



**AN ASSESSMENT OF THE IMPLEMENTATION OF THE 8-WEEK
LEARNING RECOVERY PROGRAM**

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ABSTRACT

This undertaking aimed to assess the 8-Week Learning Recovery program implementation in the Schools Division of Legazpi City for school year 2022-2023 & 2023-2024. The assessment focused on the extent of implementation of the 8-Week Learning Recovery Program along program planning, program implementation, and roles and responsibilities of the Regional and Division Heads. It also recorded the challenges met by the school heads in implementing the 8-Week Learning Recovery Program. Likewise, the significant changes observed among the learners during the implementation of the 8-Week Learning Recovery Program were determined. Finally, the study developed a learning program to sustain the Learning Recovery Program.

The survey design considered the descriptive developmental research method utilized qualitative and quantitative analysis using survey questionnaires and interviews. The respondents of the study were school heads, English Coordinators, Filipino Coordinators, Mathematics/ Numeracy Coordinators, and stakeholders from mega (Albay Central), large (Taysan, Legazpi Port, and Banquerohan Elementary), medium (Pawa, Imalnod, Dita and Buenavista Elementary) schools.

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The significant findings of the study are the following. The extent of implementation of the 8-Week Learning Recovery Program along program planning, program implementation, and roles and responsibilities of the Regional and Division Heads were always observed in Legazpi City Division. Several challenges were observed in implementing the program along program planning, program implementation, and roles and responsibilities of the regional and division heads. Significant changes were observed among the learners during the implementation of the 8-Week Learning Recovery Program. The learning program was developed to sustain the 8-Week learning recovery program.

Based on the findings and conclusions of the study, the following recommendations are presented for consideration by the department. The Department of Education may continue the implementation of the learning recovery program. The Department of Education should address the challenges encountered for effective implementation of the program. The learning recovery program with similar features as that of the 8- Week LRC must be sustained and even enriched until all learners become grade-ready in terms of literacy and numeracy. The Department of Education may do continued monitoring and assessment of the learning progress of the pupils to maintain the effectiveness of the learning recovery program. The learning program developed by the researcher may be adopted in other regions, and a similar study can also be done in other regions.

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Definition of Terms

The following terms/phrases are conceptually and operationally defined for better understanding:

Assessment. A process used to keep track of learners' progress in relation to learning (DepEd Region V Memo # 104, s. 2022). The present study adopted the cited definition.

Literacy. Is the ability to read and write, or the ability to use language to read, write, listen, and speak. In modern contexts, the word refers to reading and writing at a level adequate for communication, or at a level that lets one understand and communicate ideas in a literate society, so as to take part in that society (New World Encyclopedia, 2023). The present study adopted the cited curriculum but limited only to English and Filipino 3 in the City Schools Division of Legazpi.

8-Week Learning Recovery Curriculum. A more detailed version of the K-12 Basic Education Curriculum targeting specific domains in Mother Tongue, Filipino, English, and Math. For the languages, these are alphabet knowledge/phonological awareness, word recognition and phonics, reading comprehension and fluency, listening comprehension, and vocabulary, Multiplication and Division. These domains are the focus of the 8-Week Learning Recovery Curriculum (DepEd Region V Memo # 104, s. 2022). The present study adopted the cited curriculum.

Program Planning. A systematic process of developing elements that interact and interrelate with each other to achieve some desired goals (Mathende, Chitiyo, 2022).

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Program Implementation. Refers to how well a proposed program or intervention is put into practice and is fundamental to establishing the internal, external, construct, and statistical conclusion validity of outcome evaluations (Durlak. 2024). Program implementation in this study refers to the 8-Week Learning Recovery Program implemented in Legazpi City Schools.

Roles and Responsibilities. Roles refer to a person's position on a team while responsibilities refer to the duties and tasks of their particular roles (Rose, 2021). This study adopted the cited definition but was limited only to the Regional and Division heads involved in the implementation of the 8-Week Learning Recovery Program in Legazpi City Schools.

Challenges. Something that needs great physical or mental effort in order to be done successfully and, therefore, tests a person's ability (Cambridge Dictionary, 2024). In this study, it refers to a difficulty met by the school heads in implementing the 8-Week Learning Recovery Program in Legazpi City Schools.

Learning Program. The output of the study prepared by the researcher in a form of training to the school heads, teachers and stakeholders to enhance their awareness in the implementation of the 8-Week Learning Recovery Program. It was developed to build knowledge, skills and attitude and strengthen their good practices in the implementation of the cited program in the Schools Division of Legazpi City. The area of concerns focused on the challenges met by the respondents in the implementation of the LRP.

