



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

DIVISION MEMORANDUM

CID-2025-119

To : Assistant Schools Division Superintendent
CID Chief
Education Program Supervisors
Public Schools District Supervisors
School Heads
Teachers
All Others Concerned

Subject : **DISSEMINATION OF THE GUIDELINES FOR THE IMPLEMENTATION OF THE 2025 DEPARTMENT OF EDUCATION SUMMER PROGRAMS**

Date : May 2, 2025

Pursuant to DepEd Order No. 010, s. 2025, re: **Guidelines for the Implementation of the 2025 Department of Education Summer Programs**, this Office advises the field to implement the following Summer Programs by adhering to the provisions stipulated:

Type	Target Learners	Implementing Guidelines
Literacy Remediation Program (LRP)	Grade 3 Learners who are Low Emerging in CRLA	DepEd Memo No. 034, s. 2025-Supplemental Guidelines on the Implementation of the Literacy Remediation Program (LRP)
Summer Academic Remedial Program (SARP)	Grades 4 to 12 Learners with 1 to 2 Failing Subjects	DepEd Memo No. 035, s. 2025-Supplemental Guidelines for the Implementation of the Summer Academic Remedial Program
Regional Literacy Intervention Program (RLIP)	Grades 4 to 11 Learners who are struggling in Reading	Refer to the attachment

Details of the programs are found in the enclosures.

For immediate dissemination and compliance.

Enclosed: As stated.
CID/rmm

DepEd Schools Division Office
RECORDS SECTION
MELANIE P. ESTACIO, PhD, CESO VI
Schools Division Superintendent
RELEASED
DATE: MAY 02 2025 TIME: 1:52 p
BY: [Signature]



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Republic of the Philippines
Department of Education
DAVAO REGION

20526

April 23, 2025

REGIONAL MEMORANDUM
CLMD-2025-224

DISSEMINATION OF THE GUIDELINES FOR THE IMPLEMENTATION OF
THE 2025 DEPARTMENT OF EDUCATION SUMMER PROGRAMS

To: Schools Division Superintendents

1. Pursuant to DepEd Order No. 010, s. 2025, re: **Guidelines for the Implementation of the 2025 Department of Education Summer Programs**, this Office advises the Schools Division Offices (SDOs) to implement the following Summer Programs by adhering to the provisions stipulated:

Type	Target Learners	Implementing Guidelines
Literacy Remediation Program (LRP)	Grade 3 Learners who are Low Emerging in CRLA	DepEd Memo No. 034, s. 2025-Supplemental Guidelines on the Implementation of the Literacy Remediation Program (LRP)
Summer Academic Remedial Program (SARP)	Grades 4 to 12 Learners with 1 to 2 Failing Subjects	DepEd Memo No. 035, s. 2025-Supplemental Guidelines for the Implementation of the Summer Academic Remedial Program
Regional Literacy Intervention Program (RLIP)	Grades 4 to 11 Learners who are struggling in Reading	Refer to the attachment

2. Details of the programs are found in the enclosures.
3. Immediate dissemination and compliance of this Memorandum is directed.

DEPARTMENT OF EDUCATION - DAVAO
RECORDS SECTION

RELEASED

Encl: As Stated
RO12/aca

ALLAN G. FARNAZO
Director IV

By the Authority of the Regional Director

By:

6. April 25, 2025
20526

REBONFAMIL R. BAGUIO
Director III



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Republic of the Philippines
Department of Education
DAVAO REGION

2025 Summer Programs
Implementation of the Regional Literacy Intervention Program (RLIP)

Guided by DepEd Order No. 10, s. 2025, the following provisions will govern the implementation of the Regional Literacy Intervention Program (RLIP):

1. The Regional Literacy Intervention Program (RLIP) aims to strengthen learners' skills and competencies, focusing on reading to better support their learning and ensure their successful advancement to the next level.
2. The target learners will be Grade 4 to 11 learners who are struggling in reading based on the Phil-IRI Results.
3. There shall be 10 to 12 learners in a class.
4. The program shall run for four weeks from May 13 to June 6, 2025, with remediation sessions from Monday to Thursday for three hours per day per group. Every Friday, the schools shall conduct Learning Action Cell (LAC) sessions for Remediation Teachers to reflect on implementation progress, share strategies, address challenges encountered, and plan instructional adjustments for the succeeding week.

Suggested Daily Activities

Time	Activities
8:00 – 8:15	Management of Learning (Prayer, Exercise, Kumustahan, Attendance)
8:15 – 8:30	Priming Activities (Watching Education Videos, Literature Based; Literary reading, Songs, Dances, other activities that will stimulate reading abilities)
8:30 – 9:30	Lesson Proper
9:30 – 9:45	Break
9:45 – 10:45	Lesson Proper
10:45 – 11:00	Wrap-Up, Agreement, Closure

5. Remediation sessions shall be delivered face-to-face in designated spaces within the school premises, ensuring a safe and supportive learning environment.
6. The School Principal/School Head shall designate Remediation Teachers who demonstrate exemplary competence and experience in reading instruction.
7. Teachers who are managing the remediation sessions shall receive the incentives enumerated in Section VI of DO 010, s. 2025.



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DAVAO REGION

8. Schools shall have the flexibility to decide on the learning resources provided that the learning needs of learners are met and align with the most appropriate teaching approaches and strategies, learner-centered, skills-based, inclusive, developmentally appropriate, relevant, gender and culture-sensitive, and contextualized.

NOTE:

The teaching-learning resources used during SY 2022-2023 and 2023-2024 National Learning Camp (NLC) may be used as reference materials.

9. Weekly assessment shall be administered to track learners' progress. Hence, the schools have the option to develop assessment materials.
10. The program shall be funded through the NLC PSF from FY 2024 and FY 2025 per Section VII of DO 010, s. 2025, subject to the existing budgeting, accounting, auditing, and procurement rules and regulations.
11. To ensure systematic monitoring of learners progress and program effectiveness, schools are directed to prepare and submit regular progress reports to respective oversight offices on May 16, May 23, May 30, and June 6, 2025.

The reports shall capture, at a minimum, the following information:

- (a) Status of learner participation and attendance in remediation sessions
- (b) weekly learner progress based on Weekly Assessments
- (c) conduct results of FGDs and school-level feedback sessions
- (d) challenges encountered during remediation sessions and instructional delivery
- (e) corresponding interventions or adjustments undertaken to address identified challenges

All other provisions shall be based on DO 010, s. 2025.



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Republic of the Philippines
Department of Education

APR 07 2025

DepEd ORDER
No. 010, s. 2025

**GUIDELINES FOR THE IMPLEMENTATION OF THE 2025 DEPARTMENT OF
EDUCATION SUMMER PROGRAMS**

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

I. RATIONALE

1. The Department of Education (DepEd) remains committed to addressing learning loss and closing the learning gaps reflected in national and international large-scale assessments.
2. As part of this effort, DepEd will offer Summer Programs to prepare learners concerned for the school year 2025–2026. These programs go beyond mere remediation; they are intended to proactively prepare learners for success in the next school year. By offering a diverse range of interventions focused on foundational literacy and numeracy, and leveraging resources from the National Learning Camp, DepEd aims to ensure that all learners have the support they need to excel. These programs shall be thoughtfully designed to align with, complement, and seamlessly integrate into the Academic Recovery and Accessible Learning (ARAL) Program throughout the coming school year, as provided under Republic Act No. 12028.

II. POLICY STATEMENT

3. To address the alarming finding in the Comprehensive Rapid Literacy Assessment (CRLA) for End of School Year (EoS) 2024–2025, that more than 50% of Grades 1–3 learners are not reading at grade level, the DepEd is implementing targeted literacy programs this summer. These aim to strengthen learners' foundational reading skills and accelerate their progress towards grade-level proficiency.
4. Strategic interventions will be implemented to bridge the critical gap between learners' current performance and grade-level expectations. These interventions are predicated on the understanding that unmastered learning standards and competencies create significant barriers to future academic success.

5. Supporting learners in strengthening their foundational knowledge and skills is vital to their success as they move forward in their education journey. Through the following Summer Programs, DepEd aims to reinforce key concepts and skills and empower the learners to enter the next school year with confidence and readiness for new challenges:

- a. Summer Programs for Key Stage 1: (1) Bawat Bata Makababasa Program, and (2) Literacy Remediation Program;
- b. Summer Programs for Key Stages 2 to 4: (1) Summer Academic Remedial Program, and (2) Regional Remediation Program; and
- c. 2025 Learning Camp.

By helping learners stay on track, the long-term goal of achieving educational equity is also advanced.

6. Through a whole-of-community approach, these Summer Programs will cultivate collaborative partnerships with parents, encourage teachers to work together, and engage community partners. Parents will be provided with strategies and resources to reinforce home learning, teachers will collaboratively plan, deliver, and monitor the sessions, and community partners will be enjoined to offer additional support, all working together to accelerate learners' progress toward grade-level proficiency and promote a sustainable culture of literacy.

