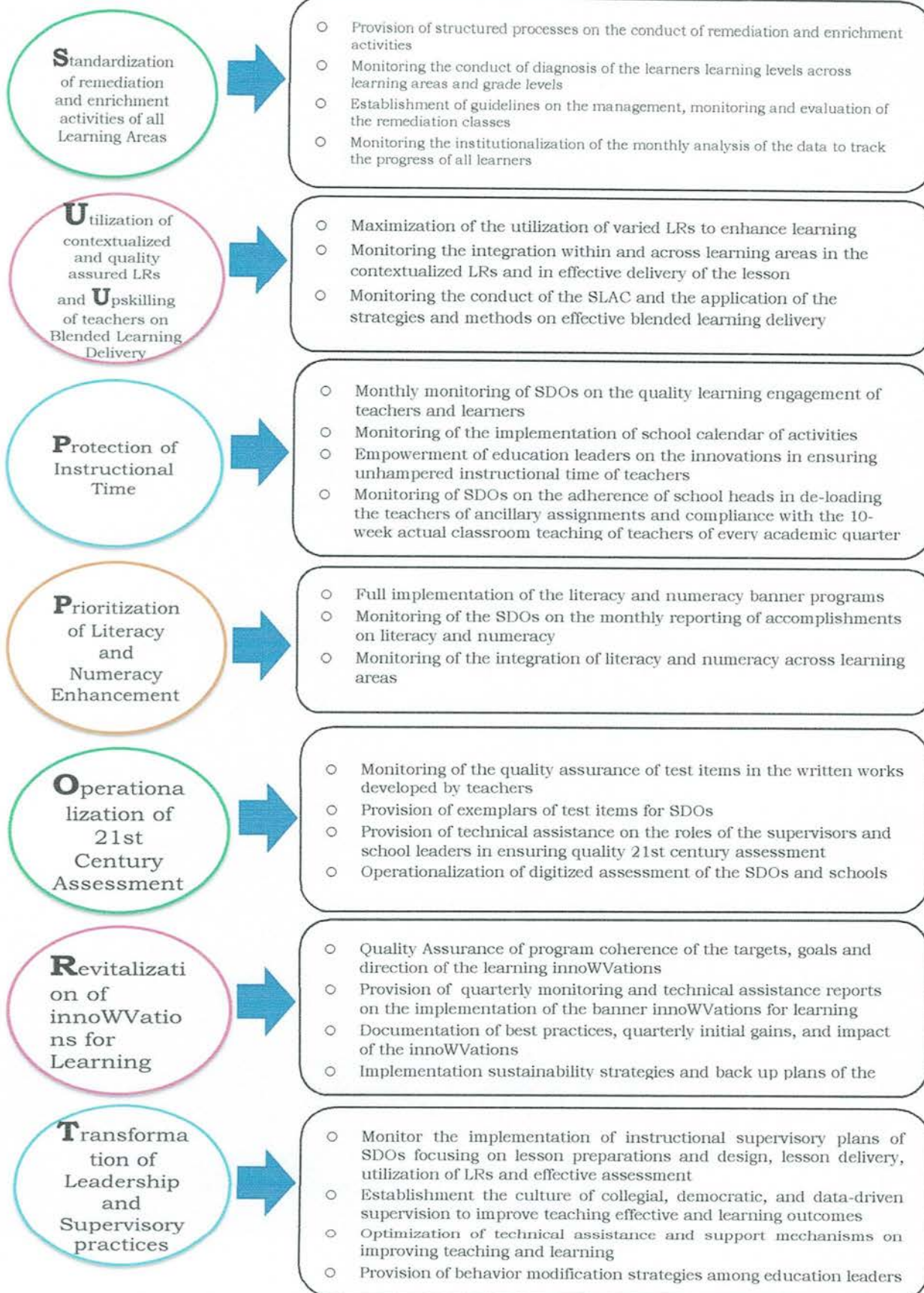


Figure 19. Learning Recovery Framework of the Region

The figure below presents the SUPPORT Framework's detailed strategies and steps to be undertaken to ensure learning recovery and continuity.

## Key Targets

## Strategies





**Action Plan.** To realize what the **SUPPORT Framework** has in view, the following actions will be undertaken:

1. implement action plan of each functional division to realize the framework;
2. provide guidelines to SDOs to operationalize the SUPPORT recovery framework;
3. gather quarterly reports from the SDOs on the implementation of the recovery framework; and
4. provide technical assistance to SDOs on the mechanisms and contextualized strategies.

**Transition Plan.** The profile of public schools as to learning modalities shows that *blended learning* is the most common modality to be implemented by the elementary, secondary and integrated schools followed by the *5-day in-person classes* and the least is the *full distance learning*.

