



Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

JUL 07 2025

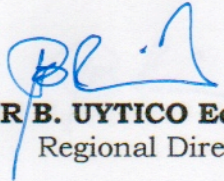
REGIONAL MEMORANDUM

No. 126 s. 2025

**IMPLEMENTING GUIDELINES OF THE ACADEMIC RECOVERY
AND ACCESSIBLE LEARNING PROGRAM**

To: Schools Division Superintendents
All Others Concerned

1. Attached is DepEd Order No. 018, s. 2025 titled Implementing Guidelines of the Academic Recovery and Accessible Learning Program.
2. Immediate dissemination of and compliance with this Memorandum are desired.


RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: None

Reference: As Stated

To be indicated in the Perpetual Index

under the following subjects:

CURRICULUM

POLICY

PROGRAMS

JEB/CLMD-RMWLC- Implementing Guidelines of the Academic Recovery and Accessible Learning Program
000/July 7, 2025



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Republic of the Philippines
Department of Education

JUN 13 2025

DepEd ORDER
No. 018, s. 2025

**IMPLEMENTING GUIDELINES OF THE ACADEMIC RECOVERY
AND ACCESSIBLE LEARNING PROGRAM**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher, and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Implementing Guidelines of the Academic Recovery and Accessible Learning (ARAL) Program**, pursuant to Republic Act (RA) No. 12028 or the Academic Recovery and Accessible Learning (ARAL) Program Act.
2. The ARAL Program is being implemented to establish a free and effective national learning intervention program to ensure that all learners who are struggling in their lessons, especially in reading, mathematics, and science, will be able to attain the competencies set by DepEd in their respective levels.¹
3. It shall be the umbrella program of DepEd for learning recovery and shall have the following components:
 - a. ARAL Program in Reading (ARAL-Reading),
 - b. ARAL Program in Mathematics (ARAL-Mathematics),
 - c. ARAL Program in Science (ARAL-Science), and
 - d. ARAL Summer Programs.
4. This policy repeals DepEd Order No. (DO) 45, s. 2002, or the "Reading Literacy Program in the Elementary Schools," DO 13, s. 2023 or the "Adoption of the National Learning Recovery Program in the Department of Education" and Department Memorandum No. (DM) 001, s. 2024 or the "Implementation of Catch-up Fridays."
5. All existing DOs and other related issuances, rules, and regulations or provisions thereof inconsistent with these guidelines are repealed or rescinded.

¹ An Act Establishing an Academic Recovery and Accessible (ARAL) Program and Appropriating Funds Therefor, Republic Act No. 12028, Sec. 2 (2024).

6. This Order shall take effect 15 days upon its approval, issuance, and publication on the DepEd website and in the Official Gazette or a newspaper of general circulation. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

7. For more information and inquiries, all concerned may contact the **Office of the Undersecretary for Curriculum and Teaching**, 1st Floor, Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City, through email at ouc@deped.gov.ph or at telephone numbers (02) 633-7202 and 687-4146.

8. Immediate dissemination of and strict compliance with this Order is directed.


SONNY ANGARA

Secretary

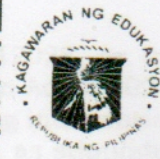
Encl:

As stated

References:

DepEd Order (No. 013, s. 2023)

DepEd Memorandum (No. 001, s. 2024)



To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
BUREAUS AND OFFICES
LEARNERS
POLICY
PROGRAMS
PROJECTS
READING EDUCATION
SCHOOLS



(Enclosure to DepEd Order No. 018, s. 2025)

IMPLEMENTING GUIDELINES OF THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM

I. RATIONALE

1. The Department of Education (DepEd) reaffirms its commitment to improving the academic performance of basic education learners and addressing learning loss in line with the Eight-Point Socioeconomic Agenda of President Ferdinand R. Marcos Jr. as articulated in the Philippine Development Plan (PDP) 2023-2028 and the 5-Point Reform Agenda of DepEd.
2. Results of national and international large-scale assessments reveal low proficiency levels in reading and mathematics among Filipino learners (DepEd, 2019, 2023; UNICEF & SEAMEO, 2019). In 2022, the World Bank reported that learning poverty in the Philippines is at 91%, which means that nine out of 10 Filipino children are unable to read and understand simple reading materials by the age of 10. Results from rapid assessments in reading and mathematics also showed a high percentage of learners performing below grade level.
3. In response to these challenges, Republic Act No. (RA) 12028, or the Academic Recovery and Accessible Learning (ARAL) Program Act of 2024, established the ARAL Program to provide a national learning intervention program that shall be grounded on the following premises, as stipulated in Section 4 of the Act:
 - 3.1. well-systematized tutorial sessions which demonstrate higher achievement gains;
 - 3.2. well-organized intervention plans and learning resources developed in consultation with curriculum and reading specialists, following a learner-centered approach that is supportive and empathetic of the learner's needs, motivation, and behavior, including but not limited to one-on-one or group tutorials;
 - 3.3. effective and accessible delivery modes for tutors and learners;
 - 3.4. careful determination and assessment of learners;
 - 3.5. well-chosen and trained tutors and learning facilitators; and
 - 3.6. alignment with existing DepEd policies for the development and provision of nutritional, social, and emotional, and mental health programs to support and ensure the holistic well-being of learners, and for them to prosper academically, build resilience against adversity, and be equipped with skills and confidence to seek help for early intervention during their educational journey.
4. The ARAL Program shall be the umbrella program of DepEd for learning recovery. It shall have the following components: (1) ARAL Program in Reading (ARAL-Reading); (2) ARAL Program in Mathematics (ARAL-Mathematics); (3) ARAL Program in Science (ARAL-Science); and (4) ARAL-Summer Programs.

ARAL-Reading, ARAL-Mathematics, and ARAL-Science will be implemented throughout the regular school year, while ARAL-Summer Programs will be conducted during the end-of-school-year (EOSY) break.

These programs shall replace the subprograms of the National Learning Recovery Program (NLRP), namely the National Reading Program (NRP), National Mathematics Program (NMP), and the National Science and Technology Program (NSciTP).

5. This policy establishes “a free and effective national learning intervention program to ensure that all learners who are struggling in their lessons, especially in reading, mathematics, and science, will be able to attain the competencies set by the Department of Education (DepEd) in their respective levels” (Section 2, RA 12028).

II. SCOPE

6. DepEd issues this policy to guide schools, community learning centers (CLCs), and concerned offices across governance levels, including qualified private institutions, in implementing this program.
7. Pursuant to the Implementing Rules and Regulations (IRR) of RA 12028, this DepEd Order (DO) shall apply to all public elementary and secondary schools from Kindergarten to Grade 10, as well as in CLCs, nationwide. Specifically, it shall apply to the following:
 - 7.1. Learners who have returned or are returning to school after a furlough;
 - 7.2. Learners who are below the minimum proficiency levels required in reading, mathematics, and science; and
 - 7.3. Learners who are failing in examinations and tests, as assessed and evaluated by the teachers during the course of the school year.
8. Learners who meet the minimum proficiency levels may be allowed to participate in supplemental classes under the ARAL Program during the summer break. Priority shall be given to the learners as enumerated in Item 7.
9. Learners in qualified private basic education institutions similarly situated as those enumerated in Item 7 shall be provided the same interventions. In case of limited slots for enrollment, preference shall be given to beneficiaries of the Educational Service Contracting Scheme.
10. The ARAL Program shall cover reading and mathematics for Grades 1 to 10 and science for Grades 3 to 10. For Kindergarten learners, the ARAL Program shall focus on building foundational skills and shall be integrated into the developmental domains following the blocks of time.
11. The ARAL Program also provides a platform for improving learning outcomes in literacy, numeracy, and Science for Kindergarten to Grade 10 learners.

12. The ARAL Program shall be implemented in phases starting SY 2025-2026.

III. DEFINITION OF TERMS

13. For this policy, the definition of the following terms is adapted from the IRR of RA 12028:
 - 13.1. **Assessments** refer to classroom-based assessments or a national assessment system that identifies, gathers, organizes, and interprets quantitative and qualitative information about what learners know and can do.
 - 13.2. **Blocks of time** refers to a time management strategy where a teacher, tutor or learning facilitator schedules out every part of the lesson or activity.
 - 13.3. **Daily Lesson Log (DLL)** refers to the template teachers use to log parts of their daily lesson. It covers a day's or week's worth of lessons and contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection (DO 42, s. 2016)
 - 13.4. **Daily Lesson Plan (DLP)** refers to the teacher's "roadmap" for a lesson. It contains a detailed description of the steps the teacher will take to teach a particular topic. A typical DLP contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection (DO 42, s. 2016).
 - 13.5. **Data plan** refers to a subscription or package offered by Public Telecommunications Entities (PTE), whether purchased via prepaid or postpaid modes of payment, that grants a user access to the internet through their mobile network.
 - 13.6. **Educational Service Contracting (ESC)** refers to a partnership program aimed at decongesting overcrowded public junior high schools. In ESC, the excess capacities of certified private junior high schools are "contracted" through slot allocations for students who would otherwise have gone to public schools. The slots come with subsidies called ESC grants, and program beneficiaries are called ESC grantees (DO 020, s. 2017).
 - 13.7. **Essential learning competencies** refer to knowledge and skills that learners must acquire which are considered indispensable in the teaching-learning process and in equipping learners for subsequent grade levels.
 - 13.8. **Foundational skills of learners** refer to the necessary skills and competencies for higher learning that learners need to develop, including basic literacy and numeracy skills.