III. FRAMEWORK FOR THE SUMMER PROGRAMS FOR 2025

7. The Summer Programs, implemented through a whole-of-community approach, will address both foundational skills and grade-level competencies of learners concerned. These programs aim to provide support to learners in terms of mastering basic foundations and catching up with grade-level expectations.

8. The interventions will emphasize phonics, fluency, vocabulary, and comprehension in reading; and number sense, basic operations, and problem-solving in mathematics to support learners in achieving mastery of basic foundations. Engaging, interactive, and differentiated instruction will be utilized in the summer learning sessions to address gaps in learners' fundamental knowledge and abilities that may be hindering academic success.

9. The interventions for helping learners catch up with grade-level expectations will focus on specific learning standards and competencies they have not been able to fully master during the school year. This will be achieved through a review and reinforcement of key concepts, targeted practice of grade-level skills, and application of lessons in meaningful contexts, all informed by assessment data, such as the CRLA, to identify and address specific areas needing additional support.

10. Mandatory attendance is required of learners who are identified as needing targeted support through specific Summer Programs. Based on available data, these learners are not performing according to grade-level expectations, thus, necessitating appropriate interventions. Mandatory attendance will help them achieve grade-level competencies through structured and focused instruction and resources that can strengthen their foundational reading and numeracy skills. This policy is founded on the principle that timely and targeted interventions are crucial to preventing further learning loss, fostering academic success, and advancing the long-term goal of educational equity. Consistent participation of learners in these

programs will allow them to benefit fully from the summer learning experience and facilitate monitoring of their progress.

11. The results of the Summer Programs will be systematically integrated as key inputs in the ARAL Program to facilitate continuous and data-driven improvements in learning outcomes. This will contribute to a comprehensive understanding of student progress as well as the identification of persistent learning gaps that can inform adjustments in ARAL strategies and interventions. By leveraging data from the Summer Programs, the ARAL initiative can better provide personalized support to learners, address deficits in their foundational skills, and ultimately enhance academic recovery for all learners.

a. Summer Programs for Key Stage 1

i. The Bawat Bata Makababasa Program

In line with the DepEd's commitment to providing quality education to all Filipinos, DepEd launches the **Bawat Bata Makababasa Program**. In addressing the reading crisis, this comprehensive initiative also gives attention to nutrition and vision screening in addition to facilitating an environment that supports the development of learners' reading skills.

The **Bawat Bata Makababasa Program** aims to improve the reading levels of struggling readers through a 20-day tutorial program. In the long term, the program seeks to ensure that all learners achieve the expected grade-level reading proficiency. This goal involves strengthening teacher effectiveness in research-based instruction methods and differentiated strategies for developing learners' reading skills, improving assessment strategies, and facilitating learners' access to print or digital reading materials.

For the pilot phase, learners in Grades 1 to 3 this school year (Grades 2 to 4 in SY 2025–2026) in Region 9 and selected divisions of Regions 6 and 7 (those affected by the eruption of Mt. Kanlaon) shall be targeted.

ii. Literacy Remediation Program

In line with the Bawat Bata Makababasa Program, the **Literacy Remediation Program** shall target Grade 3 learners this school year (Grade 4 in SY 2025–2026) identified as Low Emerging in the CRLA EoSY 2024–2025 results.

This program is designed to address critical reading deficiencies and provide targeted support to struggling readers in preparation for Grade 4, where English becomes the primary medium of instruction across multiple subjects, necessitating advanced reading comprehension skills. By strengthening foundational reading skills, the program aims to equip learners for the increased academic demands of the succeeding grade level. The intervention shall focus on enhancing English literacy proficiency, particularly in letter-sound recognition, decoding and blending, and word recognition and comprehension.

The **Literacy Remediation Program** shall be implemented in all regions, except Region 9, the selected divisions in Regions 6 and 7 affected by the eruption of Mt. Kanlaon, and the 10 schools participating in the 2025 Learning Camp.

b. Summer Programs for Key Stages 2 to 4

i. Summer Academic Remedial Program

Through the implementation of the K to 12 Curriculum, DepEd ensures that every learner completes basic education equipped with the necessary competencies and skills to move to the next grade level and ultimately be ready for higher education or employment. Thus, as stipulated in DepEd Order (DO) 8, s. 2015, the Summer Academic Remedial Program is being offered to Grades 4 to 12 learners (Key Stages 2 to 4) in public and private elementary and secondary schools who failed one or two subjects. This does not include the select schools implementing the 2025 Learning Camp and the Regional Remediation Program.

Grades 1 to 3 learners who failed one or two subjects will be directed by the school to complete either the Bawat Bata Makababasa Program or the Literacy Remediation Program, whichever is available in the division. **This will serve as the Summer Academic Remedial Program for the learner.**

ii. Regional Remediation Program

The **Regional Remediation Program** encompasses existing remedial programs implemented by the regions to provide targeted support to learners in Key Stages 2 to 4 (Grades 4-12). These programs are designed to strengthen learners' skills and competencies, focusing on reading and mathematics, to better support their learning and ensure their successful advancement to the next grade level.

c. 2025 Learning Camp

The **2025 Learning Camp**, a four-week learning recovery initiative, will be implemented in 10 select schools for Grades 1-10 learners. This program will focus on improving student learning and enhancing teacher capacity, building upon the National Learning Camp. The implementation of the initiative in 10 select schools will enable closer monitoring of the program to address challenges encountered in the previous years.

The 10 select schools for the 2025 Learning Camp will come from the MATATAG Pilot Regions: Regions I, II, VII, XII, National Capital Region, Cordillera Administrative Region, and CARAGA.

IV. GUIDELINES

12. To ensure contextualized and effective implementation of all the Summer Programs, guidelines pertaining to the selection and responsibilities of remediation teachers, the establishment of program timelines, and monitoring and evaluation shall be governed by directives to be issued by the Central Office and the Regional Offices.

13. The Regional Offices are responsible for ensuring that all guidelines are consistent with the DepEd's overall objectives and contribute to the attainment of desired learning outcomes.

V. SECRETARIAT

14. A Summer Program Secretariat is established to manage logistical support, coordinate program activities, handle communication, and ensure the smooth implementation of all aspects of the Summer Programs.

15. The Secretariat shall be headed by the Office of the Secretary who shall be assisted by the following teams:

- a. Bawat Bata Makababasa Secretariat for the Summer Programs for Key Stage 1;
- b. Office of the Undersecretary for Operations for the Summer Programs for Key Stages 2 to 4; and
- c. Office of the Undersecretary for Curriculum and Teaching for the 2025 Learning Camp.

VI. INCENTIVES FOR TEACHERS/TUTORS/VOLUNTEERS

16. Participation of teachers in the Summer Programs is **voluntary**.

17. The school head shall be responsible for identifying prospective teachers who shall handle specific learning areas in the respective Summer Programs. They shall be selected based on suitability to effectively handle the requirements of the Summer Programs.

18. Preference shall be given to teachers who are willing, committed, and highly proficient in their respective learning areas.

19. Since the Summer Programs entail the services of teachers beyond regular school days, they shall be provided with the following incentives, subject to government rules and regulations:

- a. Vacation Service credits;
- b. A Certificate of Appreciation for Teachers/Volunteers, as applicable; and
- c. Other incentives, subject to availability of funds and applicable guidelines.

20. All public school teachers attending training in relation to the Summer Programs, providing tutoring or teaching services for an accumulated six hours of actual service rendered will accrue one day of vacation service credit.

21. The authorized grant of one-day vacation service credit is exclusive of the 30 days maximum service credits which are allowed every year under DepEd Order (DO) No. 013, s. 2024 (Revised Guidelines on the Grant of Vacation Service Credits for Teachers). New hires with late appointments for the current year shall be entitled to not more than 45 days of Vacation Service Credits for one calendar year. Late appointments are appointments issued four months after the first day of classes. For succeeding years, Section V.A Item 2.a of DO 013, s. 2024 shall apply.

VII. FUNDING

22. The implementation of the Summer Programs shall be charged against the Fiscal Year 2024 and 2025 Funds for National Learning Camp from Basic Education Curriculum released to Regional Offices.

The Regional Offices may further sub-allot funds to schools division offices and implementing schools when deemed necessary.

23. The budget for the Summer Programs shall cover costs including, but not limited to, those for implementing targeted interventions, providing comprehensive teacher training, developing and utilizing effective assessment tools, and distributing appropriate materials for teachers or tutors and learners. The specific fund allocation will be outlined in the Summer Programs Fund Utilization Guidelines to be issued, which is indicative. Therefore, implementing units are granted flexibility in the actual use of funds. This flexibility is subject to the approval of the concerned Regional Director and requires a report on any changes to be submitted to the Office of the Secretary and the Office of the Undersecretary for Finance.

