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The Extent of Implementation of the Learning Recovery and Continuity Plan among Teachers of SDO Meycauayan and SDO Malolos toward the Basic Education Development Plan 2022-2030 Goals

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Abstract

Aim: This study examined the extent of implementation of the Learning Recovery and Continuity Plan (LRCP) in the Schools Division Offices (SDO) of Meycauayan and Malolos toward achieving the Basic Education Development Plan (BEDP) 2022–2030 goals. Specifically, it assessed school profiles, curriculum development and assessment (CDA), learning environment (LE), teachers' upskilling and reskilling (TUR), and stakeholder support and collaboration (SSC), while also identifying challenges and risks.

Method: The study employed a quantitative descriptive-comparative design to evaluate the LRCP's effectiveness, areas for improvement, and overall impact on educational strategies.

Results: Findings revealed a moderate level of LRCP implementation. Teacher participation in training and research was limited, with improvements needed in literacy, numeracy, and the use of DepEd learning resources. Monitoring and evaluation mechanisms were generally strong, particularly through digital platforms like LRMS. Significant relationships were found between teacher training in CDA, LE, and TUR and the successful implementation of the plan, while SSC-related training and research activities showed no such effect.

Conclusion: The results suggest that while the LRCP contributes positively to the BEDP 2030 goals, gaps remain in sustaining teacher professional development and strengthening partnerships. Enhancing literacy and numeracy initiatives, fostering greater collaboration with both government and private stakeholders, and aligning research with classroom practice are essential for maximizing the plan's long-term impact.

Keywords: Curriculum Development and Assessment, Learning Environment, Teachers' Upskilling and Reskilling, Stakeholders' Support and Collaboration, Learning Recovery and Continuity Plan, Basic Education Development Plan

INTRODUCTION

The Philippines, a nation with a rich culture and great potential, has long struggled with providing equitable access to quality education. Over the past few years, the country has faced significant hurdles, including the COVID-19 pandemic and systemic issues that have hindered student progress. Despite these challenges, the Filipino people have demonstrated resilience and an innovative spirit, paving the way for a brighter future for their children.

A 2019 report by UNESCO highlighted a significant educational crisis in the Philippines, noting that approximately 15 million children aged 5 to 14 were not enrolled in school. Of those who were enrolled, nearly two-thirds lacked fundamental reading skills. The situation was compounded by the COVID-19 pandemic in 2020, which disrupted the education of an estimated 26.9 million learners. A subsequent assessment by the Center for Learning and Assessment Development-Asia revealed a marked decline in the performance of Grade 10 students in English and Mathematics when comparing pre-pandemic (2019–2020) and remote learning (2020–2021) school years. This decline, coupled with existing challenges, highlighted critical risks to the continuity of learning. Disturbingly, literacy assessments showed that 1.87% of students remained non-readers, and 37.38% failed to acquire a comprehensive range of reading skills. These findings exposed systemic issues in both elementary and secondary education. To address these urgent concerns, the National Institute for Excellence in Teaching emphasized the importance of

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learning recovery plans, including skill mapping frameworks, diagnostic tools, and high-quality curricula, as essential components for mitigating widening educational gaps (Magno, 2022; Pangilinan, 2025).

To address the educational disruption caused by the pandemic, the Department of Education (DepEd) launched the Basic Education Learning Continuity Plan (BE-LCP) in 2020. This collaborative effort ensured the continuation of education while safeguarding students and teachers. Recognizing the pandemic's lasting impact on learning, DepEd expanded its efforts in 2022 with two new initiatives: the Basic Education Learning Recovery and Continuity Plan (BELRCP) and the Basic Education Development Plan (BEDP) 2030. The primary goal of these programs is to identify and address learning deficiencies, with a special focus on supporting marginalized and vulnerable students (Carvajal et al., 2025).