These are skills that serve as the building blocks for further academic and personal development.

- 13.9. **Free access** refers to the use of all DepEd learning management system applications without incurring any corresponding data charges.
- 13.10. **Functional literacy** refers to the ability of a person to read, write, compute, and comprehend. In addition to the basic literacy skills, functional literacy includes higher level of comprehension skills, such as integrating two or more pieces of information and making inferences based on given information (Philippine Statistics Authority, 2024).
- 13.11. **Furlough** refers to a temporary, voluntary or involuntary absence from the school by a learner which may be due to personal, family health, financial, or other significant reasons that hinder the learner's ability to participate in formal education for a period of time.
- 13.12. **Grade-level competencies** refer to the specific competencies that learners are expected to master at each grade level within the K to 12 Program.
- 13.13. **Inclusive Learning Resource Center of Learners with Disabilities (ILRC)** refers to a physical or virtual center that provides support and related services to teaching and learning, using appropriate, accessible, disability, linguistically-culturally-, and gender-sensitive instructional learning materials, tools, devices, gadgets, and equipment to facilitate and enhance learning, and assessment tools and instruments, to evaluate developmental domains and specific areas of concern to determine appropriate services and placement decisions, with support and related services from medical, health, and allied professionals for care, rehabilitation, and development of learners with disabilities (RA 11650).
- 13.14. **Learning Loss** refers to the reduction in knowledge and skills that learners may face, typically due to prolonged breaks or interruptions in their education. This phenomenon can arise from various factors, including summer vacations, extended absences, or major events like the COVID-19 pandemic (Harvard University Center for Education Policy Research, 2023).
- 13.15. **Learner Information System (LIS)** refers to an online platform that serves as a central registry for learners in the Philippine basic education system. It is designed to manage and track student data, including enrollment information, academic records, and other relevant details. (DO 32, s. 2018).
- 13.16. **Learner management systems applications (LMS apps)** refer to software platforms designed to manage, deliver, track and assess educational or training content, including web-based

applications, online educational platforms, digital libraries, and other knowledge hubs.

13.17. **Minimum proficiency level** refers to the benchmark of basic knowledge and learning competencies in a learning area measured by assessments.

13.18. **Para-teachers** refer to those who have taken the Licensure Examination for Professional Teachers but were unable to qualify and have been issued by the Board for Professional Teachers a special permit indicating their area of assignment where there is a shortage or absence of a professional teacher.

13.19. **Pre-service teachers** refer to learners enrolled in a teacher education degree program offered by Teacher Education Institutions (RA 11713).

13.20. **Remediation or intervention** refers to an instructional program designed to support learners who do not meet academic expectations or who have not yet achieved the required curriculum competencies in their grade level. This can be made in the form of tutorials, mentoring, coaching, or other ways of delivering organized learning experiences, either before or after school or on Saturdays, pursuant to existing DepEd issuances.

13.21. **Tutors** refer to persons who teach a single learner or a small group consisting of a maximum of 15 learners.

13.22. **Tutorial sessions** refer to educational gatherings where a teacher or tutor engages with a small group of learners or an individual learner. These sessions aim to deliver personalized instruction, encourage in-depth discussions, and provide opportunities for learners to practice and apply concepts they are learning (Bates, 2015).

IV. POLICY STATEMENT

14. This Order institutionalizes the ARAL Program as a strategic, data-driven intervention to address learning gaps in reading, mathematics, and science. Grounded in learning assessment data from Comprehensive Rapid Literacy Assessment (CRLA), Rapid Mathematics Assessment (RMA), Philippine Informal Reading Inventory (Phil-IRI), and other national tools, the ARAL Program targets learners who are performing below grade level in reading, mathematics and science.

15. The ARAL Program is anchored on the commitment under RA No. 12028 to ensure that all Filipino learners are provided timely, targeted, and equitable academic support. It aims to ensure that by the end of Grade 10, all learners reach at least functional literacy.

16. The Program shall be guided by system-level data and school-level diagnostics to inform tutor deployment, instructional design, resource allocation, and technical assistance. It shall be implemented in

coordination with key governance units to monitor progress, enable local adaptation, and uphold the learner's right to meaningful, measurable learning outcomes.

V. PROGRAM GOAL

17. The goal of the ARAL Program is to ensure that Kindergarten to Grade 10 learners have developed the foundational skills necessary for them to attain competencies appropriate to their grade level, specifically in reading, mathematics, and science. It is envisioned, therefore, that learners assessed with competencies below their current grade level will reach the grade-level competencies after undergoing tutorials under the ARAL Program.
18. Figure 1 illustrates the goal of the ARAL Program. For instance, a Grade 3 learner has been assessed to have a Grade 2 proficiency level in Reading. The goal is to support the learner in achieving Grade 3-level competencies through the interventions of the ARAL Program.

The arrow in the figure symbolizes the development of grade-level competencies, building on foundational skills.

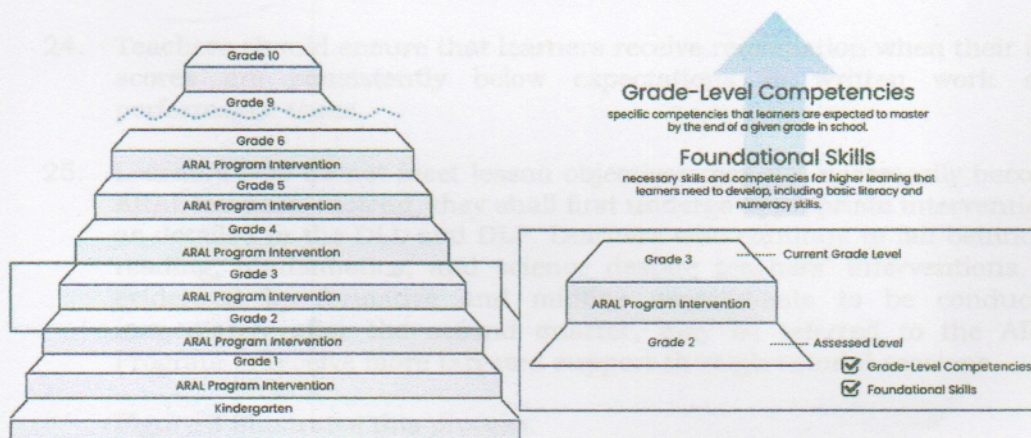


Figure 1. Illustration of the ARAL Program goal

19. Figure 2 illustrates the framework of the ARAL Program, highlighting its key components, which include the beneficiaries, determination and assessment of learners, intervention delivery, progress monitoring, and post-assessment. The ARAL Program cycle shall commence with the beginning-of-the-school-year (BOSY) assessment to determine the learners needing intervention in each type of beneficiary.
20. Identified learners shall undergo the ARAL intervention programs with continuous monitoring of their progress through formative and midline assessments.
21. Learners who meet the grade-level competencies shall exit the ARAL Program, while those who have yet to meet these competencies shall continue to participate in the program. Learners must receive the most

appropriate level of support moving forward for continuous improvement of learning outcomes.