24. Under no circumstance shall a learner or teacher be required to shoulder the undue financial burden or be compelled to pay for teaching-learning materials or any activity in place of a performance task or project in any learning area.

25. The Central Office retains the authority to reallocate available funds from other Regional Offices in cases where a Regional Office's allocation is deemed insufficient, subject to budgeting rules and regulations.

The Regional Offices may further sub-allot funds to schools division offices and implementing schools when deemed necessary.

26. Should funds provided for the Summer Programs be insufficient, the Regional Offices may request additional funds from the Central Office, provided there are no funds that may be used within the Regional Offices, and subject to the availability of funds.

27. Use of funds shall be in accordance with the existing budgeting, accounting, auditing, and procurement laws, rules, and regulations.

VIII. AMENDATORY CLAUSE

28. All department orders, issuances, rules and regulations or parts thereof, including DO 014, s. 2023, otherwise known as Policy Guidelines on the Implementation of the National Learning Camp, and DO 013, s. 2018, otherwise known as the Implementing Guidelines on the Conduct of Remedial and Advancement Classes During Summer for the K to 12 Basic Education Program, as amended by DO 025, s. 2022, which are contrary to or inconsistent with this DO are repealed, amended, or modified accordingly.

IX. EFFECTIVITY

29. This Order shall take effect immediately and apply solely to the implementation of the 2025 Summer Programs. 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.

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




SONNY ANGARA
Secretary

References:

DepEd Order (No. 013, s. 2024; 014, 2023; and 013, s. 2018)

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

CLASSES
CURRICULUM
LEARNERS
POLICY
SCHOOLS
TEACHERS



Republic of the Philippines
Department of Education

DepEd MEMORANDUM
No. **034**, s. 2025

APR 12 2025

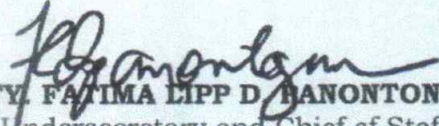
**SUPPLEMENTAL GUIDELINES ON THE IMPLEMENTATION
OF THE LITERACY REMEDIATION PROGRAM**

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

1. Pursuant to DepEd Order (DO) No. 010, s. 2025, titled Guidelines for the Implementation of the 2025 Department of Education Summer Programs, the Department issues the **Supplemental Guidelines on the Implementation of the Literacy Remediation Program (LRP)**.
2. The LRP aims to provide intensive and structured literacy intervention to Grade 3 learners classified as Low Emerging Readers in English based on the End of School Year (EoS) 2024-2025 Comprehensive Rapid Literacy Assessment (CRLA). The Program shall equip the learners with foundational literacy skills necessary to successfully transition to Grade 4, where English is used as the primary medium of instruction.
3. The program shall be conducted from May 13 to June 6, 2025, during which participating schools shall administer daily two-hour remediation sessions. Learner progress shall be monitored weekly through check-in assessments, with culminating evaluation through the Beginning of School Year (BoSY) CRLA in June 2025.
4. For clarifications or additional information, please contact the **Summer Program Secretariat**, headed by the Office of the Secretary through the Office of the Undersecretary for Operations, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at ouops@deped.gov.ph or at telephone number (02) 88633-7208.

5. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:


ATTY. FATIMA LIPP D. BANONTONGAN
Undersecretary and Chief of Staff

Encl.:

As stated

Reference:

DepEd Order (No. 010, s. 2025)

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

ASSESSMENT
CLASSES
CURRICULUM
LEARNERS
LITERACY
REMEDICATION
READING EDUCATION
TRAINING
TEACHERS

SUPPLEMENTAL GUIDELINES ON THE IMPLEMENTATION OF THE LITERACY REMEDIATION PROGRAM

I. Rationale

Pursuant to the provisions of Republic Act No. 10533, otherwise known as the "Enhanced Basic Education Act of 2013", which mandates the Department of Education (DepEd) to ensure the delivery of quality, accessible, relevant, and liberating basic education for all learners, and in consonance with DepEd Order No. 10, s. 2025, entitled "Guidelines for the Implementation of the 2025 Department of Education Summer Programs", this Memorandum is issued to operationalize the implementation of the Literacy Remediation Program (LRP).

Further, this policy aligns with DepEd's 5-Point Reform Agenda to address the challenges in basic education. Central to this agenda is the creation of an enabling learning environment, the enhancement of efficient learning delivery, and the promotion of learner well-being. Addressing foundational literacy gaps is a critical first step to ensuring that every learner can meaningfully engage with the curriculum and succeed academically. By focusing on early literacy remediation, the Program supports the development of an environment where learners can thrive, empowers teachers through targeted capacity-building initiatives, and contributes to strengthening the efficiency and responsiveness of the learning system. Moreover, by ensuring that struggling readers are provided with the necessary interventions early, the Program promotes the overall well-being of learners and lays the groundwork for building a future-ready, competent workforce in alignment with national development goals.

The results of the End-of-School-Year (EoS) Comprehensive Rapid Literacy Assessment (CRLA) for School Year 2024–2025 revealed that more than 64,000 Grade 3 learners, or 3.4% of the total Grade 3 cohort nationwide, are classified as Low Emerging Readers in English. Learners in this category demonstrate significant difficulties in letter-sound recognition, decoding, blending sounds into words, and reading grade-appropriate text, thus rendering them highly vulnerable as they transition to Grade 4, where English is the primary medium of instruction across learning areas.

Without timely and appropriate intervention, these learners are at heightened risk of experiencing cumulative academic failure, socio-emotional difficulties, and eventual school dropout, which would further exacerbate existing educational inequities. Recognizing the urgent need for targeted action, the Department deems it essential to implement a structured, standardized, and research-based literacy remediation program to bridge these learning gaps.

Accordingly, the LRP shall serve the following purposes:

- a. To provide systematic and intensive English literacy intervention to Grade 3 learners categorized as Low Emerging, thereby ensuring their successful transition to Grade 4;

- b. To build and strengthen teacher and school leader capacity through focused training on evidence-based remediation strategies and diagnostic literacy assessments; and
- c. To institutionalize a robust monitoring and evaluation framework that will track learner progress, document effective practices, and inform future policy improvements in literacy remediation programs.

In line with the DepEd's Five-Point Reform Agenda, this Program affirms the Department's resolve to deliver quality basic education, promote learner well-being, and enhance instructional excellence.

II. Scope and Coverage

1. Consistent with DepEd Order No. 10, s. In 2025, this Memorandum shall apply to all public elementary schools nationwide with Grade 3 learners classified as Low Emerging Readers in English based on the results of the EoSY 2024–2025 CRLA. Specifically, it covers:
 - a. Target Learners: Grade 3 learners classified as Low Emerging Readers (RED Category) in the CRLA EoSY results, who are set to enter Grade 4 in School Year 2025-2026.
 - b. Participating Schools: All public elementary schools with at least one (1) Grade 3 learner classified as a Low Emerging Reader, except for Region IX, selected divisions of Region 6 and 7 affected by the Mount Kanlaon volcanic unrest and 10 schools participating the 2025 NLC may implement literacy remediation activities using alternative modalities to support identified learners, subject to appropriate safety protocols.
 - c. Program Personnel: School Heads, designated Remediation Teachers, District Supervisors, Division Reading Coordinators, and Regional Officials involved in the implementation, supervision, and monitoring of the LRP.
 - d. Program Duration: The program shall run for four (4) weeks, from May 13 to June 6, 2025, with remediation sessions conducted Monday to Thursday, two (2) hours per day per group.
2. Private schools, state and local universities and colleges (SUCs/LUCs), and Philippine schools overseas (PSOs) offering basic education are encouraged to adopt, align with, or contextualize these guidelines in the implementation of their respective literacy remediation activities, consistent with the thrust to improve foundational literacy outcomes.

III. Definition of Terms

For purposes of this Memorandum, the following terms shall be understood as follows:

1. Beginning-of-School-Year (BoSY) Assessment – The administration of the CRLA at the start of the new school year, specifically in June 2025 for School Year 2025–2026, to determine learners' reading proficiency after remediation and to provide comparative data against their EoSY results.