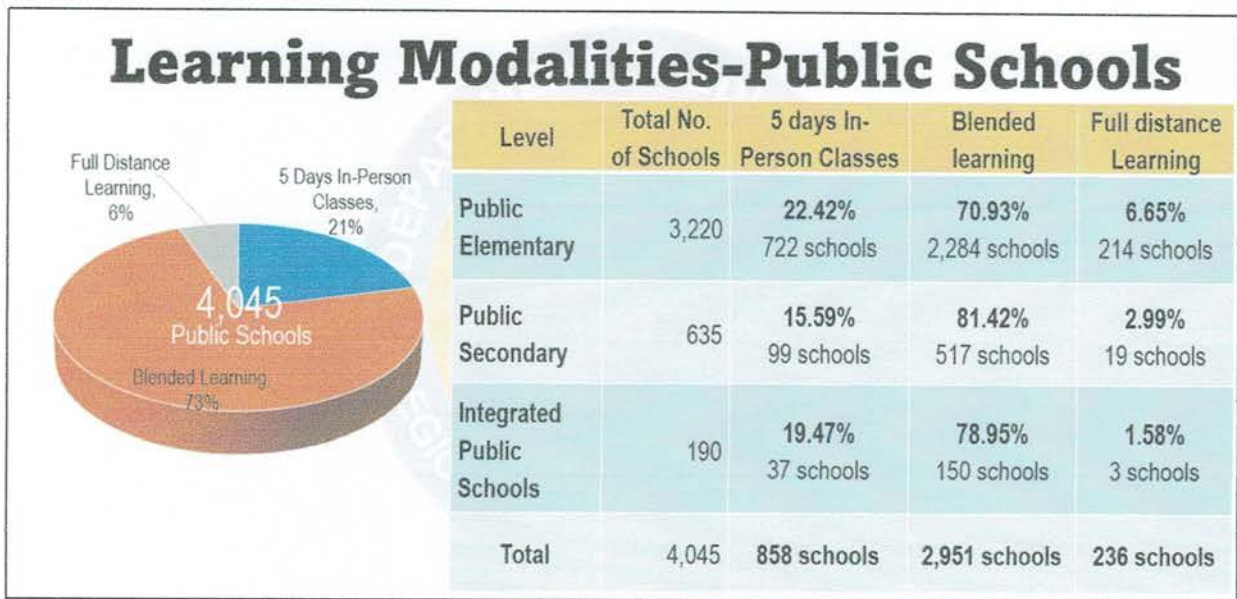


Figure 20. Learning Modalities to be Implemented by Public Schools

Figure 21 reveals that the *blended learning modality* is also the most dominant modality that private schools and SUCs/LUCs will employ, followed by the *five-day in-person classes*. Only 11.19 and 23.08 percent will implement full distance learning, respectively.

<b>Learning Modalities-Private Schools</b>			
Total No. of Schools	5 days In-Person Classes	Blended learning	Full distance Learning
<b>992</b>	24.39% 242 schools	64.42% 639 schools	11.19% 111 schools
<b>Learning Modalities-SUCs/LUCs</b>			
Total No. of Schools	5 days In-Person Classes	Blended learning	Full distance Learning
<b>13</b>	7.69% 1 school	69.23% 9 schools	23.08% 3 schools

Figure 21. Learning Modalities to be Implemented by Private Schools and SUCs/LUCs

### 7. Communication Plan

This communication plan will have a crucial part in the implementation of the Basic Education Learning Recovery and Continuity Plan, particularly in ensuring that target audiences will have timely, accurate, and relevant information.

The Regional Office, Division Offices, and Schools are encouraged to implement contextualized communication plan based on the distinctiveness of their respective jurisdiction.

Objectives	Strategies/Activities	Activities	Persons Involved	Timeline
To formulate the BE-LRCP salient contents	Division Offices to formulate the BE-LRCP and will present together with other SDOs for comments and feedback	Conduct of Online presentation	RD, ARD, RO Chiefs, RO Unit Heads, SDSs, and ASDSs	June 2022

Objectives	Strategies/Activities	Activities	Persons Involved	Timeline
To outline BE-LRCP goals, establish plans and timelines, orientation, and distribution communication materials	Presentation of the Regional BE-LRCP to regional stakeholders, partners, and education leaders	Conduct of Regional Convergence of Education Leaders	RD, ARD, RO Chiefs, RO Unit Heads, SDSs, and ASDSs	Q3
	Convergence, consultation and conference with parents, learners, teachers, and other stakeholders	Conducts of meetings and fora.	Schools	Q3
	Multiplatform approach dissemination to ensure maximum	Dissemination of BE-LRCP through: <ol style="list-style-type: none"> <li>1. Meetings</li> <li>2. Forums</li> <li>3. Website</li> <li>4. Social Media Platforms</li> <li>5. Compiled BE-LRCP Manual</li> <li>6. Media Outlets</li> <li>7. Helpdesks</li> <li>8. Hotlines</li> <li>9. Letters/ Memos</li> <li>10. Advisories</li> </ol>	RD, ARD, RO Chiefs, RO Unit Heads, SDSs, and ASDSs	Year-round

## B. Enabling Mechanism

### 1. Readiness of Schools

**1.1. Learners Vaccination.** To fully implement the safe transition to in-person classes, learners' vaccination is of prime importance. Not only does it provide assurance to parents regarding the safety of their children in school, it also serves as

a mechanism for the school to freely plan activities that will make learning more engaging and relevant to the learners.