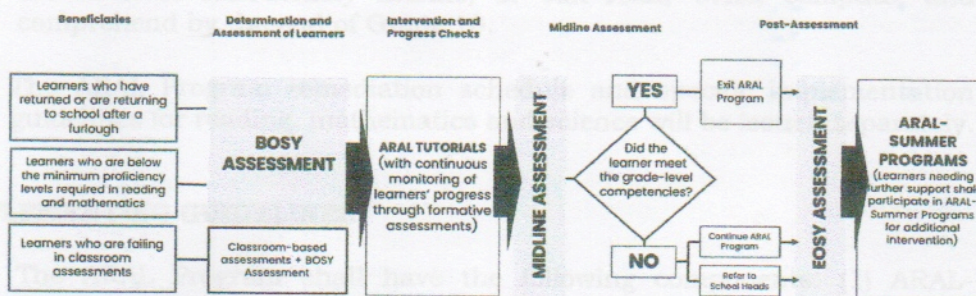


Figure 2. ARAL Program Framework

22. At the end of the school year, all learners shall be administered the end-of-school-year (EOSY) assessment, and those who need further support shall participate in ARAL-Summer Programs for additional intervention.
23. **The ARAL Program complements, rather than replaces, daily teaching-learning processes.** It provides additional support to bridge significant learning gaps rather than replace existing classroom-based intervention strategies.
24. Teachers should ensure that learners receive remediation when their raw scores are consistently below expectations in written work and performance tasks.
25. Learners who do not meet lesson objectives may not necessarily become ARAL learners. Instead, they shall first undergo appropriate interventions as detailed in the DLL and DLP. Learners who continue to fall behind in reading, mathematics, and science despite teachers' interventions, as evidenced by formative and midline assessments to be conducted immediately after the second quarter, may be referred to the ARAL Program to receive more targeted support through tutorial sessions.

Figure 3 illustrates this process.

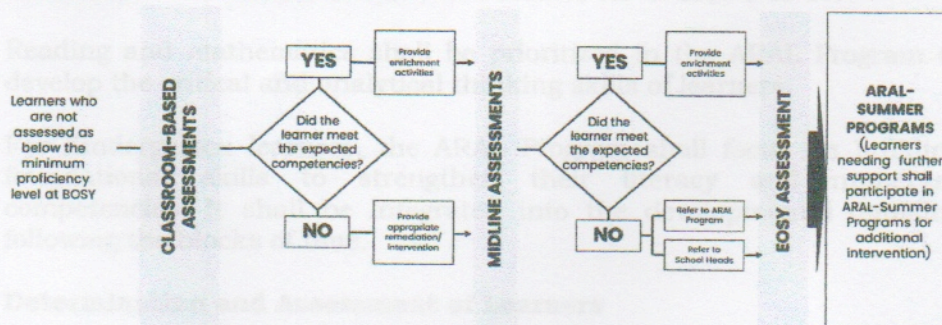


Figure 3. Assessment and referral to the ARAL Program

26. As stipulated in DO 42, s. 2016 (Items 45 and 55), teachers are expected to reflect on their lessons, to identify areas of strength and aspects requiring improvement. Teachers are responsible for ensuring learners meet the lesson objectives by providing targeted support and timely intervention.

27. Teachers and tutors shall collaborate closely to ensure that all learners are at least functionally literate, or can read, write, compute, and comprehend by the end of Grade 10.
28. The ARAL Program remediation schedule and specific implementation guidelines for reading, mathematics and science will be issued separately.

VI. IMPLEMENTING GUIDELINES

29. The ARAL Program shall have the following components: (1) ARAL-Reading; (2) ARAL-Mathematics; (3) ARAL-Science, all of which shall be implemented throughout the school year; and (4) ARAL-Summer Programs, which will be conducted during the EOSY break.

Figure 4 shows the components of the ARAL Program.

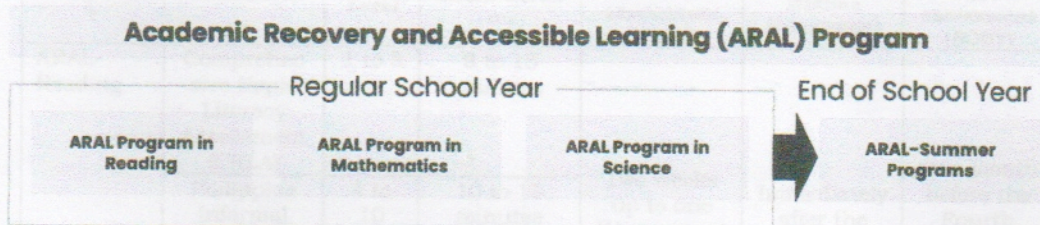


Figure 4. Components of the ARAL Program

30. The guidelines on the implementation of the ARAL programs, including funding and its utilization, will be released in separate issuances.

A. Coverage

31. The ARAL Program shall cover the essential learning competencies under the K to 12 Basic Education Curriculum, covering reading and mathematics for Grades 1 to 10, and science for Grades 3 to 10.
32. Reading and mathematics shall be prioritized in the ARAL Program to develop the critical and analytical thinking skills of learners.
33. For Kindergarten learners, the ARAL Program shall focus on building foundational skills to strengthen their literacy and numeracy competencies. It shall be integrated into the developmental domains following the blocks of time.

B. Determination and Assessment of Learners

34. In the determination and assessment of learners covered by the ARAL Program, priority shall be given to learners from Kindergarten to Grade 6. Moreover, all learners who have not yet achieved foundational skills per grade level shall be prioritized in the ARAL Program.

35. The ARAL Program shall begin by identifying learners who will be part of the program through the following:
 - 35.1. Use the Learner Information System (LIS) to tag learners who have returned or are returning from a furlough;
 - 35.2. Administer various assessment tools, such as CRLA/Phil-IRI for Reading, RMA for Mathematics, and/or other assessment tools to be developed by the DepEd at the start of the school year to determine the minimum proficiency level of learners; and
 - 35.3. Leverage the results of classroom-based assessments administered by the teachers to determine learners who are failing in examinations and tests.
36. Table 1 shows the different tools that may be used in the ARAL Program in reading and mathematics.

Table 1. Assessment Tools under the ARAL Program

ARAL Component	Assessment	Grade Level	Duration of Administration	When to Administer		
				Pre-assessment (BOSY)	Midline Assessment	Post-assessment (BOSY)
ARAL-Reading	Comprehensive Rapid Literacy Assessment (CRLA)	1 to 3	8 to 15 minutes	Two weeks up to one (1) month at the beginning of the SY	Immediately after the second quarter examination	One month before the Fourth Academic Quarter Examination
	Philippine Informal Reading Inventory (Phil-IRI)	4 to 10	10 to 15 minutes			
ARAL-Mathematics	Rapid Mathematics Assessment (RMA)	1 to 3	10 to 15 minutes			
		4 to 10	30 minutes			

37. A separate issuance shall be released on the conduct of Rapid Science Assessment for Grades 3 to 10.
38. Figure 5 illustrates the process flow of the determination and assessment of learners under the ARAL Program.

Grade 1 to 10		
CRLA	Phil-IRI	RMA
Emerging	Frustation	Not Proficient
Developing		Low Proficient
Transferring	Instructional	Nearly Proficient
Reading at Grade Level	Independent	Proficient
		Highly Proficient

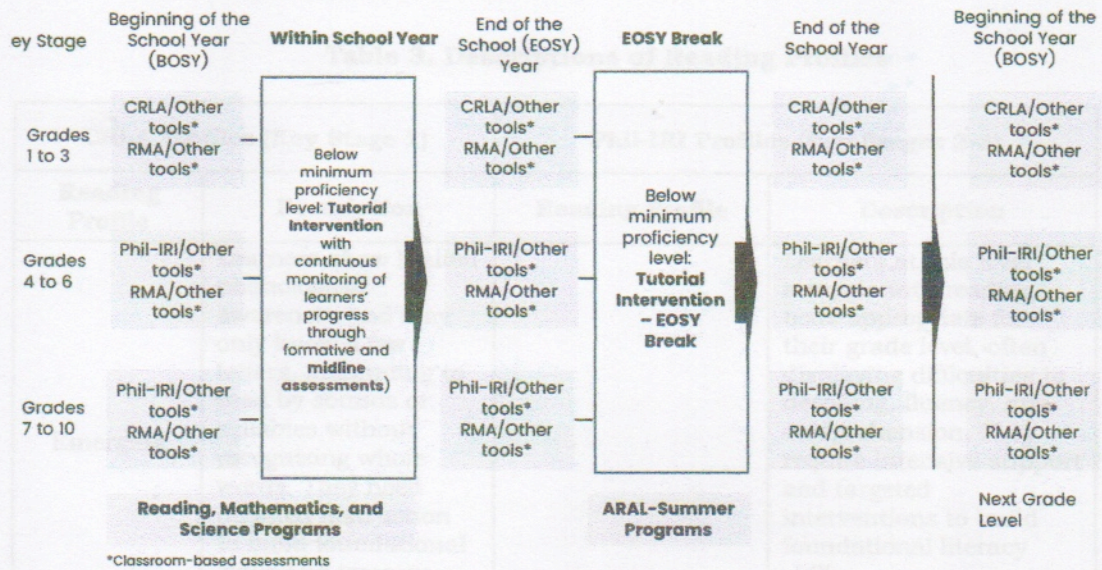


Figure 5. Process diagram on the determination and assessment of learners under the ARAL Program

39. Learners who perform below the minimum proficiency level shall be identified for intervention in the ARAL Program. Specifically:

- 39.1. In reading, learners classified as "Emerging," "Developing," and "Transitioning" (Key Stage 1) and "Frustration" and "Instructional" (Key Stages 2-3);
- 39.2. In mathematics, learners are classified as "Not Proficient," "Low Proficient," and "Nearly Proficient."