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INTRODUCTION

One of the life-threatening events in recent time is the emergence of the deadly corona virus (COVID) 19. It interrupted the daily life of people, industry and academic institution worldwide. A specific example was the suspension of face-to-face classes for about two (2) years following the order of the government. This action was meant to minimize the health hazard and disaster/lethal effect. But the quest for knowledge and access to educational opportunities continue by resorting to distance/blended learning among others. However, there is the issue on appropriateness of teaching-learning modalities for very young to adult learners.

In the Philippines, the critical outcome of Department of Education recovery plan is to ensure that learning gaps are addressed among all learners, particularly those who are the most vulnerable ones and those in situations of disadvantage. Based on the impact of learning gaps and the core underpinning necessary for learners' optimal growth and success. In line with this, the Department issued a Department Order No. 13, s. 2023 which aims to adopt the national learning recovery program to strengthen the learning recovery and continuity of the program. It also aims to improve numeracy and literacy and to accelerate the achievement of the education targets.

With the mantra, DepEd Cares, Shares and Serves with a SMILE and the institutionalization of the implementation of the R5 Learning Recovery Plan, DepEd Region V issued the Regional Memorandum No. 104 s. of 2022. The said memorandum intends to aggressively address the current learning crisis among the Bicolano learners with emphatic

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recognition of the need for academic success in school. This will become possible through a positive climate and environment where learners recover from learning loss and continue acquiring quality learning freely and naturally. Corollary with this initiative is the issuance of specific policy guidelines on the implementation of the 8-Week Learning Recovery Curriculum which is the subject of this inquiry (Appendix B). Thus, it was implemented with adherence to the principles of rights-based education, early childhood education, child-friendly school system, and the holistic development of learners.

The same source provided the information that only 20 percent of the learners met the expectations referring to learning competencies for English and Filipino. This means one for every five or majority of grade 3 learners lack the ability to read, write, understand, communicate or not ready for the challenges facing them. Admittedly, the management response must be available such as the implementation of 8-week Learning Recovery Program. Very briefly, this is:

A learning remediation and intervention that centers on teaching literacy and numeracy in Grade 1, 2 and 3 learners who are identified to have acquired learning loss because of the implementation of distant learning these past two school years.

The learning recovery program for early grade learners aim to provide access to a comprehensive educational program for all learners in Grades 1-3 who experience learning loss because of Covid-19 pandemic. It will also provide foundational skills to learners in literacy and numeracy in order for them to catch up and be grade-level ready. Likewise, to ensure

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ISSN: 2704-3010

Volume VII, Issue II

November 2025

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the holistic development of early grade learners by providing them with opportunities that will enable them to acquire foundational and readiness skills in school (R.M. No. 104 s. 2022).

Moreover, one in four children in the East Asia and Pacific region was failing to master basic literacy and numeracy skills in primary school prior to the pandemic. The situation of learning has worsened for millions of children whose education has been interrupted by school closures due to the pandemic (Benavides, 2020). An estimated 10.5 million students in the region at risk of not returning to school disclosed. Hence, the education systems are struggling to help children recover the learning they have lost during the school closures (UNICEF & SEAMEO, 2020).

In an effort to recover the learning lost among Bicolano learners, the Department of Education Bicol (DepEd 5) crafted a "learning recovery plan" (LRP). In a press conference, DepEd Regional Director Gilbert Sadsad claimed that Bicol was the first region in the country to develop an LRP. It will be implemented during the academic years 2023 to 2025 and would cost about P225 million. LRP aims to address disruptions of knowledge among transitioning students from grades 1 to 3 due to the pandemic over the past years in key learning areas such as literacy and numeracy (Bernadas, 2022).

There was also the information that about 1,819,218 enrolled learners in the region were registered by the department for school year 2021-22. The Chief of Policy Planning Research Division Roy Bañas reported that 547,635 students from all sectors are tentatively expected to complete and graduate in the school year. About 3,194 of 3,840 public schools

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and 214 out of 588 private schools were able to participate in the progressive expansion of in-person classes according to the Quality Assurance Division Chief Jocelyn Dy.

In support to DepEd Regional Office’s Learning Recovery Plan dubbed as RAISE (Recovering for Academic Achievement by Improving Instruction Through Sustainable Evidence-Based Learning Programs). SDO Legazpi City has initiated its measures to address learning gaps along literacy and numeracy in Grades 1 to 3 through program ASPIRE (Accelerating Structures and Pedagogies to Improve Reading and Numeracy Engagement). The salient move of the Division is also aligned with the framework crafted by the Department to address learning gaps due to the pandemic-related class disruptions (Morcilla, 2022).