The BEDP 2030, DepEd's first long-term strategic roadmap for basic education, aims to bridge access gaps, improve educational quality, integrate innovations for resilience, and embed children's and youth's rights within the education system. School officials are implementing these plans by accelerating instructional initiatives to close early-grade learning gaps, as outlined in DO No. 24, s. 2022, and the BELRCP for SY 2022–2025.

These comprehensive efforts, anchored on the Sulong Edukalidad Framework, the Philippine Development Plan, and the Ambisyon 2040 Sustainable Development Goals (SDG) 2030, underscore DepEd's commitment to mitigating learning losses and ensuring that every Filipino student has access to high-quality instruction (Sanchez, 2025).

This study is set within the context of the BEDP 2030, a strategic initiative aimed at enhancing the quality and delivery of basic education in the Philippines. The primary purpose of this research is to explore and evaluate the implementation of the BELRCP as a critical mechanism for achieving the objectives of BEDP 2030. By identifying risks encountered during the pandemic and assessing the mitigation strategies employed, this study aims to highlight the issues, concerns, and opportunities for improvement within the SDO Meycauayan and SDO Malolos school divisions. Specifically, the research examines the extent of BELRCP implementation in four key areas: Curriculum Development and Assessment, Learning Environment, Teachers' Upskilling and Reskilling, and Stakeholder Support and Collaboration. Through this analysis, the paper seeks to provide insights into the progress made, the challenges faced, and actionable recommendations to strengthen educational initiatives, ultimately contributing to the attainment of the BEDP 2030 goals.

Theoretical Framework

This study is anchored in the Expected Utility Theory (EUT), which is fundamental to decision-making under uncertainty, particularly in the context of risk management. EUT posits that individuals, such as school administrators and teachers, make choices by maximizing their expected utility. This process involves calculating the potential value of each outcome and selecting the option that offers the highest expected utility. As a risk management theory, EUT provides a structured approach for assessing, identifying, analyzing, monitoring, and evaluating the strategic direction of a plan. The goal is to identify and manage emerging challenges, thereby ensuring the successful implementation of policies, programs, and projects (Carvajal et al., 2023).

To measure EUT, this study uses the PDCA (Plan-Do-Check-Act) Cycle. The PDCA Cycle is a continuous process for problem-solving and managing change. It allows for small-scale improvements to be tested before they are officially implemented. This approach is vital for ongoing enhancement because it provides a structured way to solve problems, improve processes, and encourage data-driven decisions and collaboration. EUT, when integrated with the PDCA Cycle, provides a robust framework for improving learning, performance, standards, and teaching. It supports the strategic planning, implementation, monitoring, and evaluation of educational programs.

This study links the principles of EUT and the PDCA Cycle to the Sulong Edukalidad Framework. This nationwide DepEd initiative aims to improve educational quality, address equity concerns, and close access gaps. Sulong Edukalidad is built on four pillars: curriculum development, learning environments, teachers' upskilling and reskilling, and stakeholder support. Each pillar includes specific strategies supported by programs, projects, and activities designed to achieve the overall goals (Amihan et al., 2023).

By using EUT, the PDCA Cycle, and Sulong Edukalidad as a combined framework, this research examines how DepEd's educational recovery plans, such as the Basic Education Learning Recovery and Continuity Plan (BELRCP), were implemented to achieve the objectives of the Basic Education Development Plan (BEDP) 2030. This integrated approach allows for a robust evaluation of how risks are identified and mitigated. It also offers insights into opportunities for continuous improvement in curriculum, teacher development, and stakeholder engagement.



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Conceptual Framework

The study utilized the Input-Process-Output (IPO) model, a general paradigm for representing a process. This systematic approach provided a clear conceptual model, guiding the researcher in investigating and solving the problem. The model's four essential components—input, process, output, and feedback—are interconnected, creating a cycle of continuous improvement.

The Input component includes the school's profile, data on trainings and research projects related to monitoring and evaluation, and details on the implementation of the Basic Education Learning Recovery and Continuity Plan (BE-LRCP). This encompasses curriculum development and assessment, the learning environment, teachers' upskilling and reskilling, and stakeholder support and collaboration (Abenojar et al., 2025).