40. Table 2¹ below shows the alignment of the reading and mathematics profiles based on the assessments.

Table 2. Alignment of Reading and Mathematics Profiles

Reading Assessment		Mathematics Assessment
Grades 1 to 3	Grades 4 to 10	Grades 1 to 10
CRLA	Phil-IRI	RMA
Emerging	Frustration	Not Proficient
Developing		Low Proficient
Transitioning	Instructional	Nearly Proficient
Reading at Grade Level	Independent	Proficient
		Highly Proficient

¹ Comprehensive Rapid Literacy Assessment (2023); Rapid Mathematics Assessment (2023)

41. Table 3 below describes the reading profiles based on the reading assessment tools.²

Table 3. Descriptions of Reading Profiles

CRLA Profiles (Key Stage 1)		Phil-IRI Profiles (Key Stages 2-3)	
Reading Profile	Description	Reading Profile	Description
Emerging	Learners show limited phonological awareness and may only know a few letters, attempting to read by sounds or syllables without recognizing whole words. They need targeted instruction to build foundational skills and improve reading comprehension.	Frustration Level	Learners at this level struggle with reading texts appropriate for their grade level, often displaying difficulties in decoding, fluency, and comprehension. They require intensive support and targeted interventions to build foundational literacy skills.
Developing	Learners have phonological awareness and can decode some words and phrases but require teacher guidance to enhance automaticity, fluency, and comprehension of simple texts.		
Transitioning	Learners have more advanced reading skills from previous levels but need additional practice to improve accuracy and automaticity in reading.	Instructional Level	Learners at this level require some support from teachers or peers to comprehend reading materials. Their reading skills are developing, but they still need guided practice to improve fluency and understanding.
Reading at Grade Level	Learners demonstrate strong letter knowledge, phonological awareness, and decoding skills. They can read various texts in L1 and L2 and are starting to read in L3.	Independent Level	Learners at this level can read and understand texts independently with minimal or no assistance. They demonstrate strong comprehension and fluency skills.

² Comprehensive Rapid Literacy Assessment (2023); Philippine Informal Reading Inventory (DO 14, s. 2018)

42. Table 4 below presents the mathematics profiles and their descriptions based on the mathematics assessment tool.³

Table 4. Descriptions of Mathematics Profiles

RMA Profiles	Description
Not Proficient	Key Stage 1 The learner can recite whole numbers up to 100 but cannot yet identify or represent them in written or visual form. They are able to add and subtract single-digit numbers only and can recognize ordinal numbers up to the 10th. However, they struggle to recognize basic shapes and are uncomfortable measuring objects using non-standard units. They are not yet able to tell time reliably. Reading and interpreting pictographs is difficult, and they often cannot answer simple questions about data. The learner finds it hard to solve problems or explain their thinking and uses very limited math vocabulary and tools.
	Key Stage 2 The learner struggles with basic operations involving 4-6 digit whole numbers and cannot reliably work with fractions or decimals. Their understanding of the order of operations (MDAS/GMDAS) is minimal, and they are unable to apply it consistently. They have difficulty identifying and naming basic angles and geometric shapes, and they show little understanding of standard measurement units or unit conversions. Reading and interpreting simple graphs poses a challenge, and they do not yet grasp basic data comparisons or terms related to probability. They rarely attempt problem-solving tasks, show limited reasoning skills, and often lack the confidence to explain their thought processes or strategies using math language.
	Key Stage 3 The learner has difficulty with basic algebraic operations and foundational number concepts, including integers and fractions. They are unable to solve or represent simple equations or expressions, and show limited or no understanding of concepts such as functions, radicals, and percentages. In geometry, they can only identify basic shapes but cannot measure accurately or apply geometric formulas. They struggle with interpreting even simple graphs and do not grasp the basics of probability or data interpretation. Engagement in mathematical processes is minimal, and they often lack both confidence and accuracy when attempting tasks.
Low Proficient	Key Stage 1 The learner can identify and count numbers up to 100 and perform basic addition and subtraction within 20. They demonstrate an emerging understanding of place value in two-digit numbers and can identify ordinal numbers up to the 10th. They recognize basic shapes and can measure objects using non-standard units. They are able to tell time to the hour and half-hour and describe simple movements. In data representation, they can read pictographs without a scale and answer basic comparison questions with support. The learner attempts to solve

³ Rapid Mathematics Assessment (2023)

	simple word problems with guidance and uses basic math terms, though their use of digital tools remains limited.
	Key Stage 2 The learner can perform basic addition and subtraction with whole numbers up to 1,000,000, though they may require support. They can identify similar fractions and basic decimals, and they make attempts at multiplication and division. They recognize simple patterns and can identify basic angles and common 2D shapes. The learner can calculate the perimeter and area of simple figures, although their use of standard units for length, mass, and capacity is inconsistent. In data interpretation, they can read single line and bar graphs with guidance and describe simple data sets, making basic predictions. Problem-solving is approached through familiar methods, but they often rely on support and use a limited range of math vocabulary to explain their thinking.
	Key Stage 3 The learner can identify and use basic algebraic operations involving monomials and binomials, and attempts to solve simple equations and absolute value expressions with guidance. They are beginning to explore concepts such as integers, percentages, and are developing familiarity with simple graphical representations. Geometrically, they recognize properties of polygons, identify angle relationships, and calculate the volume of simple 3D shapes like cubes and rectangular prisms. The learner can read simple tables and graphs, understand basic probability in straightforward contexts, and identify measures of central tendency (mean, median, and mode). They are starting to use reasoning and problem-solving strategies with support, and express their understanding using basic mathematical vocabulary and representations.
Nearly Proficient	Key Stage 1 The learner can confidently add and subtract numbers up to 1000, understands the concept and use of money up to ₱1000, and can perform simple multiplication and division using 2, 3, 4, 5, and 10 times tables. They measure and compare length, mass, area, and capacity using standard tools, tell time to the minute, and identify the perimeter of shapes. The learner understands basic geometric concepts such as flips, slides, and types of lines. In data handling, they can read and interpret scaled pictographs, organize simple data, and identify likely outcomes in everyday contexts. They can solve routine problems with minimal help and explain their strategies using appropriate math language, beginning to incorporate digital tools in their learning.
	Key Stage 2 The learner confidently performs all four operations with whole numbers and can add and subtract both similar and dissimilar fractions. They demonstrate understanding of the order of operations (MDAS/GMDAS) and begin solving problems involving decimals and basic ratios. They measure and convert between metric units accurately, identify the properties of triangles, quadrilaterals, and 3D shapes, and can calculate surface area and volume of common solids. The learner understands transformations such as reflection, rotation, and translation. They can interpret data from line graphs, bar graphs, double line/bar graphs, and simple tables, and they show a developing grasp of theoretical probability.

	They begin to create their own visual data representations. The learner uses correct math vocabulary, justifies their thinking, and effectively uses digital tools to support their learning.
	Key Stage 3 The learner solves linear equations and inequalities, simplifies algebraic expressions, and identifies basic functions and their relationships. They work comfortably with integers, rational numbers, percentages, and radicals, and are beginning to solve quadratic equations. In geometry, they apply formulas for volume and area, use triangle theorems (including the Pythagorean Theorem), and perform transformations on the coordinate plane. They can identify congruent and similar figures. In data handling, they create and interpret bar graphs, line graphs, and pie charts, understand theoretical and experimental probability, and interpret measures of variability such as range and quartiles. The learner applies logical reasoning, communicates steps clearly, uses appropriate math tools and digital technology, and justifies their solutions effectively
Proficient	Key Stage 1 The learner can efficiently perform all four operations (addition, subtraction, multiplication, and division) with numbers up to four digits and apply these skills to money up to ₱10,000. They can estimate results, identify and extend patterns, and begin working with fractions. In measurement and geometry, they solve real-life problems, calculate area and perimeter, and recognize transformations and symmetry, while classifying shapes and lines accurately. The learner can read and interpret information from tables and bar graphs, make reasonable predictions, and draw conclusions from data. They apply logical strategies to solve problems, explain their thinking clearly, and make consistent use of appropriate tools and technology.
	Key Stage 2 The learner solves multi-step problems using whole numbers, fractions, decimals, and mixed numbers, accurately applying the order of operations (GMDAS and GEMDAS) in complex expressions. They demonstrate a strong grasp of concepts like percentages, prime and composite numbers, LCM, GCF, and exponential notation. In geometry and measurement, they solve advanced problems involving perimeter, area, volume, and surface area of complex or composite figures. They can convert measurement units precisely and apply geometric understanding to real-world contexts. The learner creates and interprets pie charts, double bar/line graphs, and detailed tables, and they analyze data trends and interpret outcomes using probability. They explain strategies clearly, justify decisions with logical reasoning, and use tools and technology confidently to deepen understanding and draw connections between math concepts.
	Key Stage 3 The learner analyzes and graphs both linear and quadratic functions, solves systems of equations and quadratic inequalities, and simplifies radical and rational algebraic expressions. They solve real-world algebraic problems involving compound interest, depreciation, and direct or inverse variation. In geometry, they apply triangle and circle theorems (e.g., Laws of Sines and Cosines), solve problems involving sectors, segments, and 3D figures like cones, spheres, and pyramids, and perform

