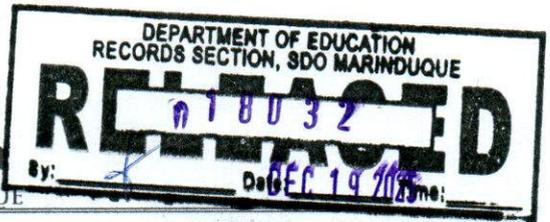




REPUBLIC OF THE PHILIPPINES
Department of Education
 SCHOOLS DIVISION OF MARINDUQUE

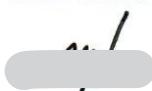


Office of the Schools Division Superintendent

MEMORANDUM

CID-2025- 086

TO : Asst. Schools Division Superintendent
 Chief Education Supervisors
 Public Schools District Supervisors
 Public Elementary, Secondary, and Integrated Schools
 All Others Concerned

FROM : 
LYNN G. MENDOZA, EdD
 OIC, Schools Division Superintendent

SUBJECT : **SUPPLEMENTAL OPERATIONAL GUIDELINES ON THE IMPLEMENTATION OF THE ARAL PROGRAM**

DATE : December 19, 2025

Please find attached Memorandum from Malcolm S. Garma, Undersecretary for Operations and Carmela C. Oracion, OIC - Undersecretary for Learning Systems, dated December 11, 2025 titled Supplemental Operational Guidelines on the Implementation of the ARAL Program for information, reference, and guidance of all concerned.

Schools are expected to commence the next cycle of ARAL-Reading Program by January 12, 2026 and end by March 6, 2026 in the light of this supplemental guidelines and in consideration of its pre, during, and post implementation phases. In addition, schools are reminded to exercise caution in reporting of data to concerned offices and the timely administration and submission of End-of-School Year (EOSY) CRLA and Phil-IRI results.

For further inquiry or concern, please contact the Division ARAL Technical Working Group through Mr. John M. Chavez, Curriculum Implementation Division Chief or Mrs. Jelly L. Sore, EPS, English at jelly.sore@deped.gov.ph.

Immediate and wide dissemination of this Memorandum is desired.



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Republic of the Philippines
Department of Education

MEMORANDUM

TO : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
REGIONAL AND DIVISION ARAL FOCALS
ALL OTHERS CONCERNED

FROM : MALCOLM S. GARMA
Undersecretary for Operations
ARAL TWG Co-Vice Chair



CARMELA C. ORACION
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Learning Systems
ARAL TWG Co-Vice Chair

SUBJECT : SUPPLEMENTAL OPERATIONAL GUIDELINES ON THE
IMPLEMENTATION OF THE ARAL PROGRAM

DATE : December 11, 2025

This Memorandum is issued to provide **additional guidelines** to support the implementation of the Academic Recovery and Accessible Learning (ARAL) Program for SY 2025-2026 in accordance with Republic Act No. 12028¹, its Implementing Rules and Regulations, and DepEd Order No. 18, s. 2025,² and DepEd Memorandum (DM) No. 64, s. 2025³. This Memorandum covers the implementation of ARAL sessions, provision of teaching and learning resources, capacity-building of tutors, provision of technical assistance, and field monitoring and check-ins.

Implementation of the ARAL Tutorial Sessions

Schools must design the most suitable ARAL-Reading class program and modality based on their respective context, available space and resources, and agreement among the school head, tutors, teachers, learners, and parents. This class program may be adjusted throughout the implementation period, as deemed necessary by the school head, Reading Coordinators/Specialists, and the ARAL focals.

In cases of class disruptions due to calamities and other unforeseen circumstances, ARAL tutorial sessions may continue using other modalities (e.g., online, blended), whichever is possible and applicable to their context and current resources.

Duration of ARAL Sessions

¹ Academic Recovery and Accessible Learning Program Act of 2024

² Implementing Guidelines of the Academic Recovery and Accessible Learning Program

³ Implementing Guidelines of the Academic Recovery and Accessible Learning Program in Reading for Key Stages 1 to ,3



ARAL-Reading tutorial sessions shall be conducted for no more than one (1) hour on weekdays (Monday to Friday) and no more than two (2) hours on weekends, preferably Saturdays (DO 18, s. 2025; DM 64, s. 2025). Within these limits, schools have the discretion to determine the exact duration of each session based on their scheduling needs and learner requirements.

Schools shall maintain a maximum tutor-to-learner ratio of 1:15 for ARAL classes. However, they may adopt a smaller group size, such as the recommended 1:5 ratio, to provide more focused instruction, subject to the availability of ARAL tutors and resources.

Furthermore, schools are reminded that, pursuant to RA 12028, teachers are prohibited from tutoring their own learners under the ARAL program.

Provision of Teaching and Learning Resources

Schools must ensure a 1:1 ratio, guaranteeing that each teacher and each learner have their own complete set of materials. Teaching resources may be reused in succeeding ARAL-Reading tutorial cycles, while learners' resources are consumable.

Schools may also use existing remediation materials, including those from the National Learning Camp, the Literacy Remediation Program, and DepEd-approved materials used in existing remediation programs.

Capacity-Building of Tutors and Orientation of School Heads

ARAL tutors, including the external tutors, must undergo training facilitated by the Schools Division Office (SDO). Regions and divisions are encouraged to strengthen their School Learning Action Cells (SLACs), Collaborative Expertise Sessions (CES), and In-Service Training for Teachers (INSET), with a particular focus on reading remediation, teaching beginning reading, integrating socio-emotional learning (SEL) strategies, and the effective implementation of the ARAL Program. ROs and SDOs are also encouraged to provide training on teaching beginning reading to tutors in Key Stages 2 and 3.

Schools that have not yet trained their ARAL tutors are encouraged to defer implementation until training has been completed. This ensures that learners receive quality support and instruction, and that tutors—especially those with limited or no background in reading remediation—are equipped with the necessary intervention strategies and approaches through proper training prior to implementation.

Inclusion of the ARAL Program in the Executive and Management Committee Meetings

In support of the Department's continuing efforts to accelerate learning recovery, all Regional and Division Offices are requested to include the ARAL Program as a standing agenda item in the monthly **Executive and Management Committee Meetings**.

The inclusion of the ARAL Program as an agenda item aims to:

- Engage all [strands] in harmonizing region and division-wide activities related to learning recovery and continuity;
- Provide a venue to regularly present and discuss evidence-based program highlights, key issues, and challenges;

- Ensure collaborative problem solving and program iteration among different relevant units in the division and region; and
- Closely monitor learners' progress and learning outcomes.

Key insights, agreements, and follow-up actions should be reflected in regional reports to be submitted to the Central Office (CO) at least 1 week after the Regional ExeCom and presented during the National Management Committee Meeting as needed.

Field Monitoring and Check-ins

Pursuant to DO 18, s. 2025, the CO, ROs, and SDOs shall assess the achievement of the program's objectives through monitoring and evaluation. The ROs and SDOs are requested to provide support and facilitate the monitoring activities of the ARAL Program TWG and Secretariat within their respective areas.

For further inquiry or concern, please contact the ARAL Program Secretariat via email at aralprogram@deped.gov.ph.