The Department of Education, Division of Legazpi City was established on April 5, 1971 by virtue of Republic Act 2234 and its amendment under Republic Act 5525. Before this event, the schools in the city were part of the Department of Education, Division of Albay. The Division shared vision shows that by 2025, SDO Legazpi City is a premier learner-centered division in Bicol, with a strong collaborative culture of excellence among its teachers, instructional leaders, and stakeholders to ensure that learners are equipped with the 21st century skills. Anchored on the Learning Recovery Program and the division’s Basic Education Learning Continuity Plan’s INSPIRE, the teachers and digitally equipped dynamic and responsive to the children’s learning gaps by making them functionally literate and numerate in accordance with the prevailing standards.

The smart goal aims that by 2025, 100% of learners are grade-ready in terms of literacy and numeracy through the provision of needs-based quality instruction. from well-

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equipped teachers with the supervision of competent instructional leaders, utilization of contextualized learning resources, development of functional teacher and learner programs, and collaboration of supportive stakeholders.

The City Schools Division of Legazpi is implementing the recovery program in all public elementary schools in seventy (70) barangays. A brief profile shows that it has 42 elementary schools where 38 of under Principal position while only 4 (Mariawa ES, Bagong Abre ES, Mabinit ES and San Joaquin ES) are being managed by the Head Teacher. The Division is composed of 10 districts and 10 Public Schools District Supervisors to provide technical assistance to school heads on matters of instructional supervision. Also, to assists school heads in self-management, school-based decision-making and to utilization and development of sol resources.

The issuance of the national, regional and division learning recovery program acknowledged the importance of monitoring and continues assessment of the programs to ensure its successful implementation. This inquiry is relevant to the Department of Education calls to improve the literacy and numeracy of Grade 3 learners along with the leader of education. Hence, justifies the proposed study under consideration.

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MATERIALS AND METHODS

Research Instruments

The assessment of the implementation of the 8-Week Learning Recovery Program considered the use of questionnaire-checklist as its main research instrument. Other tools used in this study was interview guide.

Questionnaire (Appendix B) design to determine the extent of implementation of the 8-Week Learning Recovery Program along program planning, program implementation, and roles and responsibilities of the regional and division heads.

Interview of the school heads focused on the challenges in implementing the 8-Week Learning Recovery Program. Likewise, the significant learning experiences of the learners during the implementation of the cited program were gathered also thru interview to Grade 3 teachers and stakeholders. The researcher prepared Interview guide (questions) based on the statement of the problem or for conducting content analysis.

Furthermore, the research questionnaire was validated by one (1) Education Program Supervisor in the Region, one (1) Educational Program Supervisor in the Division, one (1) Public Schools Division Supervisor and two (2) school heads not included in the study.

Research Method

The research inquiry assessed the implementation of the 8-week learning recovery program in Legazpi City Schools for school year 2024-2025. It was conducted using descriptive developmental research utilizing qualitative and quantitative analysis technique. To determine the extent of implementation of the 8-Week Learning Recovery Program along

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program planning, program implementation, and roles and responsibilities of the Regional and Division Heads, quantitative research method through survey questionnaire was used. According to Sreekumar (2023), quantitative research methods are used to observe events that affect a particular group of individuals, which is the sample population. In this type of research, diverse numerical data are collected through various methods and then statistically analyzed to aggregate the data, compare them, or show relationships among the data. It relies on the quantities involving numerical values as basis in making conclusions.

This study also considered the qualitative method to determine the challenges met by the school heads in implementing the 8-Week Learning Recovery Program. Likewise, the significant learning experiences of the learners during the implementation of the Program. Bhandari (2023) explained that qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. So, to gain more in-depth understanding of a topic, an interview was done to the school heads, teachers and stakeholders.

Lastly, qualitative research was also used to develop the learning program to sustain the Learning Recovery Program. Thus, a training program was prepared based on the findings of the study.

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RESULTS AND DISCUSSION

Findings

Some of the significant findings on this study are the following:

1a. On program planning, all the indicators obtained a mode of 5 or “always performed”. The number one indicator according to 55 respondents was the “teachers always used the appropriate Learning Recovery Program assessment tools in English and Filipino” followed by “the teaching load and time allotment per subject are anchored on DepEd Memo No. 291, s. 2012” (53). Comes next were the three indicators with 52 respondents answered 5 or always: “the learners were always assessed by subject areas with corresponding assessment tools covering domains in reading and numeracy”; “the post-test was always administered on Week 10 following the guidelines set for each subject area, ability groups, and grade level”; and “the pre-test was always administered at the start/prior to the implementation”. The two (2) indicators registered the lowest number of respondents who answered 5 were “the division conducted training of teachers in the early grades two weeks before the start of classes (43) and “each class has a minimum of 30 and a maximum of 35 learners (42).