43. Proficient	accurate geometric transformations. In data analysis, they interpret statistical reports, create box plots, cumulative frequency graphs, and histograms. They understand dependent and independent events and apply probability rules including union, intersection, complement, and the Fundamental Counting Principle. The learner independently solves and explains multi-step problems, evaluates outcomes, uses digital tools effectively, and consistently connects concepts across math topics.
Highly Proficient	Key Stage 1 The learner can independently solve complex, multi-step problems using all four operations and confidently estimate and calculate with large numbers and money. They make meaningful connections between number concepts and patterns. Their application of measurement and geometry skills extends to a variety of real-world and abstract situations, including performing and explaining transformations. In data handling, they can create, analyze, and compare multiple forms of data displays, predict outcomes accurately, and use data to support real-life decisions. The learner demonstrates creativity and flexibility in problem-solving, communicates their reasoning clearly, and consistently chooses the most effective strategies and tools, including advanced digital resources.
	Key Stage 2 The learner demonstrates high-level proficiency in solving complex, real-world math problems involving various number types, including rational numbers, and clearly articulates multiple strategies and approaches. They apply strong number sense and advanced reasoning across diverse topics. In geometry, they design and analyze models such as tessellations and transformations, and independently solve multi-step problems in measurement and spatial reasoning. The learner critically evaluates complex data sets, creates sophisticated graphs and charts, and communicates findings using precise and accurate math language. They apply probability concepts to make informed predictions and solve real-life problems. The learner takes the lead in inquiry-based math tasks, uses digital tools creatively, integrates learning across subjects, and defends their reasoning with clarity, flexibility, and confidence.
	Key Stage 3 The learner demonstrates deep understanding and flexible application of numbers and algebra in solving complex, real-world problems. They explain methods for solving equations, manipulating expressions, and modeling situations using algebraic structures, graphs, and tables. In geometry, they solve advanced problems involving both 2D and 3D figures, provide reasoning for proofs of congruence and similarity, and integrate algebraic and trigonometric concepts. The learner critically evaluates data sources, identifies potential bias or misleading visuals, and interprets data using advanced statistical tools and measures. They model and solve complex probability problems involving multiple events, making connections to real-life scenarios. The learner takes initiative in mathematical inquiries, critiques reasoning with clarity, and communicates abstract concepts effectively. They apply their knowledge across disciplines and use technology in innovative ways to explore and deepen understanding.

43. Progress checks/assessments in the form of teacher-made formative tests will be conducted to determine whether a learner has acquired the necessary competencies to advance to the next level or to exit the ARAL Program. At the end of each quarter or whenever necessary, teachers shall administer midline assessments to evaluate the learners' progress. Learners will receive intervention until they reach grade-level competencies.
44. Based on the results of progress checks/assessments, tutors and teachers shall determine the appropriate next steps for the learners. Figure 6 shows three possible pathways in the ARAL Program, which are as follows:
 - 44.1. **Learners who have reached grade-level proficiency:** These learners shall exit the ARAL Program.
 - 44.2. **Learners who show improvement but remain below grade level:** These learners require continued participation in the ARAL Program.
 - 44.3. **Learners who do not show improvement and continue to struggle significantly:** These learners need extended intervention or specialized support. Teachers shall submit the names to their school heads, who shall act accordingly as stipulated in Item 46 of this Order.

Decision-making should be collaborative, involving tutors, classroom teachers, and other education professionals to ensure that learners receive the most appropriate level of support moving forward.

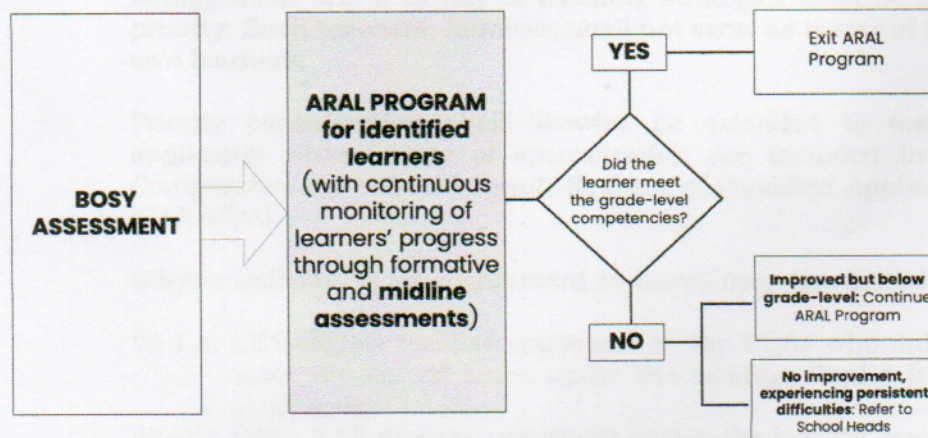


Figure 6. Journey of learners in the ARAL Program

45. In addition to the regular administration of assessments, teachers and tutors shall systematically monitor learners' progress and identify learning gaps to inform specific interventions. National assessments should also be considered as benchmarks for determining learners' current skills. The Strategic Management (StratMa) Strand shall release separate guidelines for the establishment of the Learners' Progress Tracking System in coordination with the Information and Communications Technology Service (ICTS) and other relevant strands.

46. Grades 2 to 10 learners failing assessments and showing developmental advancement or delays, or with manifestations of learning difficulties, shall be referred to the multidisciplinary team of the Inclusive Learning Resource Centers (ILRCs) or to other professionals for further assessment. These learners shall be provided with immediate and appropriate intervention.
47. Schools shall conduct BOSY assessments during the first two (2) weeks up to one (1) month at the beginning of the school year and shall administer midline assessments after the second quarter examination. EOSY assessments shall be conducted one (1) month before the final examination. Learners needing further support at the end of the school year shall participate in ARAL-Summer Programs for additional intervention.
48. Schools shall discuss assessment results and appropriate interventions during their respective collaborative expertise sessions within the first two (2) weeks of the school year and at least once a week thereafter (DO 14, s. 2023), or during the monthly learning action cells (LAC) sessions.

C. Tutors Under the ARAL Program

49. The following may be tutors under the ARAL Program:

- 49.1. Teachers and para-teachers

Experienced teachers with relevant areas of specialization or those teachers who have years of actual experience in classroom management and a variety of teaching strategies shall be given priority. Such teachers, however, shall not serve as tutors of their own learners.

Priority consideration shall likewise be extended to teacher applicants whose areas of specialization are included in the Comparative Assessment Result-Registry of Qualified Applicants (CAR-RQA).

Eligible individuals for engagement as tutors may also include:

- 49.1.1. LET-eligible teacher applicants in the RQAs who did not meet the cut-off score under the existing DepEd hiring guidelines;
 - 49.1.2. Other LET-eligible individuals within the locality, such as teachers from private schools, State Universities, and Colleges (SUCs), Local Universities and Colleges (LUCs), retired professional teachers, and other teaching practitioners in the community;
 - 49.1.3. Para-teachers who possess relevant experience and competency to provide academic support to learners.
- 49.2. Pre-service teachers as defined under RA 11713 or the "Excellence in Teacher Education Act."

51. DepEd, in coordination with the Commission on Higher Education (CHED) and Teacher Education Council (TEC), shall set the minimum requirements, deployment, workload criteria, and qualifications standards for the pre-service teacher applicants under the ARAL Program. Tutorial sessions conducted by pre-service teachers shall be treated as separate practice teaching in their curriculum.

- 49.3. Other trained individuals who are qualified, experienced, competent, and of good character consistent with the conditions stated in Item 50 of this policy.