The Process component involves a series of methodological steps. This includes the administration of survey questionnaires, data collection procedures, statistical treatment of the data, and subsequent interpretation and analysis.

The Output component consists of the results of the study. This includes the implementation strategy for the Learning Recovery and Continuity Plan toward the Basic Education Development Plan (BEDP) 2022–2030 Goals and the proposed mitigation strategy.

The feedback mechanism ensures the intervention plan is part of a cycle of ongoing improvement. Feedback from the implementation of the intervention plan is collected and looped back into the system. This information is used to refine and improve the initial input and process stages, fostering an environment of continuous evaluation and enhancement. Over time, this cyclical feedback helps preserve the applicability and efficacy of the Basic Education Learning Recovery and Continuity Plan.

Objectives

This study examined the extent of implementation of the Learning Recovery and Continuity Plan (LRCP) in the Schools Division Offices (SDO) of Meycauayan and Malolos toward achieving the Basic Education Development Plan (BEDP) 2022–2030 goals.

Specifically, the researcher sought to answer the following questions:

1. What is the school profile of the respondents in terms of number of trainings conducted in 2023 and number of research conducted in monitoring and evaluation on curriculum development and assessment, learning environment, teachers' upskilling and reskilling, and stakeholders support and collaboration.
2. What is the level of implementation in the Basic Education Learning Recovery and Continuity Plan in terms of pillars of Sulong Edukalidad Framework.
3. How do the respondents assess the level of challenges encountered and monitoring and evaluation, in measuring the success of the Basic Education Learning Recovery and Continuity Plan in terms of pillars of Sulong Edukalidad Framework.
3. How are the risks mitigated in measuring the success of Basic Education Learning Recovery and Continuity Plan?
4. Is there any significant difference between the level of implementation of Basic Education and the Learning Continuity Plan and Recovery when grouped according to school profile?

METHODS

Research Design

This study employed a quantitative descriptive–comparative research design to analyze the implementation of the Basic Education Learning Recovery and Continuity Plan (BELRCP). The research focused on key areas, including curriculum development, assessment, teacher upskilling, and stakeholder collaboration. This approach provided a structured way to identify and solve problems, improve processes, and effectively monitor and evaluate the educational strategies being implemented (Carvajal et al., 2025; Sanchez, 2023).

Population and Sampling

A cluster sampling method was used to select participants from two different school districts, SDO Meycauayan and SDO Malolos, due to their large populations of teachers (1,129 and 1,815, respectively). The sample size was 340, based on Cochran's Sample Size Calculator with a 5% margin of error. For SDO Meycauayan, the total population was divided into four clusters, and a total of 130 teachers was selected proportionally from each cluster.

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Similarly, for SDO Malolos, the population was divided into ten districts, from which 210 teachers were chosen using proportional allocation. This process ensured fair representation across large, medium, and small schools, thereby increasing the representativeness and reliability of the study (Pangilinan, 2025).

Instrument

The instrument of this study was a researcher-made questionnaire based on the Basic Education Learning Recovery and Continuity Plan. It was designed using risk management principles and focused on the plan's main variables. Experts in the field of research and members of the review panel critiqued the tool. It underwent pilot testing with thirty participants, and the data was processed using factor analysis to gather validity evidence, explore relationships among items, and determine the number of dimensions represented in the survey. The instrument was further validated by three to four experts in the field. Its reliability was established using the Shapiro-Wilk test, while Cronbach's alpha was obtained to measure internal consistency.

Part I determined the school profile in terms of the number of training sessions and research studies conducted for monitoring and evaluation. Part II examined the level of implementation of BELRCP in terms of curriculum development and assessment, learning environments, teacher upskilling and reskilling, and stakeholder support and collaboration. Part III assessed the challenges encountered in implementation and the measures taken to monitor and evaluate the Basic Education Development Plan (BEDP) 2030. Finally, Part IV evaluated how risks were mitigated to measure the success of BELRCP.