2. Comprehensive Rapid Literacy Assessment (CRLA) – A standardized reading assessment tool administered by the Department of Education for Grades 1 to 3 learners, grouping them into Low Emerging, High Emerging, Developing, Transitioning, and At Grade Level reading profiles based on reading proficiency standards.
3. End-of-School-Year (EoSY) Assessment – The administration of the CRLA at the end of the school year, specifically conducted in March 2025 for School Year 2024–2025, to evaluate learner reading proficiency and identify those requiring targeted remediation.
4. Endline Assessment – The administration of the CRLA EoSY 2024–2025 at the conclusion of the Remediation session to measure learners' literacy progress. To ensure comparability of results, the CRLA EoSY, which served as the baseline assessment, shall be re-administered, and the results shall serve as the Endline Assessment for the LRP.
5. Focus Group Discussion (FGD) – A structured discussion conducted among learners, teachers, or school heads during the remediation period to gather qualitative feedback, surface challenges encountered, and document best practices for program improvement.
6. Learner Activity Sheets (LAS) – Practice worksheets aligned with the remediation curriculum that learners complete during or after sessions to reinforce and build foundational literacy skills.
7. Low Emerging Readers (RED Category) – Learners identified through the CRLA as demonstrating significant difficulties in fundamental reading skills, including letter-sound recognition, blending, decoding simple words, and reading grade-appropriate texts, requiring urgent remediation support.
8. Literacy Remediation Program (LRP) – A targeted intervention program designed to provide intensive, structured literacy instruction to Grade 3 learners classified as Low Emerging Readers in English based on their EoSY CRLA results.
9. Remediation Activity Set (RAS) – A standardized package of instructional guides, daily skills-building activities, and sample exercises provided to Remediation Teachers to facilitate structured literacy remediation sessions.
10. Remediation Session – A four-week intervention period conducted from May 13 to June 6, 2025, during which identified Grade 3 Low Emerging Readers undergo structured daily remediation sessions to strengthen foundational literacy skills.
11. Remediation Teachers – Designated teachers with demonstrated competence and/or training in reading instruction who are tasked with conducting daily remediation sessions during the Remediation Session.
12. Weekly Check-in Assessment – A formative, skills-based assessment administered weekly during the Remediation Session to monitor learner progress in specific reading areas. The Check-in Assessment administered at the end of the second week shall serve as the Midline Assessment to evaluate interim progress and inform instructional adjustments.

IV. Program Objectives

1. The DepEd, consistent with its mandate under Republic Act No. 10533 and in pursuit of the objectives articulated in the Five-Point Reform Agenda under DepEd Order No. 10, s. 2025, hereby adopts the LRP as a targeted intervention to address the foundational literacy deficits of Grade 3 learners classified as Low Emerging Readers.
2. It is the policy of the Department to ensure that all learners acquire the minimum necessary competencies for reading and literacy to effectively access and engage with the curriculum at the next grade level. To this end, the Department shall:
 - a. Implement a structured, focused, and learner-centered remediation program in English literacy for all identified Low Emerging learners;
 - b. Provide capacity-building programs for teachers and school heads on effective reading remediation strategies, assessment, and learner progress tracking;
 - c. Develop and distribute appropriate teaching and learning materials to support literacy remediation;
 - d. Establish robust monitoring, evaluation, and reporting mechanisms to ensure the effectiveness, efficiency, and sustainability of the Program.
3. In the implementation of these guidelines, the Department commits to upholding the principles of equity, quality, responsiveness, and learner-centeredness, ensuring that the most vulnerable learners receive the necessary support to successfully transition to Grade 4 and beyond.
4. The successful implementation of this Program is considered a critical measure in advancing the Department's commitment to improve basic education outcomes, promote learner well-being, and strengthen governance and accountability within the education system.

V. Procedures

1. Per Section VI of DepEd Order No. 10, s. 2025, teachers who voluntarily participate in the conduct of the Program shall be entitled to incentives for services rendered beyond regular school days. Participating teachers shall earn one (1) day of vacation service credit for every six (6) hours of actual teaching, exclusive of the thirty (30)-day maximum vacation service credits allowed annually under DepEd Order No. 013, s. 2024. Certificates of Appreciation may also be awarded, and other incentives may be provided, subject to the availability of funds and applicable government regulations.
2. The implementation of the Program shall be funded through the Program Support Funds (PSF) as stated in Section VII of DepEd Order No. 10, s. 2025, sourced from the remaining EoSY 2024 National Learning Camp (NLC) PSF downloaded to Regional Offices under the GAA Fiscal Year (FY) 2024 Basic Education Curriculum (BEC) Continuing Funds, and the FY 2025 BEC Funds directly released to the Regional Offices. **The allocation list for participating Regional Offices and the Summary of the Budget per activity are provided in Annex E.** The utilization and disbursement of funds shall be subject to

existing budgeting, accounting, auditing, and procurement laws, rules, and regulations. Separate and detailed guidelines on the allocation, release, utilization, and liquidation of the PSF shall be issued to ensure the efficient, transparent, and accountable use of resources for training activities, material production, monitoring and evaluation, and the minimal logistical support necessary for the implementation of the Program.

3. The implementation of the Program shall follow the operational procedures outlined in this Memorandum, covering the phases of preparation, capacity building, and program implementation. Activities shall be carried out by the concerned governance levels in accordance with prescribed timelines, training arrangements, learner remediation sessions, and reporting requirements.

- a. Preparation Phase: The Preparation Phase shall commence immediately upon receipt of this Memorandum and shall be undertaken by all concerned offices and participating schools to ensure readiness for the full implementation of the LRP. The following specific activities shall be completed:

- i. Identification of Target Schools and Learners

- a. Schools Division Superintendents (SDSs), through the Schools Division Reading Coordinators and District Supervisors, shall identify all public elementary schools with enrolled Grade 3 learners classified under the Low Emerging (RED) Category in English based on the End-of-School-Year (EoS) 2024-2025 Comprehensive Rapid Literacy Assessment (CRLA) results.
- b. The specific learners shall be determined using the CRLA Grade 3 English EoS score sheet results. **The number of schools, Low Emerging learners, groups formed, and teachers needed by region is provided in Annex A.**
- c. A final list of target schools shall be submitted by the Schools Division Offices (SDOs) to the respective Regional Offices (ROs) for consolidation and submission to the National Educators Academy of the Philippines (NEAP). Learners included in the Low Emerging (RED) Category shall be mandatory participants of the Program.

- ii. Selection and Designation of Remediation Teachers

- a. School Heads shall select and formally designate Remediation Teachers based on the following minimum criteria:
 - Demonstrated competence and experience in reading instruction;
 - Prior training in literacy development, reading remediation, or related programs, if available;
 - Strong facilitation and classroom management skills; and
 - Willingness and commitment to render service under the LRP.

- b. Teachers shall be ranked according to experience and training. The list of designated Remediation Teachers shall be submitted to the SDO for documentation and further training arrangements.
 - iii. Preparation of Learning Resources and Environment
 - a. The Department shall provide Remediation Teachers with a set of materials consisting of:
 - Remediation Activity Sets (RAS);
 - Learner Activity Sheets (LAS);
 - Letter tiles and word cards.
 - b. School Heads shall ensure the availability of suitable learning spaces for small-group instruction, with considerations for ventilation, seating arrangements, and access to learning materials.
 - c. Necessary logistical arrangements, including procurement of additional materials or supplies not provided centrally, shall be facilitated by the schools using available Maintenance and Other Operating Expenses (MOOE) funds, subject to existing budgeting and procurement rules.
 - iv. Learner Profiling and Grouping
 - a. Schools shall review the CRLA results to validate learner profiles.
 - b. Learners shall be organized into small groups composed of seven (7) to 12 learners, grouped according to similar reading ability levels.
 - c. In instances where the number of Low Emerging learners is insufficient to form a group, learners categorized as High Emerging (Orange) Category may be included to complete a remediation group.
 - d. Groupings shall be finalized by the School Head and submitted to the SDO for recording and monitoring purposes.
 - v. Orientation of Parents and Guardians
 - a. School Heads shall organize and facilitate an orientation session for the parents and guardians of target learners prior to the commencement of the Program.
 - b. The orientation shall include:
 - The objectives and schedule of the LRP;
 - Expectations for learner participation and support at home;
 - Explanation of instructional strategies and materials to be used; and
 - The role of parents in reinforcing learning outside remediation sessions.