These may include:

- 49.3.1. Other licensed professionals
- 49.3.2. Non-licensed education graduates
- 49.3.3. College graduates
- 49.3.4. Individuals with qualifications as may be identified by DepEd based on the needs of the program.

50. Tutors hired for the ARAL Program shall meet the following minimum qualifications:

50.1. **Professional or Educational Background**

- 50.1.1. Teachers, para-teachers, pre-service teachers, and non-licensed education graduates;
- 50.1.2. Retired professional teachers;
- 50.1.3. Other licensed professionals;
- 50.1.4. College graduates; and
- 50.1.5. Individuals with qualifications as may be identified by DepEd.

- 50.2. **Competency in Teaching:** Tutors shall demonstrate competency in teaching areas they will handle, as well as proficiency in the use of various teaching methods as assessed during the hiring process. Tutors with experience in tutoring, remedial instruction, or formal teaching shall be preferred. The Schools Division Offices (SDOs) may administer appropriate assessments to evaluate the applicants' competencies.

- 50.3. **Training:** Tutors shall undergo mandatory training, as customized to their respective specializations to be provided by DepEd or recognized and accredited training institutions. This includes training on effective learner-centered pedagogies, psychological first aid, handling learners with diverse needs, and the effective use of educational technologies and materials.

- 50.4. **Good Moral Character:** Tutors must be individuals of good moral character, with no record of any criminal offense or behavior that would question their suitability to work with children. A duly submitted document shall serve as proof of the applicant's good moral standing to be used as a means of verification.

51. Consistent with Item 50, interested and eligible individuals may signify their intent to serve as tutors addressed to the SDS or the highest human resource officer designated by the SDS.

D. Capability Building of Tutors

52. Tutors shall undergo sufficient training, as needed focusing on content knowledge, effective pedagogies, interpersonal skills, socio-emotional learning, and cultural competency, among others.
53. The National Educators Academy of the Philippines (NEAP), in coordination with other bureaus and offices under the Curriculum and Teaching (CT) Strand, shall design, quality assure, and deliver professional development (PD) programs aimed at empowering teachers, tutors, and school leaders to effectively implement the ARAL Program.
54. Non-DepEd tutors are encouraged to participate in related capacity-building activities and collaborative expertise sessions with DepEd teachers to ensure that teaching and learning processes are responsive toward achieving the goals of the ARAL program and aligned with DepEd's instructional delivery.
55. DepEd may enter into an agreement with TEC, CHED, Department of Social Welfare and Development (DSWD), Department of Science and Technology (DOST), Department of the Interior and Local Government (DILG), and other concerned agencies such as teacher education institutions and non-governmental organizations relative to the training and capacity-building of pre-service teachers, para-teachers, and other individuals who will be hired as tutors for the program.
56. DepEd and concerned local government units (LGUs) may enter into an agreement in relation to capacity-building, home learning, and support activities conducted for parents and parent-substitutes of learners under the ARAL Program, consistent with Rule VII Section 21 of the IRR of RA 12028.
57. DepEd may enter into an agreement with DSWD to ensure alignment of capacity-building of the tutors for the DSWD tutorial programs aligned with the ARAL Program.

E. Delivery Modes for Tutorial Sessions

58. Tutorial sessions shall be conducted using any of the following delivery modes to ensure that the sessions are effective and accessible to or within the reach of learners:
 - 58.1. **Face-to-face tutorials** where tutors and learners are physically present in the same place;
 - 58.2. **Online tutorials** where tutors facilitate the tutorial sessions and engage the learners' active participation by using various technologies so that learning can be accessed anytime, while they can be geographically remote from each other; and

- 58.3. **Blended learning**, where a specified number of tutorial sessions include online and face-to-face tutorials.

A separate policy on flexible learning modalities, including those under the ARAL Program, such as Items 58.2 and 58.3, shall be issued.

59. In conducting the tutorial sessions, the needs of learners in particular circumstances, such as learners with disabilities and indigenous peoples, will be supported and guided by existing policies related to these learners.

The participation of learners with disabilities in the ARAL Program shall be guided by DO 44, s. 2021, Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program. In line with this policy, support mechanisms shall include the provision of assistive and augmentative devices, and the use of Filipino Sign Language (FSL) as the primary medium of communication for Deaf learners.

Consistent with DO 32, s. 2015, Adopting the Indigenous Peoples Education Curriculum Framework, tutorial sessions for IP learners shall continue to be contextualized as appropriate, taking into consideration their socio-cultural contexts. The use of the IP language to facilitate learning shall be considered in learning delivery, especially in Grades 1 to 3.

60. Tutorial sessions may be conducted in any or a combination of the following:
- 60.1. Through a pull-out strategy or tutorial sessions during regular class hours; and/or
 - 60.2. As an add-on program where learners attend intervention or tutorial sessions before or after school hours, during weekends, or any time available within the school calendar.
 - 60.3. Other strategies proposed by the schools, subject to the approval of the Schools Division Superintendents (SDS) or their authorized representative.
61. The duration of tutorial sessions shall not exceed one (1) hour for each learning area during weekdays or two (2) hours for reading, mathematics, and science during weekends, preferably Saturdays.
62. Tutorial sessions shall be conducted in public schools, learning centers, and other appropriate facilities where the learners are or were previously enrolled, as applicable. Schools shall ensure the security and safety of all learners, tutors, and other parties involved pursuant to RA 11313 or the "Safe Spaces Act."
63. To create a positive learning experience, interventions shall foster a supportive and encouraging environment by acknowledging strengths, celebrating successes, encouraging a growth mindset, and normalizing mistakes as part of the learning process. By ensuring that learners feel accomplished rather than discouraged, the ARAL Program cultivates a positive culture that promotes long-term literacy development.

64. Tutorial sessions shall be one-on-one or in groups (Section 4, RA 12028). The recommended teacher-learner ratio for group tutorials is 1:5 for Kindergarten to Grade 10. If schools do not have sufficient teachers and resources to conduct tutorial sessions, they may conduct small-group instruction with a maximum teacher-learner ratio of 1:15.
65. In the event of a declaration of suspension or cancellation of in-person classes by authorized offices due to emergencies and hazards, as stipulated in DO 22, s. 2024, Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies, schools shall automatically implement Alternative Delivery Modes for Education in Emergencies (EiE-ADM), following their respective Learning and Service Continuity Plan (LSCP) through Distance Learning Delivery Modalities (DLDMs), whether Modular Distance Learning (MDL), Online Distance Learning (ODL), TV-Based Instruction (TVI), Radio-Based Instruction (RBI), or blended learning. Tutors shall collaborate with family members who have the capacity to tutor learners, supporting their home learning activities.

F. Learning Resources

66. Schools and CLCs shall use available teaching-learning resources, which include decodables, leveled reading materials, storybooks, and activity sheets.
67. Learning resources shall be learner-centered, skills-based, inclusive, developmentally appropriate, relevant, gender- and culture-sensitive, and contextualized.
68. Collaboration with education partners and other stakeholders is highly encouraged to ensure access to grade-level appropriate, contextualized, and engaging reading, mathematics, and science materials in languages that learners understand.
69. All learning resources to be used in the ARAL Program shall undergo quality assurance by the appropriate authority at each governance level: school head at the school level, Curriculum and Implementation Division (CID) at the division level, and the Curriculum and Learning Management Division (CLMD) at the regional level. These offices may also consult the Bureau of Learning Resources or Curriculum and Teaching Strand at the DepEd Central Office.

G. Free Access to All of DepEd's Learning Management Systems Applications; Subsidized Data Plans for Learners and Tutors in Need

70. DepEd shall coordinate with PTEs in the provision of free access to all DepEd-exclusively hosted LMS with a static and public internet protocol (IP) address. LMS apps shall include web-based applications, online educational platforms, digital libraries, and other online knowledge hubs exclusively hosted by DepEd. No data charges shall also be incurred in downloading from or uploading to these applications.

71. Subsidized data plans shall be provided suitable for the requirements of the online and blended mode of delivery of the tutorial sessions that may be conducted under the ARAL Program, subject to the issuance of separate guidelines by ICTS. The appropriation and use shall be contingent on the availability of funds and the existing budgeting, accounting, auditing, and procurement laws, rules, and regulations. Further, partnership with the LGUs, other government agencies concerned, and other stakeholders is encouraged for the implementation of free access to DepEd apps and subsidization of data plans and tutors in need.
72. Free access to all LMS applications shall only be limited to DepEd platforms. Additional data charges may apply outside of DepEd-provided platforms.
73. Learners and tutors in financial need shall be provided with subsidized data plans for the use of these applications, subject to the availability of funds. Separate guidelines for the targeting mechanism shall be developed by ICTS and the StratMa Strand, in coordination with the Philippine Statistics Authority (PSA) and DSWD.