In order to encourage learners and their parents to submit themselves for vaccination, the following action steps will be undertaken:

1. provide support to schools for information dissemination and advocacy campaign for learner vaccination;
2. intensify school and LGU/community partnership to campaign for learners' vaccination; and
3. integrate vaccination literacy in the partnership-building activities and social mobilization programs of the SDOs.

**1.2 Teaching and Non-Teaching Vaccination.** At the onset of the Covid-19 pandemic, scientists throughout the world swiftly moved to develop safe and effective vaccines that will help reduce illness, hospitalizations and death associated with it. These vaccines are expected to make a significant contribution to equitable protection and promotion of human well-being and a gradual return to social, economic, work, and family life.

Below is the vaccination data for the teaching and non-teaching personnel of Region VI as of August 2022.

Total Population of Region VI	84, 916	
Total Number of DepEd Personnel (21 SDOs and RO) vaccinated	80,048	94.27%
Unvaccinated	4,868	5.73%
With Booster Dose	14,678	0.17%

To improve the vaccination data of teaching and non-teaching personnel, the following steps shall be implemented:

1. strengthen advocacy on the importance of vaccination against Covid-19 through:
  - home visitation;
  - focus group discussions;
  - follow-up by the top management from the SDO;
  - issuances relative to health and safety protocols;
2. coordinate with available vaccine schedule in the community; and
3. facilitate dialogue with religious leaders.

**1.3 Ways Forward on Booster Vaccination Program.** Complete vaccination helps protect by creating antibodies that potentially respond to severe illness or even death and post covid conditions. Getting sick with this ailment may also have serious consequences.

Listed hereunder are strategies that would promote vaccine confidence among school personnel including learners and parents:

- ❖ being prepared to address questions and misinformation about the vaccine sharing tips for making shots less stressful and manage fear of needles;
- ❖ providing access to information sharing of successful vaccination stories through social media or in person;
- ❖ establishing partnership with covid-19 vaccine-related activities with health units.

**1.4 Learning Facilities.** Provision of learning facilities such as classrooms and furniture are immediate needs that would aid the facilitation of learning. The Education Facilities Division undertook the following steps to meet the demands of classroom shortage in some areas:

- ❖ conduct inspection and monitoring of on-going infrastructure projects;
- ❖ monitor the procurement activities on the repair of typhoon-damaged school buildings under the Quick Response Fund; and
- ❖ conduct coordination meetings with the Local School Board to discuss solutions in the shortage of classrooms by providing Temporary Learning Spaces (TLS).

## 2. Learning Facilitators

**2.1 Teacher Training.** Providing quality basic education services to all learners requires that DepEd should invest in professional development initiatives to ensure that the teaching and learning processes are relevant and responsive to the needs of 21st-century learners. To achieve this mandate, DepEd Region VI is committed to continue honing and developing competent and committed leaders and employees through the various professional development activities for its teachers, school leaders, and non-teaching personnel. Enhancing teacher competence is identified by the National Economic Development Authority in 2017 as a prime strategy of “ensuring lifelong learning opportunities for all” and to “accelerate human capital development.

Capability-building activities will be provided to teachers and school leaders using multi-modal learning approaches, limited face-to-face and online, that will leverage available technology, resources and capacities of the experts in delivering the programs and activities. This is to properly and timely address the competency development needs of the personnel identified by the SDO counterparts using various assessment tools and pertinent data regardless of the health status of the community.