- c. Attendance sheets and documentation of the orientation shall be maintained by the School Head and reported to the SDO.
- b. Capacity Building Phase: The Capacity Building Phase shall ensure that all designated personnel possess the requisite knowledge, skills, and competencies to implement the LRP with fidelity and effectiveness. This Phase shall cover the national and regional training activities for trainers, teachers, and school heads.
 - i. National Training of Trainers (NToT)
 - a. The Office of the Undersecretary for Operations (OUOPS), in coordination with the National Educators Academy of the Philippines (NEAP) and the Bureau of Learning Delivery (BLD), shall organize the NToT to be conducted from April 27 to May 2, 2025, at a designated venue. **Training Design for the NToT is provided in Annex C.**
 - b. Participants of the NToT shall be composed of:
 - Reading specialists and master teachers with expertise in literacy remediation;
 - Selected regional and division reading coordinators; and
 - Supervisors and technical staff with prior training experience in reading interventions.
 - c. The training content shall include but shall not be limited to:
 - Concepts of reading development and foundational literacy;
 - Diagnostic and formative assessments for literacy;
 - Research-based reading remediation strategies;
 - Use of RAS and LAS;
 - Effective facilitation of small-group instruction; and
 - Progress tracking and learner support strategies.
 - d. Participants who complete the NToT shall serve as Regional Trainers responsible for cascading the training to Remediation Teachers and School Heads at the regional and division levels. **The number of training faculty per region is provided in Annex B.**
 - ii. Regional Roll-Out of Training for Remediation Teachers and School Heads (**See Annex D for the training design of the training for School Leaders**).
 - a. The ROs, through the Regional Training Management Teams, shall conduct the Regional Training of Remediation Teachers and School Heads from May 4 to 9, 2025, using NEAP-recognized facilities or other suitable venues.
 - b. Participants of the Regional Roll-Out shall include:
 - All designated Remediation Teachers;

- School Heads of participating schools; and
 - Division Supervisors assigned to support the implementation of the Program.
- c. The Regional Training shall utilize standardized training packages developed during the NToT and shall cover the following key topics:
- Administration and interpretation of the baseline reading skills inventory;
 - Grouping of learners for remediation;
 - Implementation of remediation sessions using explicit, structured teaching methods;
 - Application of RAS and LAS;
 - Social-emotional support strategies to sustain learner engagement; and
 - Reporting requirements and documentation procedures.
- d. The Regional Offices shall ensure the training is interactive, practical, and application-focused, incorporating simulation exercises and peer coaching sessions.
- iii. Post-Training Preparations
- a. After the completion of the regional training, Remediation Teachers shall be required to:
- Prepare detailed daily session plans aligned with the prescribed remediation strategies and materials;
 - Review and finalize learner groupings based on the baseline reading assessment results;
 - Set up learning spaces and materials for the conduct of the Remediation Session.
- b. School Heads shall:
- Validate the readiness of teachers and learning spaces;
 - Confirm learner enrollment and parent commitment to program attendance; and
 - Coordinate logistical support to address any gaps identified during training debriefing sessions.
- c. SDOs shall provide technical assistance to schools during the post-training preparations to ensure compliance with standards and readiness for the Program implementation.

Table 1: Activities under Capacity Building Phase

Activity	Participants	Schedule	Venue	Facilitators /Trainers	Objectives
National Training of Trainers (NToT)	ROs, Selected Regional Trainers (Master Teachers, Reading Coordinators, Supervisors)	April 28–30, 2025	NEAP Baguio or designated NEAP facility	BLD, NEAP, Reading Experts	Build the capacity of core trainers in reading remediation strategies, diagnostics, and instructional supervision.
Regional Rollout Training for Remediation Teachers and School Heads	SDOs, Designated Remediation Teachers, and School Heads	May 4–9, 2025	NEAP Regional Centers or designated venues	Regional Trainers trained from NToT	Train teachers and school heads on implementing remediation sessions and monitoring learner progress.
Technical Assistance and Coaching Sessions	Remediation Teachers and School Heads	Throughout the Remediation Period (May 13–June 6, 2025)	On-site in participating schools	Division and District Supervisors	Provide on-the-ground coaching and solve instructional or management issues during implementation.
Post-remediation reflective Workshops	Remediation Teachers, School Heads, PSDS	June 2025 (Post-Remediation)	To be scheduled by SDO	SDOs and Regional Office staff	Capture implementation lessons, surface best practices, and plan for future scaling and improvements.

- c. **Implementation Phase:** The Implementation Phase shall operationalize the conduct of the LRP through the structured delivery of remediation sessions, reinforced by regular assessment checkpoints. The activities under this Phase shall ensure the consistent and quality implementation of the Program in all participating schools.

i. **Conduct of the Remediation Session**

- All participating schools shall implement the Remediation session from May 13 to June 6, 2025, spanning four (4) weeks of intensive literacy instruction.
- Remediation sessions shall be conducted Monday to Thursday, for two (2) hours per day per learner group.
- Every Friday, schools shall conduct Learning Action Cell (LAC) sessions for Remediation Teachers to reflect on implementation progress, share strategies, address challenges encountered during the sessions, and plan instructional adjustments for the succeeding week.

- d. Instruction shall be delivered face-to-face in designated spaces within the school premises, ensuring a safe and supportive learning environment.
- ii. Implementation Preparation
 - a. The CRLA EoSY, administered in March 2025, shall serve as the primary basis for learner selection and grouping for the Remediation Session.
 - b. Groupings shall be confirmed based on the CRLA EoSY results, supplemented by initial informal assessments conducted by Remediation Teachers during the first day of the Session.
 - c. The EoSY data shall guide the planning of instructional strategies tailored to learner profiles.
- iii. Instructional Delivery and Use of Materials
 - a. Remediation Teachers shall implement daily instruction emphasizing:
 - Letter-sound recognition;
 - Decoding and blending;
 - Word reading;
 - Vocabulary development;
 - Basic reading comprehension strategies.
 - b. Instruction shall be highly interactive, learner-centered and utilize the RAS, LAS, letter tiles, and word cards.
 - c. Groupings shall be maintained at a maximum of seven (7) to 12 learners per group to ensure focused support.
- iv. Weekly Check-in Assessment
 - a. During the Remediation Session, weekly check-in assessments shall be administered to monitor learner progress.
 - b. These check-in assessments, while aligned to the skills measured by CRLA, shall be distinct and developed specifically for the remediation period.
 - c. The weekly check-ins shall cover:
 - Letter-sound fluency;
 - Decoding of simple words;
 - Word recognition accuracy; and
 - Beginning reading comprehension tasks.
 - d. Results of the weekly check-in assessments shall:
 - Guide daily instructional adjustments;
 - Identify learners requiring additional support; and
 - Be recorded in the learner's Progress Monitoring Sheet.
 - e. Focus Group Discussions (FGDs) and teacher interviews shall be conducted periodically to capture implementation insights.

- v. Continued Remediation Sessions
 - a. Based on weekly check-in results, Remediation Teachers shall refine instructional approaches to address learner needs more effectively.
 - b. Sessions shall continue through Weeks 3 and 4 with a progressive focus on word reading fluency, vocabulary development, and basic comprehension.
 - c. Daily attendance tracking and weekly progress documentation shall be maintained and submitted to School Heads.
- vi. Endline Assessment (End of School Year 2024-2025)
 - a. At the conclusion of the Remediation Session, the EoSY 2024-2025 CRLA Grade 3 English shall be administered again and shall serve as the Endline Assessment.
 - b. School Heads shall oversee the consolidation of endline assessment results and the preparation of final learner profiles.
- vii. Culminating Activities and Final Reporting
 - a. Schools shall conduct a simple culminating activity to recognize learners' participation and progress.
 - b. Remediation Teachers and School Heads shall complete all required reports, including:
 - Accomplishment report;
 - Consolidated learner assessment data;
 - Feedback from FGDs and teacher reflections.
 - c. Final reports shall be submitted to the SDOs for regional consolidation and national reporting.

Table 2: Implementation Phase/ Remediation Sessions

Phase	Timeframe	Key Activities	Assessment Administered	Outputs
Pre-Implementat ion (Baseline)	Before May 13, 2025	Confirm groupings	CRLA EoSY (Baseline)	Learner grouping validation; Baseline data
Weeks 1-2 (Initial Instruction)	May 13-22, 2025	Literacy instruction (foundational skills focus); Weekly check-ins	Weekly Check-in Assessments	Weekly learner tracking
Midline Assessment	May 23, 2025	Administer CRLA Midline; FGDs and interviews	Weekly Check-in Assessment	Midline data; Implementati on feedback

Weeks 3–4 (Adjusted Instruction)	May 26– June 5, 2025	Literacy instruction (word reading, fluency, comprehensio n); Weekly check-ins	Weekly Check-in Assessments	Weekly learner tracking
Endline Assessment and Closure	June 6, 2025	Administer CRLA Post- Test; Conduct culminating activities	CRLA Post- Test (Endline)	Endline data; Final reports and narratives

VI. Roles and Responsibilities

To ensure the effective and consistent implementation of the LRP, the following roles and responsibilities are hereby delineated across governance levels:

1. The DepEd Central Office (CO), through the Office of the Secretary and Office of the Undersecretary for Operations, in coordination with NEAP and the BLD, shall:
 - a. Develop and issue supplemental guidelines, standards, and operational frameworks for the implementation of these guidelines.
 - b. Design, develop, and deploy the RAS, LAS, and Check-in Assessment Tools.
 - c. Lead the conduct of the NToT for identified regional trainers.
 - d. Provide technical assistance to ROs in the conduct of training and program implementation.
 - e. Oversee the nationwide implementation and ensure alignment with policy objectives.
 - f. Develop national monitoring tools and templates for use by all governance levels.
 - g. Analyze and consolidate national reports, including learner progress data from the CRLA BoSY.
 - h. Document and disseminate best practices and lessons learned for policy refinement and program improvement.
 - i. Allocate and release financial resources and materials to support the implementation of the Program.
 - j. Coordinate with external partners and stakeholders to mobilize additional support for program sustainability.
2. The Regional Office, through the Office of the Regional Director in coordination with its Curriculum and Learning Management Division (CLMD) and Human Resource Development Division (HRDD), shall:
 - a. Disseminate these guidelines and ensure regional compliance.
 - b. Organize and conduct the Regional Rollout Training for SDOs, Remediation Teachers and School Head.
 - c. Provide technical assistance to SDOs on capacity building and program implementation.
 - d. Consolidate and submit to the CO the regional monitoring reports, progress tracking data, and financial reports.
 - e. Ensure the timely and accurate submission of learner progress data after CRLA BoSY.
 - f. Conduct regional monitoring and validation visits to assess program implementation fidelity.