H. Allotment of Airtime for Supplemental Tutorial Video Materials

74. Pursuant to RA 8370 or the "Children's Television Act of 1997," a portion of the mandated allotment in the daily total air time of each broadcasting network shall be utilized for supplemental tutorial video materials within the regular programming of all networks granted franchises or as a condition of renewal of their broadcast licenses hereinafter, to be included as part of the responsibility of the network in serving the public.

DepEd, through the External Partnerships Service (EPS), in coordination with the National Telecommunications Commission (NTC), National Council for Children's Television (NCCT), and the concerned broadcasting network, shall enter into an agreement on how the supplemental video materials for learners under the ARAL Program will be produced and aired.

The materials shall cover the essential learning competencies under the K to 12 curriculum, covering reading, mathematics, and science and shall undergo quality assurance process by the CT Strand.

75. DepEd, through the Bureau of Learner Support Services (BLSS), NCCT, and broadcast television networks, shall ensure that all materials for broadcasting/airing are compliant with the Child-Friendly Content Standards (CFCS) of the NCCT.

I. Campaigns for Learners to Return to School

76. The Public Affairs Service (PAS) shall create mass awareness campaigns for the ARAL Program through media and community engagement to encourage learners to re-enroll and return to school.
77. Consistent with existing policy on early registration, PAS shall issue guidelines for the conduct of the campaigns and relevant activities, schedules, and reintegration processes or mechanisms to encourage the

learners to re-enroll and return to school under the ARAL Program of basic education.

78. In the conduct of mass awareness campaigns, DepEd field offices shall collaborate with concerned LGUs, other agencies, institutions, or organizations to encourage learners to re-enroll and/or return to school under the ARAL Program.

J. Updated Learner Information System

79. The Policy and Planning Service (PPS) shall update its LIS and other relevant information systems, which shall contain the following additional information:
 - 79.1. Name and academic background of tutors;
 - 79.2. Name, grade level, and school of learners and their corresponding pre- and post-assessment scores in standardized measures of program effectiveness and grade in the subjects taken under the ARAL Program; and
 - 79.3. Assessment of learners' performance on tasks and activities administered during the tutorial sessions.

PPS, in collaboration with the Bureau of Education Assessment (BEA), Bureau of Learning Delivery (BLD), Bureau of Human Resource and Organizational Development (BHROD), ICTS, and other relevant offices, shall maintain records and other pertinent details regarding the learners, in accordance with the provisions of RA 10173 or the "Data Privacy Act of 2012."

K. Integration of the ARAL Program into the Teacher's Program, School Improvement Plan, and Annual Implementation Program

80. The ARAL Program and its activities shall be included in the School Improvement Plan and Annual Implementation Plan.
81. For teachers serving as tutors under the ARAL Program, the tutorial sessions shall be integrated into their respective teacher's program and shall be treated as a teaching load. These sessions may be scheduled during weekdays, weekends, or any available time within the school calendar.
82. The schedule and additional manpower to implement this program shall be reflected in the School Form 7, which shall be submitted to the Schools Division Office (SDO) for monitoring, evaluation, and technical assistance.

L. Remuneration of Teachers, Para-teachers, and Pre-service Teachers Who Serve as Tutors

83. Teachers who serve as tutors shall be given additional remuneration in the form of teaching overload pay, on top of their existing compensation, subject to the pertinent provisions of RA 4670 or the "Magna Carta for Public School Teachers," and the existing rules and regulations of DepEd and the Department of Budget and Management (DBM). Said

compensation for teachers shall be granted for regular school days provided that they have already rendered the prescribed six (6) hours of actual classroom teaching, and the amount paid for the purpose shall not exceed the compensation for two (2) hours based on the Prime Hourly Teaching Rate consistent with DBM guidelines.

The payment shall be in accordance with the parameters and procedures provided in DO 005, s. 2024, Rationalization of Teachers' Workload and Payment of Teaching Overload, DepEd Memorandum No. 053, s. 2024, Implementation for DepEd Order No. 005, s. 2024, and relevant issuances that may be issued by the Department.

For tutoring services provided during weekends, holidays and long vacation, teachers shall be granted vacation service credits (VSCs) based on the actual services rendered, pursuant to DO 013, s. 2024, Revised Guidelines on the Grant of Vacation Service Credits for Teachers. Earned service credits through the implementation of the ARAL program shall be excluded from the thirty (30) day limitation of the allowable VSCs to be earned within the year. The additional compensation of teachers shall be subject to existing guidelines on the payment of teaching overload and grant of vacation service credits.

84. Para-teachers and other trained individuals who serve as tutors under the ARAL Program may be engaged under Contract of Service or Job Order subject to Civil Service Commission (CSC), Commission on Audit (COA) and Department of Budget and Management (DBM) Joint Circular No. 2, s. 2020, as amended by CSC-COA-DBM JC No. 2, s. 2022, for a minimum period of six (6) months up to one (1) year. They shall receive compensation for services rendered with an amount not below the minimum daily wage rates set by the National Wages Productivity Commission per region, subject to the availability of funds.
85. DepEd, through the Regional Offices (ROs) or SDOs, shall enter into an agreement with teacher education institutions (TEIs) and concerned LGUs as to the incentives of the pre-service teachers and remuneration of other qualified individuals hired as tutors.
86. Services rendered by pre-service teachers who serve as tutors shall be considered relevant teaching experience when applying for a *plantilla* position in the DepEd, subject to relevant rules and regulations of CSC and the Merit Selection Plan and hiring guidelines of DepEd. TEC shall monitor the implementation of this provision.

M. School Readiness and Responsiveness Audit (SRRA)

87. To ensure sustained quality and responsiveness in the implementation of the ARAL Program, all participating schools shall conduct a School Readiness and Responsiveness Audit (SRRA). The SRRA is a structured, data-driven mechanism designed to assess the alignment of school-level capacity and support systems across five key domains: Learner Readiness, Teacher Readiness, School Environment Readiness, Parent and Community Engagement Readiness, and System Support Readiness.

88. The SRRA shall be conducted before, during, and after program implementation to support evidence-based planning, adaptive delivery, and continuous improvement. It shall be administered by schools through online forms provided by the Central Office. Data collected shall be uploaded to a centralized ARAL Dashboard, which will serve as the official platform for readiness monitoring, implementation tracking, and decision support across all governance levels.
89. A separate issuance shall provide the detailed operational guidelines and tools for the conduct of the SRRA.

N. Other Programs

90. Schools may continue to implement localized intervention programs that show evidence of effectiveness to support the objectives of the ARAL Program, subject to the approval of the SDO.
91. All current or existing remediation or intervention programs, or programs being conducted by schools with partners in reading, mathematics, and science, may continue to be implemented.

VII. PARTNERSHIPS AND STAKEHOLDER ENGAGEMENT

92. DepEd, through the ROs or SDOs, shall collaborate with the LGU concerned to provide a safe learning environment for face-to-face tutorials. They may also collaborate on other matters for the implementation of the ARAL Program, such as the conduct of vision screening and other health-related screening activities, promotion of the program to potential tutors in higher education institutions, identification and referral of potential tutors, and encouragement of parents and parent-substitutes to include their children in the ARAL Program.
93. The initiatives of an LGU in implementing learning recovery strategies may be added as one of the performance indicators under the criterion on Programs for Sustainable Education under Section 7(e) of RA 11292 or "The Seal of Good Local Governance Act of 2019."
94. Schools and tutors shall develop linkages and maintain regular communication with the parents and parent-substitutes of the learners, as well as their parent-substitutes as defined under RA 11908 or "The Parent Effectiveness Service Program Act." The parents and parent-substitutes, being a primary resource and essential support in the education of their children, shall enhance their parental roles by assisting their children through home learning activities and making significant contributions to their educational development at home.
95. DepEd, through the ROs or SDOs and in partnership with the concerned LGUs and DSWD, may initiate home learning and support activities, programs, or similar initiatives for parents and parent-substitutes of learners under the ARAL Program.

96. The DepEd–Central Office (CO), RO, or SDO may collaborate or enter into a partnership with other relevant government agencies or stakeholders not mentioned in this Order, as deemed necessary, provided that the partnership or collaboration shall support efforts to uplift academic learning recovery and development. All collaborations shall comply with applicable laws, regulations, and guidelines to ensure accountability and effectiveness.