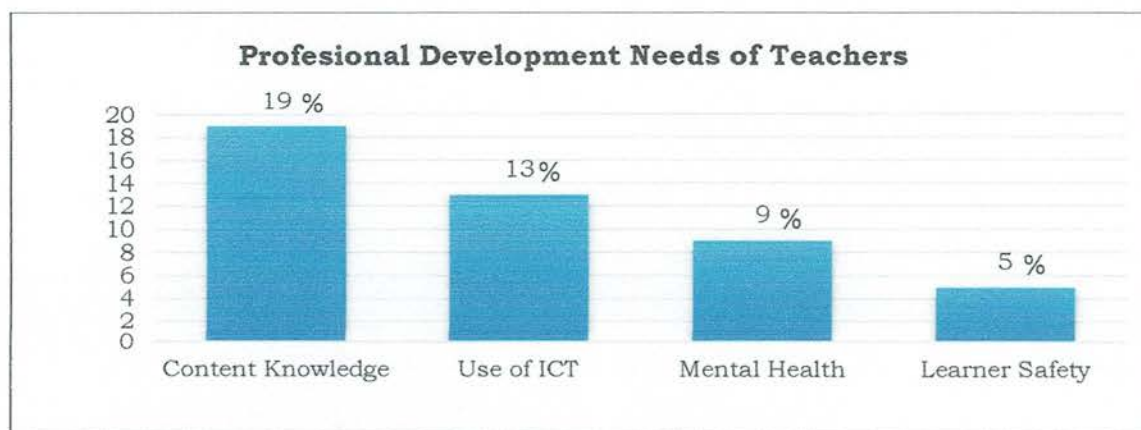


Figure 22. Professional Development Needs of Teachers

Teachers professional development needs are based on the needs analysis conducted by each Division through the E-SAT and validated through Focus Group Discussions. It was found out that 11 divisions need to strengthen their professional development. Four or 19% out of the 21 divisions need programs on the content, knowledge and its application within and across curriculum. Three or 14% of the 21 SDO needs positive use of ICT and 2 divisions or 10% needs to capacitate on Mental health and 6 % on Learner safety and security.

**Action Steps.** With the issuance of the professional standards for teachers, school heads, and supervisors, the Human Resource Development Division (HRDD) will strengthen the implementation of DepEd Order No.1, s. 2020 or the Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders to ascertain the quality, relevance, and responsiveness of PD activities that would help our personnel acquire the competencies necessary for career progression scheme of the department. The PD interventions will be aligned to the domains, strands and indicators of these professional standards so that focus is achieved in the delivery of these PD activities and appropriate monitoring and evaluation of the expected learning and behavior change of the personnel is postulated.

The HRDD will continue to reinforce the implementation of its banner programs like the School Heads Academy (SHA) and Pool of Scholars to ensure a continuous pool of experts in the field that are ready for to realize the education innovations in the school and classrooms that will redound toward the achievement of the Regional Mantra of producing Champions in every learner.

Support mechanisms will be provided to both teaching and non-teaching personnel through functional learning modalities like coaching, mentoring, job-embedded learning, peer assisted learning and relation-discussion based learning (RDL).

<b>Strategy</b>	<b>Operation Considerations</b>	<b>Specifications</b>	<b>Timeline</b>
Strengthen teaching by training teachers & school leaders academic recovery support	Training should help school leaders to: <ul style="list-style-type: none"> <li>• Identify learning recovery needs on specific standards</li> <li>• Support planning for academic recovery.</li> </ul>	Technical Assistance on: <ul style="list-style-type: none"> <li>• Identification of learning recovery needs based on the needs of the division</li> <li>• Formulation of strategies, objectives and actionable strategies</li> </ul>	August 2022

	<ul style="list-style-type: none"> <li>• Improve instructional skills in key areas through formulated professional development programs</li> </ul>	Development of Strategic Plan for Professional Development of the Division(anchored from SLCRP)	October 2022
		Crafting of the School/Division Professional Development Programs for NEAP Recognition	November 2022
	Provide a systematic and comprehensive support system for the newly hired teachers in order to seamlessly immerse them in the teaching profession in the public school system.	Technical Assistance on the conduct of Induction Program for Beginning Teachers(IPBT)	Whole year round
	Strengthen professional learning community in which school head and teachers meet regularly to discuss problems of practice and receive support from the regional office	Conduct of school-based PDPs (LAC, INSET) with focus on the following: Literacy Numeracy Mental Well-being/Social-emotional learning Content, Knowledge and Pedagogy Learning Environment Curriculum & Planning Assessment & Reporting PersonalGrowth &Prof.Devt.	Whole year round

	Stimulate and entice talented teachers and school leaders to pursue professional development programs that are recognized and aligned to the Professional Standards set by DepEd and supportive to their career progression.	Pool of Scholars	Whole year round
	To develop the competency of aspiring school heads in Region VI in relation to PPSSH Career Stage 1	School Heads Academy	Whole year round
Build school head's instructional supervision skills	Training and individualized coaching should support school heads as they plan, implement and monitor recovery strategies	Instructional supervision	Whole year round
	Training should support school heads to grow their capacity in three critical areas: creating and communicating a culture of accessible, equitable and quality education, building shared leadership, and developing a culture of continuous improvement.	Reorientation on the implementation of School-based Management Leadership and Governance Curriculum Planning Management of Resources Continuous Improvement	Whole year round



### **2.1 Wellness Program (Teaching and Non-teaching, and Learners).**

The Education Support Services Division (ESSD) will also provide interventions and activities that promote mental health and well-being of the personnel to ensure holistic development of both the personnel and the learners. The following activities will be undertaken:

- ❖ Capacity building on the conduct of psychosocial support services (PSS) to teachers, school leaders and learners.
- ❖ Provision of Psychological Support
- ❖ Zumba and Physical Fitness Activities for an hour
- ❖ Spirituality Program
- ❖ Programs and Activities promoting positive and social attitudes
- ❖ Coordinate with DOH on the ADEPT Program
- ❖ Provision of Vitamins, Healthy Foods and Hydrate
- ❖ Regular visits of Medical Team to schools to ensure the health of teaching and non-teaching
- ❖ Monthly Mass

The implementation of the Oplan Kalusugan sa DepEd continues to ensure the safety, health and well-being of learners, whether in distance learning modality or through face to face.