- g. Establish and manage a regional technical working group to oversee program quality assurance.
 - h. Address technical queries and operational issues escalated by SDOs.
 - i. Facilitate sharing of good practices and innovations among SDOs.
 - j. Ensure the availability and timely distribution of remediation materials to the SDOs.
3. The Schools Division Office, through the Office of the SDS in coordination with its Curriculum Implementation Division (CID) and School Governance and Operations Division (SGOD), shall:
- a. Cascade and orient Public Schools District Supervisors (PSDSs), School Heads, and Remediation Teachers on the program guidelines.
 - b. Validate the list of target schools and learners eligible for the Remediation Session.
 - c. Assign Division focal persons to supervise the implementation in all schools under their jurisdiction.
 - d. Monitor the conduct of Remediation Sessions through scheduled school visits and regular reporting.
 - e. Collect, consolidate, and submit weekly progress monitoring reports from schools to the RO.
 - f. Provide immediate technical assistance to schools encountering challenges in implementation.
 - g. Review and validate the use of Check-in Assessment Tools and Progress Monitoring Sheets.
 - h. Organize post-program evaluations and learning sessions at the division level.
 - i. Ensure the provision of logistical and material support to schools as necessary.
 - j. Endorse the final program accomplishment reports, including learner progress data and financial liquidation reports, to the Regional Office.
4. The Public Schools District Supervisor (PSDS) shall:
- a. Orient School Heads within the district on the specific operational aspects of the Program.
 - b. Validate the readiness of schools to conduct the Remediation Session before the program starts.
 - c. Provide regular coaching and mentoring support to School Heads and Remediation Teachers.
 - d. Conduct monitoring visits to schools at least once per week during the Remediation Session.
 - e. Validate and assist in interpreting weekly Check-in Assessment results.
 - f. Ensure the timely collection and consolidation of weekly progress monitoring reports.
 - g. Facilitate problem-solving sessions among School Heads to address emerging challenges.
 - h. Organize district-level sharing sessions on best practices and strategies in literacy remediation.
 - i. Ensure the timely submission of district consolidated reports to the SDO.
 - j. Advocate for community and parent involvement in supporting learner literacy activities at the school level.
5. The School Head and Remediation Teachers shall:
- a. Ensure the enrollment and consistent attendance of identified learners in the Remediation Session.

- b. Organize learner groupings based on CRLA EoSY results and initial informal assessments.
- c. Prepare appropriate learning spaces and materials for remediation sessions.
- d. Conduct daily remediation sessions following the prescribed instructional strategies and use of RAS, LAS, and manipulatives.
- e. Administer and record weekly Check-in Assessments for each learner.
- f. Analyze learner progress weekly and adjust instructional approaches accordingly.
- g. Submit timely and complete learner attendance sheets, progress monitoring data, and reports to the PSDS.
- h. Engage parents and guardians through orientations, progress updates, and culminating activities.
- i. Conduct culminating activities that celebrate learner participation and literacy achievements.
- j. Participate actively in school-based FGDs, reflection sessions, and documentation of the remediation experience.

VII. Monitoring and Reporting

1. The DepEd CO, in collaboration with the ROs through the Curriculum and Learning Management Division (CLMD) and the SDOs through the Curriculum Implementation Division (CID), shall oversee the monitoring of the LRP implementation. Monitoring shall be conducted in accordance with a standardized Monitoring and Evaluation (M&E) Framework to ensure fidelity to program objectives, responsiveness to learner needs, and adherence to operational guidelines issued herein.
2. All implementing units are directed to prepare and submit regular progress reports to their respective oversight offices. These reports shall capture, at a minimum, the following information: (1) status of learner participation and attendance in remediation sessions; (2) weekly learner progress based on Check-in Assessments; (3) conduct and results of FGDs and school-level feedback sessions; (4) challenges encountered during remediation sessions and instructional delivery; and (5) corresponding interventions or adjustments undertaken to address identified challenges.
3. The CLMD and CID, together with the PSDS and School Heads, shall gather and consolidate feedback from key stakeholders during the Program's different phases—pre-implementation, actual remediation, and post-remediation. Feedback shall be collected from learners, parents or guardians, Remediation Teachers, School Heads, and local education partners, using standardized feedback instruments. Insights gained from the feedback shall guide the provision of timely technical assistance, the refinement of instructional practices, and the continuous improvement of literacy remediation strategies at the school, district, division, and regional levels.
4. To ensure continuous monitoring during the Program implementation, the Schools Division Offices shall conduct scheduled validation visits to participating schools, review learner progress data weekly, and provide immediate support to schools exhibiting implementation bottlenecks. Regional validation teams, composed of CLMD and SGOD personnel, shall likewise conduct spot checks and technical assistance visits to further ensure compliance with program standards.

5. The DepEd CO, in close coordination with the ROs, shall conduct a terminal evaluation of the LRP following the administration of the BoSY CRLA in June 2025. The evaluation shall assess the effectiveness of the remediation interventions in improving learner reading proficiency, the efficiency of program rollout, and the overall operational integrity of implementation processes. Findings and recommendations from the evaluation shall be used to strengthen subsequent literacy remediation initiatives and to inform broader policy reforms in foundational literacy development under the 5-point reform Agenda.

VIII. References

Department of Education. (2025) *DepEd Order No. 10, s. 2025, Guidelines for the Implementation of the 2025 Department of Education Summer Programs*. Department of Education.

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Republic of the Philippines. (2024). *Republic Act No. 11975: General Appropriations Act of 2024*. Official Gazette. <https://www.officialgazette.gov.ph/>

Department of Education. (2025). *Comprehensive Rapid Literacy Assessment (CRLA) for School Year 2024–2025*. Department of Education, Bureau of Learning Delivery.

Low Emergent Readers in Grade 3 English by Region

Region	Schools Total Count	Schools	Low Emergent Readers	Groups	Teachers Needed
Region I	2413	868	3165	918	879
Region II	2205	800	2330	815	801
Region III	2983	1413	6908	1559	1447
Region IV-A	2763	1376	8293	1633	1441
Region IV-B	1914	763	3122	817	775
Region V	3166	1324	4050	1351	1327
Region VI	3421	1250	4259	1298	1254
Region VII	2959	1004	5054	1147	1041
Region VIII	3655	969	2768	998	972
Region X	2140	804	3360	871	816
Region XI	1747	972	4908	1088	990
Region XII	1745	992	5535	1120	1013
CARAGA	1701	642	1954	657	645
CAR	1539	218	516	220	218
NCR	520	372	3405	503	404
Grand Total	34871	13767	59627	14995	14023

National Training of Training Faculty for Teachers and School Leaders on the
Literacy Remediation Program

REGION	NO. OF TRAINING FACULTY PER REGION	
	NO. OF REGIONAL CORE TRAINERS (Teachers)	SCHOOL LEADERS (Principal/Supervisor/ Superintendent)
I	9	3
II	8	3
III	15	3
IV-A	15	3
IV-B	8	3
V	10	3
VI	13	3
VII	13	3
VIII	10	3
X	8	3
XI	10	3
XII	10	3
CARAGA	7	3
CAR	2	3
NCR	4	3
TOTAL	142	45

Indicative Program of Activities for Teachers
LITERACY REMEDIATION PROGRAM
(Bawat Bata Makababasa Program)
NEAP Baguio Teachers Camp, Baguio City | April 27-April 29, 2025

Time		Day 1 (April 27)	Day 2 (April 28)	Day 3 (April 29)	
8:00 a.m. – 8:30 a.m.	Arrival	Preliminaries	Preliminaries / MOL	Preliminaries /MOL	
8:30 a.m. – 9:00 a.m.		Agenda Setting and Overview of the Remediation Program	Strategies for Automaticity and Strategic Reading	Review of strategies in the Remediation Activity Sets (RAS)	
9:00 a.m. – 9:30 a.m.					
9:30 a.m. – 9:45 a.m.		AM Break	With Return Demo from Participants	Operationalizing the Program	
9:45 a.m. – 10:30 a.m.		Session: Mind setting			
10:30 a.m. – 11:00 a.m.		Session: Core Messaging			
11:00 a.m. – 11:30 a.m.					
11:30 a.m. – 12:00 p.m.		Break: Lunch	Break: Lunch	Break: Lunch	
12:00 a.m. – 12:30 p.m.					
12:30 p.m. – 1:00 p.m.					
1:00 p.m. – 1:30 p.m.		Walkthrough: Remediation Materials	Strategies for Automaticity and Strategic Reading	Planning and Next steps by Region	
1:30 p.m. – 2:00 p.m.		Review: Stages of Reading Development	With Return Demo from Participants	Departure	
2:00 p.m.– 2:30 p.m.					
2:30 p.m. – 3:00 p.m.		Strategies for Strategic Reading	Administering the Check-In Tools and Reporting		
2:30 p.m.– 3:00 p.m.					
3:00 p.m. – 3:30 p.m.					
3:30 p.m. – 4:00 p.m.					
4:00 p.m. – 4:30 p.m.					
4:30 p.m. – 5:00 p.m.					