1b. On program implementation, all the 15 indicators received a mode of 5 or always performed. The top three (3) indicators obtained a rating of 5 were “the data were always gathered, interpreted, and analyzed based on the results” (60); “the teachers always conducted intensive monitoring and evaluation of learners’ progress” (55); “the teachers always administered the post-test to Grade 3 learners” (54); and “the teachers always

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gathered data and analyzed the results” (54). The two (2) indicators obtained the second lowest number of respondents (47) who answered 5 were “focus Group Discussion or School Learning Action Cell sessions to process the LRP sessions and to discuss teaching and learning experiences with other teachers have been organized by the school head for adjustments and continuous improvement of the contextualized curriculum” and “the school head provided timely feedback and technical assistance to teachers as a result of the regular monitoring and evaluation of early grade teachers particularly grade 3 teachers”.

1c. Most of the roles and responsibilities of the regional heads were rated 5 or “always” observed particularly on monitoring and supervising the implementation of the Learning Recovery Program in the entire Region. They always provided technical assistance to schools’ divisions to ensure the appropriate delivery of the Learning Recovery Program (47). Two (2) indicators with the same number of respondents (46) rated 5 were “initiated adjustments and refinements in the implementation of the Program” and “conducted regional training on the 8-Week Learning Recovery Program implementation conducted by the regional office”.

On roles and responsibilities of the Division Heads, the highest number of respondents (53) answered 5 or always performed states that the division heads “analyzed and interpreted pre-test and post-test results to determine learners’ progress”. They also “developed targeted plans along learning recovery or accelerated learning based on assessment results” (49) and “ensure compliance of public elementary schools in the implementation of the Learning Recovery Program through advocacy, the conduct of training-workshops, orientation and program implementation” (48). The two (2) indicators with the same number of respondents

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(45) answered “always” state that the Division head “provided technical assistance and other forms of support to schools for effective program delivery” and that the division heads submitted recommendations/ insights to the Regional Office for possible policy enhancement/amendment.

2. In program planning, the only challenge is limited time and training for teachers in roles and responsibilities of the regional and division heads. In program implementation, the challenges were learner’s attendance, overlapping of activities and suspension of classes, learning difficulty and readiness, lack of retention, working parents, and limited resources.

3. The significant changes observed among the learners during the implementation of the 8-Week Learning Recovery Program were: improvement of reading and numeracy skills, the learners learned while having fun, found coping mechanism, had learned the key components of reading and content engagement/materials.

For school years 2022-2023 and 2023-2024 the number of full refresher pupils in Grade 3 has significantly reduced in Mother Tongue Based (58 and 68), Filipino (185 and 86) and 86, English (210 and 65) and Mathematics (219 and 279) after attending a series of remediation and catch-up activities. There is also an increase in the number of pupils considered as grade ready in the Mother Tongue Based (169 and 344), Filipino (123 and 302), English (103 and 281) and Mathematics (64 and 160) subjects.

4. The researcher developed a training program entitled: Reskilling and Upskilling of School Heads and Grade 3 Teachers in the Delivery of English, Filipino and Mathematics

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Instructions in Support to 8-week Learning Recovery Curriculum in Region V. The training program have the following objectives: (a) To enhance the implementation of 8-Week Learning Recovery Program along Program Planning, Program Implementation and Roles and Responsibilities of the Regional and Division Heads. (b) To develop and build knowledge, skills and attitude of school heads to address challenges in the implementation of the 8-Week Learning Recovery Program. (c) To strengthen good practices in the implementation of 8-Week Learning Recovery Program implementation in Schools Division of Legazpi City, and (d) To sustain the 8-Week LRP implementation through proposed learning program.

Conclusions

The following conclusions are drawn based on the findings of the study:

1. The extent of implementation of the 8-Week Learning Recovery Program along program planning, program implementation and roles and responsibilities of the Regional and Division Heads were always observed in Legazpi City Division
2. Several challenges were observed in implementing the program along program planning, program implementation and roles and responsibilities of the Regional and Division Heads
3. Significant changes were observed among the learners during the implementation of the 8-Week Learning Recovery Program.
4. The learning program was developed to sustain the 8-Week learning recovery program.

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Recommendations

Based on the findings and conclusions of the study, the following recommendations are presented for consideration of the department:

1. The Department of Education may continue the implementation of the learning recovery program.
2. The challenges encountered, should be tackled by the Department of Education for effective implementation of the program.
3. The learning recovery program with similar features as that of the 8- Week LRP must be sustained and even enriched until all learners become grade-ready in terms of literacy and numeracy.
4. Continues monitoring and assessment of learning progress of the pupils may be done by the Department of Education to maintain the effectiveness of the learning recovery program.
5. The learning program developed by the researcher may be adopted in other regions.
6. A similar study can be done in other regions.

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ISSN: 2704-3010

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November 2025

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Volume VII, Issue II

November 2025

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ISSN: 2704-3010

Volume VII, Issue II

November 2025

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