To obtain significant responses, the study employed a 4-point Likert scale, which compelled respondents to choose between positive and negative options without resorting to a neutral choice. This approach was adopted to reduce indecision and ensure more meaningful responses, addressing limitations observed in traditional 5-point Likert scales (Abenojar et al., 2025).

Data Collection

Permission was first secured from the Schools Division Superintendent. Teachers were then allotted adequate time to complete the questionnaire, which was designed to be finished in at least 15 minutes. However, because of the number of questions, some respondents requested additional time. The administration, distribution, and collection of responses were facilitated through both face-to-face interaction and Google Forms. Completed surveys were carefully checked for completeness. All collected data, whether digital or hard copy, was stored securely in password-protected files and locked cabinets to ensure confidentiality and prevent unauthorized access. These measures safeguarded the accuracy, reliability, and validity of the results and the overall integrity of the research process (Carvajal et al., 2024).

Treatment of Data

The study employed various statistical tools to analyze the data. Frequency and percentage were used to profile respondents based on the number of training sessions and research studies conducted. Weighted mean was calculated to determine the extent of BELRCP implementation across curriculum development, learning environments, teacher training, and stakeholder collaboration. Finally, the Kruskal-Wallis Test was applied to identify significant differences between BELRCP implementation and school profiles, thereby determining possible relationships between these variables.

Ethical Considerations

The researcher consistently upheld the dignity and well-being of participants throughout the study. All collected data was kept strictly confidential and anonymous to protect participants' privacy. Ethical guidelines were carefully followed, with proper acknowledgment of all references to avoid plagiarism and intellectual dishonesty. This commitment to ethical practices ensured research integrity and minimized potential issues concerning the credibility of the study (Carvajal et al., 2023).

RESULTS and DISCUSSION

This section presented the findings of every problem stated.

1. School Profile in Terms of Number of Trainings Conducted in 2023, and the Number of Research Conducted in Monitoring and Evaluation



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The data indicated that limited professional development for teachers in curriculum development and assessment significantly hindered the implementation of the Basic Education Learning Recovery and Continuity Plan (BELRCP). A substantial majority of teachers reported attending ten or fewer training sessions, with a considerable portion having attended none at all, which aligns with findings from Generalao et al. (2022) that highlight a persistent learning crisis due to teacher quality issues. This lack of training can lead to ineffective lesson plans and inadequate assessment practices, making it difficult for educators to accurately measure student progress and address learning gaps (Abril & Callo, 2021). The findings also revealed a concerning lack of engagement in training on stakeholder collaboration, as well as a gap in research on monitoring and evaluating these partnerships. This suggested a systemic problem that prevents schools from leveraging community support and making informed policy decisions. The literature emphasized that for the BELRCP to be successful, a strategic focus on continuous and contextualized professional development is essential to equip teachers with the necessary skills to promote high-quality instruction and achieve intended learning results (UNICEF, 2021).

2. Level of Implementation in the Basic Education Learning Recovery and Continuity Plan in Terms of Curriculum Development and Assessment, Learning Environment, Teachers' Upskilling and Reskilling, and Stakeholders Support and Collaboration

Table 1. Assessment in the Implementation Level of Basic Education Learning Recovery and Continuity Plan

<i>Aspect</i>	<i>M</i>	<i>SD</i>	<i>Interpretation</i>
<i>Curriculum development and assessment</i>	<i>3.30</i>	<i>0.51</i>	<i>Fully implemented</i>
<i>Learning environment</i>	<i>3.36</i>	<i>0.61</i>	<i>Fully implemented</i>
<i>Teachers' upskilling and reskilling</i>	<i>3.35</i>	<i>0.60</i>	<i>Fully implemented</i>
<i>Stakeholders support and collaboration</i>	<i>3.38</i>	<i>0.59</i>	<i>Fully implemented</i>
<i>Overall</i>	<i>3.34</i>	<i>0.51</i>	<i>Fully implemented</i>

The study findings indicated that the execution of the Plan for Basic Education Learning Recovery and Continuity was fully established in all aspects. Specific ratings were awarded to each aspect: curriculum development and assessment ($M = 3.30$); the learning environment ($M = 3.36$); teachers' upskilling and reskilling ($M = 3.35$); and stakeholders' support and collaboration ($M = 3.38$). Overall implementation ($M = 3.34$) showed that the Plan for Basic Education Learning Recovery and Continuity was being implemented effectively, although it must include continuous monitoring and progress.