The wellness program includes:

- ❖ School-based Feeding program (SBFP) and the Milk Feeding Component
- ❖ National Drug-Education Program (NDEP)
- ❖ Adolescent Reproductive Health (ARH)
- ❖ Wash in Schools Programs (WinS)
- ❖ Mental Health Program such as Psychological Programs
- ❖ Sports
- ❖ Gulayan sa Paaralan (GPP)
- ❖ Safety and Wellness thru basic drills on fire, earthquake and other disaster preparedness
- ❖ Child Protection

**Action Steps.** To ensure that these programs are properly implemented and monitored, research studies on the following programs are encouraged to check and evaluate its impact on the learners and teachers as well. Strong coordination with the SDOs is established through conferences, coordination meetings, evaluation, and assessment.

Furthermore, the ESSD shall intensify schools' involvement in the Wellness Campus Program as is a joint program that aims to educate Grade 1-10 learners and their families the value of healthier food and lifestyle choices through the promotion of Seven (7) Healthy Habits namely: Choose Nutritious and Varied Options, Manage Portions, Drink Water and Milk, Play Actively, Enjoy Meals Together, Keep Good Hygiene and Care for the Planet. All 21 SDOs will be provided with a complete set of downloadable materials consisting of powerpoint presentation and self-learning modules on nutrition, immunity, hygiene and solid waste. The parents will be given topics on forming healthy habits, managing picky eaters and increasing fruit and vegetable intake. Softcopies come in English and Filipino versions which may be shared for them to read and work at home. A new sing and dance video titled Tara, Sama-sama sa Wellness is used as their dancercise during the flag ceremony and

integrated in their PE classes and in online synchronous sessions. The learners get to learn, share and apply wellness ideas and practices through interactive activities and content.

**2.3 Parents/Guardians.** Parents are the strongest partners. They are the best source of potential learners and sources of information for the education and well-being of their children. A strong partnership is evidenced by the Parent-Teachers Association. To sustain its partnership, a PTA forum will be conducted aside from the periodic meetings called for.

### **3. Partnership /Stakeholder Engagement**

Partnership plays a significant role in the continuity and recovery of learning. It serves as the backbone of support to education leaders, teachers and community to proactively implement educational innovations, programs, and projects amid the pandemic. The following are the key points of the need for partnership:

- ❖ COVID-19 pandemic has changed the landscape of support provided by the partners and stakeholders
- ❖ continuous collaboration of the external stakeholders with the Department despite the challenges
- ❖ Increase the level of engagement of stakeholders in spite of the surmounting challenges of the pandemic
- ❖ Challenge to sustain the partnership to provide resources for the schools anchored on the needs and context of pandemic and for transitioning from limited face-to-face classes to full in-person classes.

**Action Steps.** Conduct activities based from the implementation plan:

- ❖ Weekly / Monthly Meeting with the Division Partnership Focal Person
- ❖ Advocacy Campaign to support education in the transition of full in-person classes implementation
- ❖ Stakeholders Fora to Engage Stakeholders for Education
- ❖ Updating of DPDS
- ❖ Monitoring and technical assistance to SDOs on stakeholders engagement
- ❖ Stakeholders' Recognition and Awards
- ❖ Program Implementation Review
- ❖ Adjustment of the program implementation plan

### **4. Utilization of Fund**

The department's Financial Management System ensures the effective, efficient, timely, transparent, and accountable delivery of funds. The Region's Consolidated Report on Utilization of BE-LCP Funds shows that Region VI has reached an Obligation Rate of 98% and a Disbursement Rate of 92% for CY2021. However, the BE-LCP Fund allotment for 2022, valid until CY2022, has an Obligation Rate of 5%. Most funds are still in procurement and will be utilized within the year.