Indicative Program of Activities for School Heads
LITERACY REMEDIATION PROGRAM
(Bawat Bata Makababasa Program)
NEAP Baguio Teachers Camp, Baguio City | May 1, 2025

Time	Session (May 2)
8:00 a.m. – 8:30 a.m.	Preliminaries
8:00 a.m. – 8:30 a.m.	Overview of the Remediation Program
8:30 a.m. – 9:00 a.m.	Understanding the CRLA Results Session: Mind setting
9:00 a.m. – 9:30 a.m.	Session: Mind setting
9:30 a.m. – 9:45 a.m.	
9:45 a.m. – 10:30 a.m.	AM Break
10:30 a.m. – 11:00 a.m.	Profile of Learners in the Low Emerging Category
11:00 a.m. – 11:30 a.m.	
11:30 a.m. – 12:00 a.m.	
	Understanding the Teacher Perspective Instructional Supervision • Guiding Principles • Qualities of a Good Instructional Leader
12:00 p.m. – 12:30 p.m.	Lunch Break
12:30 p.m. – 1:00 p.m.	
1:00 p.m. – 1:30 p.m.	Instructional Supervision • Coaching and Mentoring • The Gift of Feedback
1:30 p.m. – 2:00 p.m.	
2:00 p.m. – 2:30 p.m.	Systems Support for LRP
2:30 p.m. – 3:00 p.m.	
2:30 p.m. – 3:00 p.m.	Operationalizing the Remediation Program • Core Messages • Roles and Responsibilities of Stakeholders
3:00 p.m. – 3:30 p.m.	
3:30 p.m. – 4:00 p.m.	Operationalizing the Remediation Program Roles and Responsibilities of Stakeholders
4:00 p.m. – 4:30 p.m.	
4:30 p.m. – 5:00 p.m.	

Allocation List per Region and Budget Summary

CONSOLIDATED COMPUTATION

REGION	No. of Teachers (142)	National Training of Training Faculty for Teachers on the National Literacy/Remediation Program	No. of School Leaders (45)	Orientation of School Leaders on the National Literacy/Remediation Program	Regional Rollout Training for Remediation Teachers and School Leaders	NO. OF TEACHERS	Meal Allowance of Teachers During Remediation Activity	TEACHER MATERIALS	LEARNER MATERIALS	TOTAL EXPENSES (per Region and CO)
		April 27-30, 2025		April 30- May 2, 2025	May 4-9, 2025		May 13-June 7, 2025			
		Baguio City		Baguio City	NEAP Regional Centers or Designated Venues		Regional Conduct			
I	9	109,000.00	3	22,900.00	22,711,000.00	879	4,395,000.00	1,323,500.00	1,028,625.00	29,590,025.00
II	8	125,000.00	3	33,400.00	20,813,000.00	801	4,005,000.00	1,206,500.00	757,250.00	26,940,150.00
III	15	181,000.00	3	22,900.00	37,180,000.00	1,447	7,235,000.00	2,175,500.00	2,245,100.00	49,039,500.00
CALABARZON	15	196,000.00	3	25,900.00	36,621,000.00	1,441	7,205,000.00	2,166,500.00	2,695,225.00	48,909,625.00
MIMAROPA	8	157,000.00	3	45,400.00	19,994,000.00	775	3,875,000.00	1,167,500.00	1,014,650.00	26,253,550.00
V	10	181,000.00	3	40,800.00	34,463,000.00	1,327	6,635,000.00	1,995,500.00	1,316,250.00	44,631,650.00
VI	13	280,500.00	3	51,400.00	32,552,000.00	1,254	6,270,000.00	1,886,000.00	1,384,175.00	42,424,075.00
VII	13	280,500.00	3	51,400.00	26,585,000.00	1,041	5,205,000.00	1,566,500.00	1,642,550.00	35,330,950.00
VIII	10	229,000.00	3	55,300.00	25,233,000.00	972	4,860,000.00	1,463,000.00	899,600.00	32,739,900.00
X	8	183,400.00	3	55,300.00	21,060,000.00	816	4,080,000.00	1,229,000.00	1,092,000.00	27,699,700.00
XI	10	229,000.00	3	55,300.00	25,506,000.00	990	4,950,000.00	1,490,000.00	1,595,100.00	33,825,400.00
XII	10	229,000.00	3	55,300.00	26,065,000.00	1,013	5,065,000.00	1,524,500.00	1,798,875.00	34,737,675.00
CARAGA	7	160,600.00	3	55,300.00	16,731,000.00	645	3,225,000.00	972,500.00	635,050.00	21,779,450.00
CAR	2	22,000.00	3	18,400.00	5,668,000.00	218	1,090,000.00	332,000.00	167,700.00	7,298,100.00
NCR	4	53,000.00	3	25,900.00	10,088,000.00	404	2,020,000.00	611,000.00	1,106,625.00	13,904,525.00



Republic of the Philippines
Department of Education

APR 16 2025

DepEd MEMORANDUM

No. **035**, s. 2025

**SUPPLEMENTAL GUIDELINES FOR THE IMPLEMENTATION
OF THE SUMMER ACADEMIC REMEDIAL PROGRAM**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. In alignment with the Department of Education's (DepEd) 5-Point Reform Agenda, with a particular focus on efficient learning delivery, DepEd reaffirms its commitment to ensuring that every learner has to complete the basic quality education with the necessary competencies and skills for higher education and/or the world of work or for entrepreneurship. As such, DepEd recognizes the need to offer a **Summer Academic Remedial Program** to ensure the continuous progress of a learner from one grade level to the next.

2. This Memorandum is issued pursuant to DepEd Order (DO) No. 010, s. 2025 or the Guidelines for the Implementation of the 2025 Department of Education Summer Programs, particularly the provision on the conduct of summer programs that proactively prepare learners for the succeeding school year through focused remediation efforts. The 2025 Summer Programs are thoughtfully planned to harmonize with and reinforce the goals of the Academic Recovery and Accessible Learning (ARAL) Program. The Summer Academic Remedial Program is one of the 2025 DepEd Summer Programs to ensure that learners attain the required learning competencies at their grade level and prepare them for transition to the next grade level.

SCOPE AND COVERAGE

3. This Memorandum applies to all public and private elementary and secondary schools nationwide, covering learners from Grades 4 to 12. It provides clear and appropriate directions for all personnel across the various levels of governance within DepEd.

4. Private schools and higher education institutions, including state and local universities, colleges, technical and vocational institutions, and Philippine Schools Overseas, offering basic education, are also encouraged to adopt and implement these guidelines.

5. The conduct of the Summer Academic Remedial Program shall ensure effective and equitable opportunities for learners with identified learning gaps or learning area deficiencies, ensuring that no learner is left behind. This is to ensure that they attain the required learning competencies at their grade level and prepare them for transition to the next grade level.

IMPLEMENTING GUIDELINES

Guidelines and Requirements

6. The Summer Academic Remedial Program shall be held for four weeks, Mondays through Fridays, from May 13 to June 6, 2025.

7. The school shall submit a letter of request to offer the Summer Academic Remedial Program to the schools division office (SDO) not later than April 21, 2025. The school shall include the following in its request:

- a. Indicative number and list of learners to attend the program; and
- b. Indicative number of teachers available to conduct the remedial classes.

8. The schools division superintendent (SDS) shall approve the request based on the submitted data.

9. Schools shall prepare the following for submission to the SDO after the request has been approved:

- a. List of students per grade level;
- b. List of least mastered competencies per learner;
- c. List of learning area/s to be offered per grade level;
- d. List of teachers and subjects they will teach;
- e. Class program; and
- f. Parent's permit.

ELIGIBLE LEARNERS

10. The following learners shall either be required or eligible to enroll in the Summer Academic Remedial Program:

- a. Grades 4 to 12 learners **who did not meet the expectations in one or two learning areas** based on DO 8, s. 2015, titled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, or any future policies are required to enroll in the Summer Academic Remedial Program;
- b. Senior high school (SHS) learners who failed in any learning area at the end of the first or second semester or those who failed a prerequisite subject are required to take up remedial classes; and
- c. Learners with disability who enroll shall be provided with appropriate learning modification and accommodation to ensure that they catch up.