The execution of the Sulong EduKalidad program was described as fully implemented in all elements, spanning curriculum review and updates, improvements to the learning environment, teacher upskilling and reskilling, and stakeholder participation. This complete implementation, driven by life-long, life-wide, life-deep, and life-wise learning concepts, and supported by numerous collaborations, strives to establish a more equitable and effective education system for all Filipino students. The symbolic representation of a child running with a Philippine flag-themed saranggola (kite) reflected the hope and progress associated with this fully implemented initiative.

The results indicated that curriculum development and assessment were moderately implemented, but with limitations in assessment methods, learning resource support, and learning outcomes overall. In particular, "Moderately Implemented" status for numeracy assessment methods, literacy gap assessment, teaching and learning outcomes from academic activities, and the presence of DepEd learning resources suggests these areas required improvement. If not addressed, the moderate implementation of numeracy and literacy gap assessment methods, as well as the availability of learning resources, may have significant implications for student learning outcomes.

3. Level of Challenges and How Monitoring and Evaluation Implemented to Measure the Success of Basic Education Learning Recovery and Continuity Plan as Assessed by the Respondents

Table 2. Level of Challenges in Basic Education Learning Recovery and Continuity Plan Implementation

<i>Aspect</i>	<i>M</i>	<i>SD</i>	<i>Interpretation</i>
<i>Curriculum development and assessment</i>	<i>2.38</i>	<i>0.88</i>	<i>Minor</i>



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<i>Learning environment</i>	2.24	0.93	Minor
<i>Teachers' upskilling and reskilling</i>	2.24	0.96	Minor
<i>Stakeholders support and collaboration</i>	2.14	0.93	Minor
<i>Overall</i>	2.25	0.86	Minor

The table revealed a minor level of challenges or may degrade the achievement of objectives or capability in implementing the Basic Education Learning Recovery and Continuity Plan (BE-LRCP) across various key aspects. The mean scores for curriculum development and assessment (2.38), learning environment (2.24), teachers' upskilling and reskilling (2.24), and stakeholder support and collaboration (2.14), all fall within a range suggested minor difficulties. The overall mean score of 2.25 further reinforced this finding. This suggested that the BE-LRCP's implementation, at least concerning stakeholder support and collaboration, has faced minimally significant obstacles.

In their 2023 study, "Basic Education Learning Continuity Plan (BE-LCP) Implementation: Challenges and Opportunities," Sabaca Jan and Morado explored how aware people were of the BE-LCP and the challenges and opportunities involved in its implementation. The findings indicate that the overall extent of challenges faced by respondents was moderate, highlighting issues such as the need for strategic planning and collaboration to effectively implement the plan amidst the disruptions caused by the COVID-19 pandemic (Sabaca Jan & Morado, 2023).

Table 3. Level of Monitoring and Evaluation in Basic Education Learning Recovery and Continuity Plan Implementation as Assessed by the Respondent