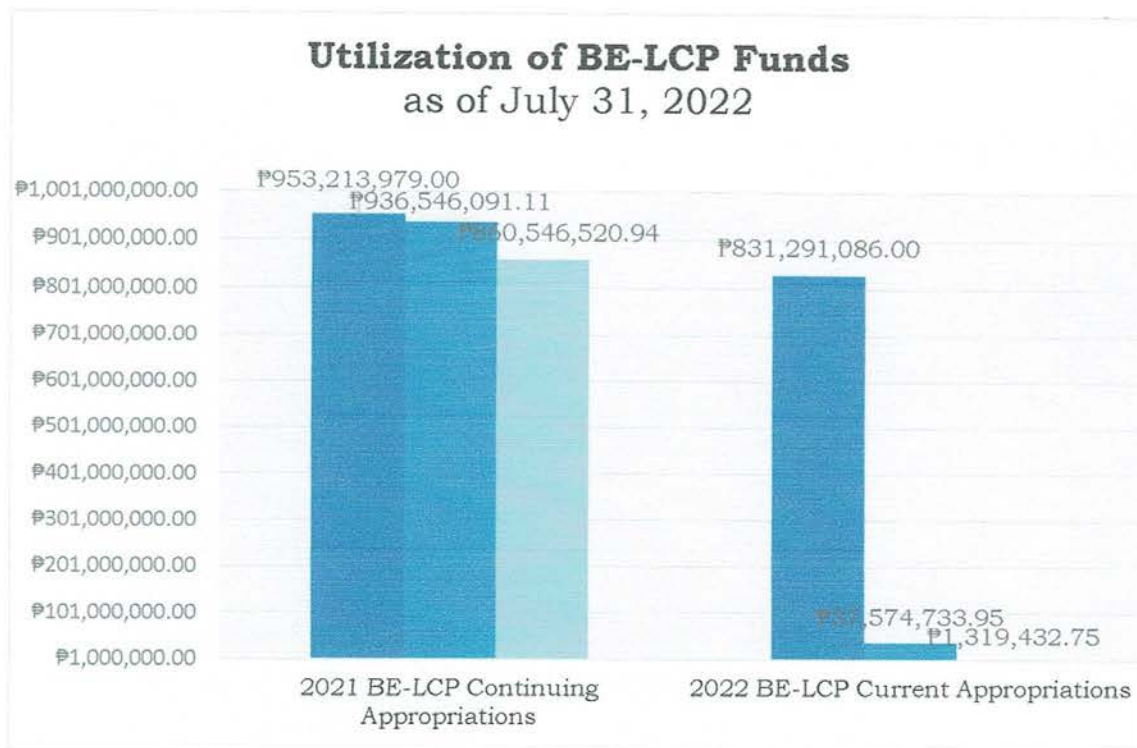


Figure 23. Status of BE-LCP Funds Utilization

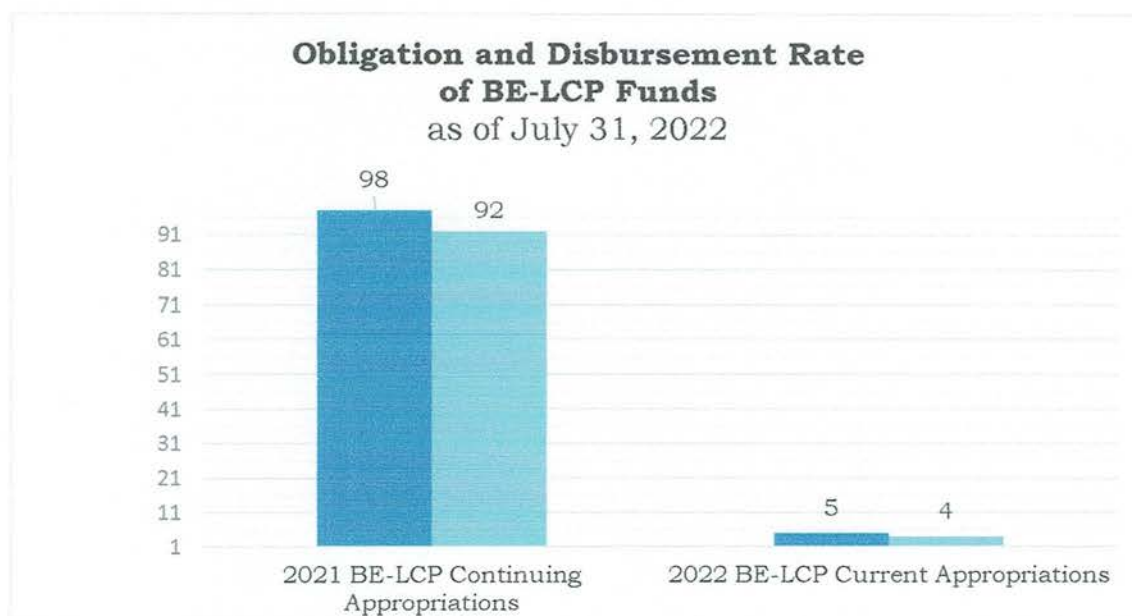


Figure 24. Status of Obligation and Disbursement Rate of BE-LCP Funds

The following are the action steps that finance division will undertake to help SDOs in the fiscal performance:

- ❖ Introduce new and updated software tools and applications, cloud backup, and online storage for financial documents.

- ❖ Continue closely monitoring the utilization of funds using online platforms for real-time monitoring.
- ❖ Conduct training on BMS, EFRS, and Web-Based SMOOE to reorient and upskill the SDO Accountants, Budget Officers, and Bookkeepers of IUs on the new updates and changes on the systems and provide necessary knowledge and skills for the continuous improvement of the financial processes.
- ❖ Expedite the downloading of funds by the Regional Office for immediate planning and implementation of the Schools Division Offices.