LEARNING DELIVERY MODALITIES

11. The in-person learning delivery modality shall remain the primary learning delivery modality for remedial classes in all schools. However, classes may also be delivered through blended learning, combining in-person learning (IPL) with distance learning delivery modalities (DLDMs). The DLDMs enable learning to occur between teachers and learners in different geographic locations. It includes modular distance learning (MDL), online distance learning (ODL), television/radio-based instruction (TV/RBI), and blended distance learning.

12. If schools opt for blended learning, each learning area must adhere to the required number of hours stipulated in paragraph 16 of this Memorandum. As a standard, at least 75% of the total number of hours required shall be conducted using in-person learning, while up to 25% may be done through a combination of DLDMs most suitable to the learners' context. Schools have the discretion to determine the most appropriate mix of DLDMs to complement in-person learning. To optimize the man-hour requirement, teachers shall focus their instruction on the least mastered skills.

13. Schools shall have the flexibility to decide on the learning resources, provided that they meet the learning needs of learners and align with the most appropriate teaching approaches and strategies, learner-centered, skills-based, inclusive, developmentally appropriate, relevant, gender- and culture-sensitive, and contextualized.

14. In case of unforeseen emergencies or disasters, schools shall refer to DO 022, s. 2024, titled Revised Guidelines on Class and Work Suspension in Schools During Disasters and Emergencies.

LEARNING AREAS FOR REMEDIATION AND DAILY TIME ALLOTMENT

15. Remedial classes shall be conducted for one or two of the learning areas where the Grades 4 to 12 learners did not meet expectations or failed.

16. The daily time allotment for each learning area is:

Learning Area	Grades 1 to 10
English/Language/ Reading and Literacy	4 hours/day
Science/Mathematics/EPP/TLE/GMRC/VE	
Makabansa/Araling Panlipunan/MAPEH	3 hours/day

17. For Grades 11 to 12, learning areas under core, specialized, and applied tracks shall be allotted two hours each with a four-week duration for remedial classes.

CLASSROOM ASSESSMENT

18. Learning assessment for those learners shall be in accordance with the provisions stipulated under DO 8, s. 2015. The final grade in the remediation classes shall be the **Remedial Class Mark (RCM)**, while the average of the final grade at the end of the school year and the RCM shall be the **Recomputed Final Grade (RFG)**.

Each learner must obtain an RFG of at least 75 or higher to be promoted to the next grade level or semester (for SHS).

19. If the RFG of the learner is below 75, he/she shall be reassessed immediately by the subject teachers to determine the least-mastered competencies. The results of the reassessment shall serve as the basis for planning and designing an immediate instructional intervention to ensure the transition of that learner to the next grade level or semester. In case the learner still fails despite the instructional intervention, he/she shall be allowed to enroll in the next grade level for the succeeding school year with continuous provision of tutorial services through the ARAL Program.

20. A **Certificate of RFG** shall be given to the learner duly signed by the concerned subject teacher and approved by the school head or principal and shall be presented upon enrollment in the next grade level or in the next semester.

21. Learners failing assessments and showing developmental advancement or delays or with manifestations of learning difficulties who are in mainstream classes may be referred to the multidisciplinary team of the Inclusive Learning Resource Centers (ILRCs) or to other professionals for further assessment until an appropriate tool is developed or adapted. These learners shall be provided with immediate and appropriate intervention.

REMEDIAL TEACHERS' BENEFIT

22. The school head shall identify expert teachers to handle specific learning areas during remediation classes. Master teachers and/or highly proficient teachers in their respective learning areas shall be prioritized.

23. Teachers handling remedial classes shall receive the incentives enumerated in Section VI of DO 010, s. 2025.

PROGRAM TIMELINE

24. The implementation of the Summer Academic Remedial Program shall be conducted from May 13 to June 6, 2025.

25. The key dates and milestones in the program's implementation are as follows:

Date	Activity
April 11-21, 2025	School's submission of letter of intent to offer Summer Academic Remediation Program
April 21-28, 2025	Enrollment period
April 28, 2025	Final organization of classes
April 29, 2025	Deployment of teachers
April 30, 2025	Orientation of teachers
May 5-8, 2025	Analysis of Least Mastered Skills
May 9, 2025	Orientation of parents
May 13, 2025	Start of Summer Academic Remedial Program Implementation
May 13-June 6, 2025	Conduct of remedial classes, formative and summative assessments

June 6, 2025	End of Summer Academic Remedial Program implementation
June 10, 2025	Submission of RFG by the remedial teachers to the school head
June 16, 2025	Submission of Monitoring and Evaluation (M&E) Report, Certificate of RFG, and SF 5 to SDO (school head to CID)
July 11, 2025	Submission of M&E Report by SDO to the RO
July 14, 2025	Submission of M&E results by RO to the CO-OPS Strand

Changes in the above timeline will be announced as necessary in succeeding issuances.

ADVOCACY AND SAFETY PROTOCOLS

26. Advocacy and information dissemination for the 2025 Learning Camp shall be carried out to raise awareness and mobilize support from local government units (LGUs), parent-teacher associations (PTAs), school governing councils (SGCs), industry partners, and nongovernment organizations (NGOs), among others.

27. Schools shall ensure the security and safety of all learners, LCVs, and other parties involved pursuant to Republic Act (RA) No. 11313, or the Safe Spaces Act, DO 031, s. 2022 (Child Rights Policy: Adopting the Rights-Based Education Framework in Philippine Basic Education), and DO 40, s. 2012 (DepEd Child Protection Policy).

FUNDING

28. Anchored on Section VII of DO 010, s. 2025, the Implementation of the Summer Academic Remedial Program shall be funded through the Basic Education Curriculum - National Learning Camp (NLC) Program Support Fund (PSF) downloaded to the DepEd regional offices (ROs) from the Fiscal Year (FY) 2024 (RA 11975) Continuing Funds and from the directly released funds to the DepEd ROs from the FY 2025 (RA 12116) Current Funds, subject to the existing budgeting, accounting, auditing, and procurement rules and regulations.

MONITORING AND EVALUATION

29. To ensure systematic monitoring of student progress and program effectiveness, remedial teachers must submit weekly progress reports on May 16, May 23, May 30, and June 6, 2025. These reports should be encoded, reflected, and stored in a centralized data repository using the link <https://tinyurl.com/DepEd-SARP>.

30. The school head shall analyze the weekly reports, use the information to improve program implementation, and submit the analysis to the SDO through the Curriculum Implementation Division (CID).

31. The CID shall consolidate the reports, identify critical concerns, provide technical assistance, and submit pressing concerns to the RO through the Curriculum and Learning Management Division (CLMD).

32. The CLMD shall consolidate the reports, check areas needing technical assistance, and connect with relevant central office strands if necessary.
33. The RO shall submit a comprehensive report to the Office of the Undersecretary for Curriculum and Teaching through the Bureau of Learning Delivery.
34. The consolidated report shall be submitted to the **Bureau of Learning Delivery-Office of the Director**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bid.od@deped.gov.ph or at telephone numbers (02) 8637-4346 or 8637-4347.
35. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:



Fatima Lipp D. Panontongan
ATTY. FATIMA LIPP D. PANONTONGAN
Undersecretary and Chief of Staff

References:

DepEd Order (No. 010, s. 2025; 022, s. 2024; 031, s. 2022; 8, s. 2015; and 40, s. 2012)

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

ASSESSMENT
BUREAUS AND OFFICES
CLASSES
CURRICULUM
LEARNERS
LITERACY
PROGRAMS
READING EDUCATION
REMEDICATION
TEACHERS
TRAINING



LEARNER'S ENDORSEMENT FOR SUMMER CLASS

Date: _____

This is to certify that _____ with LRN# _____
(Name of learner)

a bonafide learner of _____ is hereby allowed to take
(Name of school)

the Summer Academic Remedial Program for EOSY 2025 from May 13 to June 6.

The learner is recommended to enroll in the following subject area/s:

Grade Level	Learning Area/s (not more than 2 learning areas)

Class Adviser

Approved:

School Head/Reading

Note: Please attach the least mastered competencies.



(Enclosure No. 2 to DepEd Memorandum No. 035, s. 2025)

PARENTAL CONSENT FORM SUMMER CLASS

Date: _____

I, _____ hereby state that I am the _____
(Name of Parent/Guardian) (Relationship to the learner)

of _____ with LRN# _____ who is presently in
(Name of the learner)

_____ do hereby signify my consent for my child to be enrolled in the
(Grade level)

Summer Academic Remedial Program this EOSY 2025 from May 13 to June 6, 2025

at _____
(Name of School and Address)

(Name and signature of Parent/Guardian)

(Date)