Areas for Monitoring and Evaluation	M	SD	Interpretation
<i>There are provisions to measure the utilization of the Learning Resource Management and Development System (LRMDS) Portal.</i>	3.14	0.68	Significant monitoring and evaluation
<i>There is provision to measure the utilization of the electronic platforms (Google Meet, MS Teams, etc.)</i>	3.13	0.71	Significant monitoring and evaluation
<i>There is provision to measure the engagement of the Parent Teachers Association towards the quality of student learning.</i>	3.11	0.69	Significant monitoring and evaluation
<i>There is provision to measure the quality of online, blended, and hybrid learning delivery.</i>	3.08	0.70	Significant monitoring and evaluation
<i>There is provision to measure the utilization of the DepEd Commons for teachers and students.</i>	3.05	0.72	Significant monitoring and evaluation
<i>There is provision to measure the utilization of gadgets for Wi-Fi connection.</i>	3.03	0.68	Significant monitoring and evaluation
<i>There is provision to measure the utilization of gadgets (notebook) to facilitate student learning.</i>	3.02	0.74	Significant monitoring and evaluation
<i>There is provision to measure the utilization of the DepEd TV (Video recorded lessons)</i>	3.01	0.73	Significant monitoring and evaluation
<i>There is provision to measure the extent of Private sector involvement in the student learning and school improvement.</i>	2.97	0.71	Significant monitoring and evaluation
<i>Overall</i>	3.06	0.62	Significant monitoring and evaluation

The findings suggested that the monitoring and evaluation of the Basic Education Learning Recovery and Continuity Plan occurs with a significant level of monitoring and evaluation in each area evaluated referred to (Overall M = 3.06) which indicates 75% implementation of monitoring and evaluation of activities towards BEDP 2030. Additionally, with a mid-range rating DepEd Commons (M = 3.05), gadgets for Wi-Fi (M = 3.03) and DepEd TV (M = 3.01) were monitored as well exploring some aspects of its use yet possibly need further strengthening. The area rated the lowest was private sector engagement (M = 2.97), which underscores a potential area for improvement in



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partnerships for student learning and school development. Overall, there was room for improvement, particularly for the purpose of increasing private sector involvement and the effective utilization of digital learning and working resources as educational tools.

The Department of Education's (DepEd) "Sulong EduKalidad" reforms, launched in 2019, were designed to improve the quality of basic education in the Philippines. A major part of this was the KITE program, which focused on four key areas: curriculum review, better learning environments, teacher training, and involving the community. However, the program's success ultimately depends on effective monitoring and evaluation (M&E). The fact that M&E within the Basic Education-Learning Continuity Plan (BE-LCP) was a significant factor, suggests that the current monitoring systems were having some positive effects. This was crucial for identifying areas where Sulong EduKalidad's initiatives were succeeding and where adjustments were needed to ensure the program achieves its goals of providing quality basic education for all Filipino children. Further research into the specifics of the M&E assessment, including the methodology and the areas deemed "significant," would be needed to fully understand the extent of its effectiveness in supporting the Sulong EduKalidad reforms. Without that detail, we can only concluded that monitoring was present but the impact on the overall quality of education remained to be seen.

4. The Risks Mitigated in Measuring the Success of Basic Education Learning Recovery and Continuity Plan

Table 4. Level of Risk Mitigation in Basic Education Learning Recovery and Continuity Plan Implementation as Assessed by the Respondent

Risk Mitigation	M	SD	Interpretation
<i>Compressed the most essential learning competencies (MELCS).</i>	3.46	0.57	Full Mitigation
<i>Conduct Learning Action Cell Session regularly.</i>	3.39	0.66	Full Mitigation
<i>Provision of webinar, conferences, orientation, and training-workshops.</i>	3.34	0.63	Full Mitigation
<i>Provision of electronic platforms (Google Meet, MS Teams, etc.)</i>	3.32	0.65	Full Mitigation
<i>Implement the Learning Resource Management and Development System (LRMDS) Portal.</i>	3.26	0.65	Full Mitigation
<i>Provision of DepEd Commons for teachers and students.</i>	3.19	0.69	Significant Mitigation
<i>Expand Private sector partnership</i>	3.12	0.73	Significant Mitigation
<i>Overall</i>	3.30	0.56	Full Mitigation

The data indicated that a combination of strategies was used to mitigate risks in education, with curriculum prioritization being the most effective. The compression of Most Essential Learning Competencies (MELCs) was rated as the highest strategy for filling learning gaps during school closures ($M = 3.46$), a finding that aligned with global strategies adopted to address learning loss (Generalao et al., 2022). Furthermore, professional development opportunities, particularly the regular use of Learning Action Cell (LAC) sessions ($M = 3.39$), were also highly effective, a result consistent with research highlighting the importance of sustained, collaborative training for teachers (Abril & Callo, 2021). While digital platforms and private sector partnerships were also considered effective, they received slightly lower ratings, with expanding private sector partnerships receiving the lowest rating ($M =$



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3.12). This suggests that while these tools and collaborations are valuable, their full potential may be limited by factors such as access, implementation, and established frameworks for collaboration.