VIII. ROLES AND RESPONSIBILITIES

97. The implementation of the ARAL Program shall be led by a National Technical Working Group for the ARAL Program (ARAL-NTWG) composed of representatives from key offices across the Department. The ARAL-NTWG shall embody a collective and collaborative approach in ensuring unified planning, implementation, and refinement of ARAL delivery systems across all governance levels (OO-OSEC-2025-129).
98. Within this collective structure, the CT Strand shall lead the development of the instructional design and pedagogical backbone of the ARAL Program. It shall be responsible for creating the overall blueprint that defines the program's intervention model, learning progression, and instructional strategies. The CT Strand shall also design, curate, or procure resources to be used by both learners and tutors, including leveled texts, manipulatives, diagnostic tools, and digital materials. It shall work in close coordination with other strands to ensure that the design is faithfully implemented and continuously refined to reflect the realities and needs emerging from the field.
99. The Operations Strand shall lead the ARAL Delivery and System Strengthening component of the program. It shall be tasked with ensuring that the operational systems required to implement ARAL—at scale and with fidelity—are fully established, functional, and responsive. This includes setting up mechanisms for tutor deployment and management, coordinating the flow of learning resources, and enabling school-level delivery through standardized tools and templates. The Operations Strand shall also be responsible for system strengthening—improving the infrastructure and mechanisms that sustain the program. This involves leading efforts in logistics coordination, fund tracking, reporting systems, and technical assistance delivery. It shall develop roadmaps for scaling up, enhancing efficiency, and institutionalizing ARAL systems across the Department.
100. The CT and the Operations Strands shall monitor the implementation of the ARAL Program, provide technical assistance, and spearhead periodic reviews of this Order in coordination with the other strands, such as OSEC, StratMa, and HROD, and offices, such as NEAP, ICTS, PAS, and EPS, to inform policy enhancements.
101. All other strands and key personnel in the DepEd-CO shall provide the necessary support in the implementation of the ARAL Program relevant to their mandates and assignments.

102. The ROs shall establish a regional TWG, composed of members from relevant divisions, to ensure the successful implementation of the ARAL Program. The SDO may establish a division TWG, composed of members from relevant divisions, to ensure the successful implementation of the ARAL Program.

103. The school heads shall manage the program at the school level.

104. The management of the ARAL Program is as follows:

Table 5. Roles and Responsibilities of DepEd Offices in various governance levels

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
Central Office (CO)	• Provide overall policy direction to support the implementation of the program; • Oversee the nationwide implementation; • Oversee the overall administration of assessments; • Assess the achievement of the objectives of the program through monitoring and evaluation, and analyze learner assessment data; • Mobilize resources to meet the requirements of the program; and • Lead the design of the annual evaluation to collect comparable data for the purpose of determining the impact of the program.
Regional Offices (RO)	• Oversee the implementation of the program in the region; • Mobilize resources to support the delivery of the program; • Organize region-wide training for effective and efficient implementation; • Engage stakeholders and partners in implementing the program; • Ensure the submission of pre- and post-assessment data to the CO; • Assess the achievement of the objectives of the program through monitoring and evaluation, and analyze learner assessment data at the regional level; • Provide technical assistance to SDOs; and • Submit a monitoring and evaluation report to the DepEd CO.
Schools Division Offices (SDO)	• Oversee the implementation of the program in the schools and CLCs; • Mobilize resources to support the delivery of the program; • Organize division-wide training for effective and efficient implementation; • Engage stakeholders and partners in implementing the program; • Assess the achievement of the objectives of the program through monitoring and evaluation, and analyze learner assessment data at the division and school levels; • Provide technical assistance to schools and CLCs; • Ensure the submission of pre- and post-assessment data to the RO; • Submit a monitoring and evaluation report to the RO; and • Maximize partnerships and make use of existing resources that complement the program
Schools and CLCs	• Ensure effective delivery of the program and its specific activities in their respective classrooms; • Administer assessments and utilize the results to improve teaching and learning; • Ensure the submission of pre- and post-assessment data to the SDO;

LEVEL OF GOVERNANCE	DUTIES AND RESPONSIBILITIES
	• Ensure that the program is seamlessly implemented with the support of non-teaching personnel, parents/parent-substitutes, tutors, and other education stakeholders; • Participate in the learning and development activities (e.g., collaborative expertise sessions, benchmarking, etc.) and suggest relevant training that may be provided on the teaching of Reading, Mathematics, and Science as necessary; and • Submit relevant information to the SDO, such as the learners' progress report, challenges encountered, and actions taken in the implementation of the program.

105. All functional divisions across governance levels shall provide support to the implementation of the ARAL Program.

IX. MONITORING AND EVALUATION

106. The implementation of the ARAL Program shall be continuously monitored and evaluated in accordance with DO 29, s. 2022 or the Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), to ensure evidence-based decision-making, transparency, and system accountability at all levels of governance.
107. The ARAL Program shall utilize core assessment tools, such as the CRLA, RMA, and Phil-IRI; administrative data from the LIS, Enhanced Basic Education Information System (EBEIS), and Human Resource Information System (HRIS); and CO, and field-based reporting through the ARAL Dashboard. Schools, SDOs, and ROs shall regularly collect and analyze data to inform program adjustments, resource reallocation, and technical assistance targeting.
108. The Department shall issue separate guidelines on the ARAL Monitoring and Evaluation system, including prescribed indicators, data collection tools, submission protocols, feedback loops, and integration with existing M&E structures, such as the Division Monitoring, Evaluation, and Adjustment (DMEA), Regional Monitoring, Evaluation, and Adjustment (RMEA), and School LAC (SLAC) reviews.

X. FUND SOURCE, ALLOCATION, AND GUIDELINES

109. The financing of the ARAL Program shall consider the following:
- 109.1. *Utilization of DepEd's Annual Budget.* DepEd will optimize its annual budget, primarily the Basic Education Curriculum (BEC) and Textbooks and Other Instructional Materials (TBIMs) appropriations, in accordance with the provisions of the General Appropriations Act (GAA) and other relevant legislations to finance essential educational resources, including teachers, learning materials, and other necessities.
 - 109.2. *Recalibration of DepEd Budget.* DepEd operating units may propose reallocation, modification and augmentation of the

- budget based on the priorities of the ARAL Program and subject to the rules governing the modification of allotments.
- 109.3. *Utilization of Special Education Fund (SEF).* The SDOs, in collaboration with the Local School Board, may utilize the SEF to support the operations of schools/CLCs and the implementation of interventions subject to the relevant issuances and circulars on the use of SEF.
 - 109.4. *Request for Supplemental Budget.* When necessary, DepEd, in coordination with the Department of Budget and Management, may propose additional funding to support the implementation of the ARAL Program.
 - 109.5. *Other Fund Sources.* Supplementary funds may be sourced from engagement with LGUs through its Special Education Fund (SEF) and its other fund sources, enhanced engagement with development partners, civil society organizations, and other stakeholders to address funding gaps.
110. The specific fund allocation will be outlined in the fund utilization guidelines to be released.
 111. Under no circumstance shall a learner or teacher be required to shoulder the undue burden or be compelled to pay for teaching-learning resources or any activity in place of a performance task or project in any learning area.
 112. Use of funds shall be in accordance with the existing budgeting, accounting, auditing, and procurement laws, rules and regulations.

X. REFERENCES

113. The following were the references that guided the development of this policy:
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- Republic of the Philippines. Congress. Senate. Republic Act No. 11713. *An Act to Strengthen Teacher Education in the Philippines by Establishing Centers of Excellence, Creating a Teacher Education Council for the Purpose, Appropriating Funds Therefor, and for Other Purposes*.
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XI. EFFECTIVITY PROVISION

114. This Order shall take effect upon its approval, issuance, and fifteen (15) days after its publication on the Official Gazette or a newspaper of general circulation and filing with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UPLC) UP Diliman, Quezon City.
115. This policy repeals DepEd Order No. (DO) 45, s. 2002, or the "Reading Literacy Program in the Elementary Schools," DO 13, s. 2023 or the "Adoption of the National Learning Recovery Program in the Department of Education" and Department Memorandum No. (DM) 001, s. 2024 or the "Implementation of Catch-up Fridays."
116. All existing DepEd Orders and other related issuances, rules, and regulations or provisions thereof inconsistent with these guidelines are repealed or rescinded.

XII. TRANSITORY PROVISIONS

117. The provisions of the ARAL Program shall be implemented in phases starting SY 2025-2026, as follows:
 - 117.1. ARAL-Reading and ARAL-Mathematics shall be implemented beginning SY 2025-2026;
 - 117.2. ARAL-Summer Programs shall be implemented beginning EOSY 2025-2026; and
 - 117.3. ARAL-Science shall be implemented beginning SY 2026-2027.