## 5. Technical Assistance

Inherent to the mandate of the Field Technical Assistance Division (FTAD) is the provision of timely, relevant, and appropriate technical assistance (TA) to the 21 Schools Division Offices (SDOs) of the Regional Office (RO). It is along the RO's aim to help strengthen the SDOs in managing their respective schools that would result in the continuous improvement of their performance achievements.

This will be mechanized through the formation of the Regional Field Technical Assistance Teams (RFTATS) featuring the collaboration of the various functional divisions and support units of the RO and/or deployment of specialists for specific needs and/or areas of concern.

Based on the BE-LRCPs of the SDOs the following are the common areas of concern where the RO may provide interventions and/or support:

- ❖ training of teachers on teaching strategies, learning delivery, content, pedagogy, and assessment
- ❖ CB on provision of Psychological First Aid to teachers and learners;
- ❖ lack of classrooms & facilities vis-a-vis the expected increase in the number of learners, as well as the number of tables, chairs and other learning facilities;
- ❖ issues on vaccination of remaining teachers and learners;
- ❖ validity of learner performance task or output; and
- ❖ development of bridging activities for learners to address learning gaps

**Action Steps.** The following will be the actions to be undertaken by concerned Offices:

- ❖ form teams that would collaboratively work on the provision of assistance and responses to the issues and concerns raised;
- ❖ facilitate referral of concerns to appropriate FD, expert, and level of governance; and
- ❖ provide enabling interventions and strategies to schools divisions to help

## Pool of Support

### A. Administration Division

The Administrative Service Division will continue to support through:

- ❖ Facilitate the preparation and uniform release of Salaries and Benefits of teachers and personnel of DepEd Region VI; and
- ❖ Expedite the processing of request for updating of data of personnel and other claims and benefits through Regional Payroll Service Unit (RPSU) and Administrative Service Division as a whole.

## **B. Curriculum and Learning Management Division**

As the frontliner in the implementation of the BE-LCRP, the Curriculum and Learning Management Division shall undertake the following steps:

- ❖ Operationalize SUPPORT framework in the technical assistance activities with the SDOs
- ❖ Monitor effective implementation of the SUPPORT Learning Recovery and Continuity Framework
- ❖ Conduct quarterly review of the accomplishments of the SUPPORT Framework

## **C. Education Support Services Division**

The ESSD will assist and supervise the provision of services and facilities toward a safe and child friendly learning environment, specifically:

- ❖ Support to the implementation brigada eskwela which impacted the provision of conducive learning environment and essential supplies and equipment for the delivery of distance learning modality.
- ❖ To support the conduct of the brigada pagbasa which has impacted the implementation of literacy initiatives in the context of covid19 pandemic.
- ❖ Implementation of full covid 19 vaccination as the key component of any roadmap to the resumption of face-to-face classes

## **D. Finance Division**

The Finance Division shall ensure:

- ❖ equitable and timely downloading of funds from Central Office to Schools Division Offices and, schools.
- ❖ proper and efficient utilization of funds through the use of on-line monitoring tools.
- ❖ the dissemination of latest and relevant financial issuances and policies from DepEd Central Office and other oversight agencies.
- ❖ training and upskilling of finance personnel in the Schools Division Offices and Implementing Units on the latest financial information system.

## **E. Field and Technical Assistance Division**

With its mandate to provide timely, data-driven, and need-based Technical Assistance to the Schools Division Offices (SDOs), the Field Technical Assistance Division (FTAD) unceasingly commits to assist the 21 SDOs on top of their SY 2022-2023 Regional Office and Schools Division Office Technical Assistance Plan and

Agreement by reconstituting the various Regional Field Technical Assistance Teams (RFTATs) that will give due attention and specialized action to TAs requested.

- ❖ Coordinate with the Functional Divisions and Support Units of the Regional Office to address the pressing needs, gaps, issues and concerns being faced by the SDOs in the Implementation of their BE-LCRP.
- ❖ Continuous support to the SDOs in their implementation of the RO's pioneer initiatives such as the: Farm Schools, School Heads Academy, ALS Skills Package, Innovation Showdown; and Home Gardening Program.

## **F. Human Resource Development Division**

The Department of Education's (DepEd) Region VI through Human Resource and Development and NEAP in the Region is committed to the professional growth and lifelong learners of its teachers and school leaders as key foundation to the upgrading of quality basic education. The country has identified the necessity to reskill and upskill the teachers to enable them to develop new skills and to remain competitive in this fast changing times. The reskilling and upskilling require an understanding of the knowledge, skills and personal traits of the employees to help identify the specialized skills and additional training needed to fulfil those aspirations in their career.