5. Significant Difference in Implementation Level of Basic Education and the Learning Continuity Plan and Recovery when Grouped according to School Profile

The finding that the level of Basic Education Learning Recovery and Continuity Plan (BELCRP) implementation was significantly influenced by training in Curriculum Development and Assessment (CDA), Learning Environment (LE), and Teacher Upskilling and Reskilling (TUR) was well-supported in the academic literature. The Kruskal-Wallis test results, which showed a statistically significant relationship between training attendance in these areas and implementation effectiveness, aligned with a broad consensus that teacher quality and preparedness were central to the success of educational reforms (Generalao et al., 2022). Research consistently demonstrates that when educators receive targeted professional development, particularly in areas like pedagogical strategies and curriculum design, they are better equipped to navigate complex changes and improve student outcomes (Abril & Callo, 2021). The lack of a significant relationship with Stakeholder Support and Collaboration (SSC) training, however, was a noteworthy finding that diverged from some literature which emphasizes the critical role of these partnerships (UNICEF, 2021). This suggested that while a lack of training may be an issue, it might not be the primary determinant of implementation success for SSC, or that other factors may be at play. The absence of a significant relationship with research projects and publications further reinforces the idea that direct, practical training was a more immediate driver of implementation success than engagement in academic research.

Conclusions

Based on the study's results, the following conclusions were drawn:

The limited participation in training and research highlights the need for continuous professional development.

The Basic Education Learning Recovery and Continuity Plan (BELCRP) has contributed to a more inclusive and student-centered learning environment, aligning with Sulong Edukalidad's mission to enhance education accessibility and effectiveness. However, while stakeholder collaboration has strengthened community and institutional partnerships, the plan's overall impact was moderate.

The BE-LRCP has shown moderate effectiveness, with challenges in curriculum development, learning environment, teacher upskilling, and stakeholder collaboration potentially affecting long-term sustainability.

The BE-LRCP has demonstrated moderate success in mitigating key risks through teacher training, technological integration, and curriculum enhancements. While these efforts have laid a foundation for quality education recovery, significant challenges remain.

The significant differences in BELCRP implementation based on Curriculum Development and Assessment (CDA), Learning Environment (LE), and Teacher Upskilling and Re skilling (TUR) training suggest that teacher capacity-building was a major factor in the success of educational recovery initiatives.

Recommendations

Based on the study's findings and conclusions, the following recommendations were suggested:

First, a Strategic Research Incentive Program should be established to encourage teachers to participate in research. This program would offer financial rewards, mentorship, and training, directly addressing the low research participation rates observed.

Second, a Collaborative Framework for Research Enhancement was suggested to improve the existing DepEd portal by fostering partnerships with the private sector and other organizations. This would ensure the portal remains accessible and effective, particularly during class disruptions.

Third, a Root-Cause Analysis of the Basic Education-Learning Continuity Plan (BE-LCP) challenges should be conducted through a qualitative study, leading to a targeted strategy and the development of an integrated data system portal for streamlined monitoring.

Fourth, develop an outcomes risk mitigation plan to address all challenges identified in this research. While individually minor, the cumulative effect of these challenges could significantly impact on the long-term effectiveness of the program.

Fifth, a Rigorous Evaluation Framework should be implemented to assess the long-term impact of teacher training and BE-LCP implementation, ensuring data-driven decisions for future program development.



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Finally, the Department of Education (DepEd) should consider implementing an Outcome Risk Mitigation Plan to address specific issues and concerns.

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