The office with the support of all functional divisions will perform the following:

- ❖ Ensure that all professional development programs for teachers and school leaders are quality assured through the NEAP recognition process.
- ❖ Provide technical assistance through HRD Implementers Conference, School Heads Academy coordination meeting and Scholars assembly will iron out cloudy and rough areas of the implementation. School Heads Academy (SHA) address competency gaps of the aspiring and emerging school heads in the 21 divisions.
- ❖ Fast tracking the review of its guidelines specifically in the REAP implementation focusing on Structure and Processes. Pool of Scholars will give the qualified teachers and school leaders the opportunity to be trained in scholarship grants both local and international and to attend professional development activities specifically designed for them to harness their full potential and become agents in the successful implementation of Basic Education Curriculum at the regional level.

## **G. Policy Planning Research Division**

The Planning, Policy and Research Division shall continue to gather and provide reliable data for planning and budgeting activities in relation to the implementation of BE-LCRP for data-driven decision-making. This Office shall also efficiently implement research activities that will support policy implementation and assessment.

## **H. Quality Assurance Division**

One of the expected outcomes from the Quality Assurance Division is to ensure that the RO and SDOs' standards, guidelines, systems and processes are well defined and relevant to the context of the region. Thus, the Office is responsible for the institutionalization of a regional Quality Assurance – Monitoring and Evaluation (QA-M&E) and Assessment Framework which is in accordance with the national standards.

The Quality Assurance Division shall strengthen the Monitoring and Evaluation (M and E) mechanisms by crafting a tool specifically for the BE-LCRP+ implementation to gather feedback and issues for technical assistance by the Regional Field and Technical Assistance Teams and lead in the conduct of the M & E activities for this purpose.

The pool of support shall serve as the ways Forward of DepEd VI as it continues to employ interventions and devise new strategies and approaches to meet the needs and demands of all learners for quality basic education.

The Functional Divisions and Units in the regional office shall collaborate with one another in providing full support to the SDOs to meaningfully contribute and gear up to the realization of the Basic Education Learning Continuity and Recovery Plan

## **Monitoring and Evaluation**

The Regional Office shall monitor the compliance of Schools Division Offices in the implementation of their BE-LCRP and submit reports to the Office of the Regional Office based on the following areas of concern:

- ❖ Implementation of the BE-LCRP for the SY 2022-2023.
- ❖ Identify issues and gaps in the implementation process.
- ❖ Recommend actions for plan adjustment.

### **Monitoring and Evaluation Activities**

To strengthen the M and E Mechanism, the following activities shall be conducted:

#### **1. Regional Convergence of Education Leaders (RCEL)**

This is an avenue for the members of the top management: the Regional Director, Assistant Regional Director, the Schools Division Superintendents and the Assistant Schools Division Superintendents, Functional Divisions and Unit Heads to discuss updates on policies from the Central Office, to thresh out problems, issues and concerns, to share banner programs, projects and activities and to exchange good practices, innovations and initiatives all geared towards the attainment of the DepEd goals and directions.

#### **4. Regional Monitoring, Evaluation, and Adjustment (RMEA)**

This technology shall serve as a framework in providing information on the implementation and achievement of regional, division and school programs and projects for informed decision-making and continuous improvement.

#### **5. Management Review Meetings**

This formal and structured meeting involves top management and the members of the Quality Management System (QMS) team to review and evaluate the effectiveness of Management System, to determine quality plans for the whole organization, to review annual performance in compliance to the Quality Management System and to determine continual improvement activities for the Quality Management System.

#### **6. Coordination Meetings**

This is an assembly of all RO FD Chiefs, Regional Supervisors and program coordinators to convene twice a month to provide updates on programs, projects and activities, to discuss issues and concerns raised by the SDOs, and to come up with feasible solutions and strategies on these issues and concerns through sharing of insights and best practices captured during the Monitoring and Evaluation and Technical Assistance.

#### **7. Online Clients' Satisfaction Survey**

This feedback mechanism strategy is anchored on the ISO Quality Management System which aims to provide quality service for total customer satisfaction. Through this survey, practices and procedures are constantly and continuously reviewed and revisited for refinement and enhancement as a manifestation of the principle of continuous improvement.



### **Ways Forward**

DepEd Region VI shall strengthen the culture of collaboration among personnel from all governance levels. The operationalization of the Learning Recovery Framework shall be spearheaded by the regional office through support, guidance, assistance to the Schools Divisions by continuously revisiting the action steps of each functional division and monitoring the implementation of all the enabling mechanisms.

The region shall continue to foster learning from one another by sharing best practices, benchmarking activities, feedback-giving and feedback-gathering. This is the commitment of the region of providing quality, accessible, liberating, and complete basic education through resiliency, and good governance.

### **Conclusion**

The road to learning recovery is still long and winding. But, the roadmap in addressing the learning loss and the learning gaps has been clearly laid down to provide strategic direction to all DepEd Region VI personnel to exert unanimous and well-orchestrated efforts of improving the learners' performance in all aspects of quality learning. With the pool of support and the oneness of aspiration, the region is and will always be committed in making every child, a champion.