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Department of Education

DEPARTMENT OF EDUCATION

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JOINT MEMORANDUM

TO : **REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS
REGIONAL AND DIVISION ARAL FOCAL PERSONS
SCHOOL HEADS
ALL OTHERS CONCERNED**

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FROM : **ATTY. FATIMA LIPP D. PANONTONGAN**
*Undersecretary and Chief-of-Staff
ARAL TWG Chairperson*

CARMELA C. ORACION
*Undersecretary for Learning Systems
ARAL TWG Co-Vice Chairperson*

SUBJECT : **IMPLEMENTATION SUPPORT ARRANGEMENTS FOR THE
ACADEMIC RECOVERY AND ACCESSIBLE LEARNING
PROGRAM FOR SCHOOL YEAR 2026-2027**

DATE : **August 28, 2026**

Consistent with Republic Act No. 12028 or the "Academic Recovery and Accessible Learning (ARAL) Program Act," DepEd Order No. 018, s. 2025, titled "Implementing Guidelines of the ARAL Program," and related ARAL TWG issuances, in support of implementation readiness for School Year (SY) 2026-2027 and pending the completion of ongoing consultations and policy refinements to further strengthen ARAL implementation, the following implementation support arrangements are issued in consideration of operational concerns and implementation requirements raised by field offices to facilitate the timely provision of learning support interventions to identified learners.

1. Phased Implementation of ARAL Interventions

Schools implementing ARAL interventions may proceed in phases, consistent with the phased implementation approach prescribed under DepEd Memorandum No. 056, s. 2025, titled "Supplemental Guidelines on the Implementation of the ARAL School Readiness and Responsiveness Audit", based on operational readiness, available resources, and the learning needs of identified learners. Readiness considerations may include learner identification, mobilization and deployment of tutors, availability of learning resources, scheduling of sessions, and assignment of suitable learning spaces.

2. Implementation of ARAL Reading and Mathematics Interventions

For School Year (SY) 2026–2027, schools that have completed the necessary preparatory activities may commence ARAL Reading interventions. ARAL Mathematics interventions shall be rolled out beginning Term 2 in accordance with the guidelines that may be subsequently issued by the Department.

3. Learner Identification

Schools may utilize available assessment information prescribed under DepEd Order No. 018, s. 2025 in identifying learners who may benefit from ARAL interventions and in organizing appropriate learner groups, provided that the collection, processing, and storage of such learner information shall comply with Republic Act No. 10173, or the Data Privacy Act of 2012, its Implementing Rules and Regulations, and other applicable laws, rules, and regulations on the protection of learner data.

4. Scheduling of Sessions and Assignment of Learning Spaces

Schools shall make the necessary arrangements for the scheduling of ARAL sessions and the assignment of appropriate learning spaces to support learner participation, safety, accessibility, and effective program delivery.

5. Tutor Deployment and Compensation

In mobilizing tutors, schools are encouraged to maximize the engagement of qualified external tutors and other authorized tutor engagement modalities to complement available DepEd teaching personnel, while ensuring compliance with the teaching workload standards under Republic Act (RA) No. 4670 or the Magna Carta for Public School Teachers, RA No. 12028 or the “Academic Recovery and Accessible Learning (ARAL) Program Act,” and other program requirements.

ARAL tutors shall be provided the corresponding compensation, remuneration, and incentives authorized under applicable laws and issuances.

Any remaining unpaid claims of qualified ARAL tutors for compensation, remuneration, and incentives allowed under the law and relevant guidelines, arising from prior implementation periods, shall be consolidated and processed through a separate issuance, subject to the validity and eligibility of the claims and compliance with applicable accounting, auditing, and reporting requirements.

6. Tutor Orientation and Training

ARAL tutors shall complete the required orientation and training prior to handling ARAL sessions. Tutor preparation may be undertaken through available materials in the DepEd Learning Management System (LMS), as well as orientation and training activities conducted by NEAP and field offices.

Schools with experienced ARAL tutors may likewise conduct Learning Action Cell (LAC) sessions using the prescribed program materials to reinforce program implementation, learning resources, and monitoring requirements.

7. Learning Resources

Schools shall continue to observe existing Department issuances on the provision, distribution, and utilization of ARAL teaching and learning resources.

Schools may utilize available ARAL learning resources from previous implementation cycles, existing remediation materials, and other supplementary learning resources, provided that these are aligned with intended learning competencies, appropriate to learners' needs and proficiency levels, and consistent with existing quality assurance standards. Schools shall ensure that the utilization of such materials does not require tutors to incur personal expenses for printing, reproduction, or preparation of learning resources.

8. Parent or Guardian Orientation

Schools may conduct orientation activities for the parents or guardians of identified learners to communicate the objectives of the ARAL Program, implementation arrangements, and the expected participation of learners. Schools are encouraged to engage parents or guardians in supporting learner attendance and participation in ARAL interventions and in addressing potential barriers to participation, where appropriate.

9. Funding and Program Support

To support implementation planning and resource mobilization, schools are reminded that ARAL implementation is supported through multiple funding and program support mechanisms under existing DepEd issuances.

- a. ARAL learning resources, including the development, procurement, reproduction, distribution, and utilization of teaching and learning materials, in accordance with existing issuances;
- b. Program Support Funds (PSF) for the engagement of external tutors, provision of session support materials, monitoring and evaluation activities, and other authorized program expenditures pursuant to the Joint Memorandum entitled *Guidelines on the Utilization of Program Support Funds (PSF) for the Implementation of the ARAL Program for FY 2026–2027*;
- c. Compensation and incentives for ARAL tutors, including teaching overload pay, Vacation Service Credits, and remuneration of external tutors pursuant to existing policies;
- d. Tutor orientation, training, and capacity-building interventions conducted through the National Educators Academy of the Philippines (NEAP), field offices, and other authorized modalities; and
- e. Other program support mechanisms and implementation requirements that may be provided through subsequent issuances of the Department.

10. Legal Bases

For reference, schools may access the consolidated compendium of ARAL policies, implementation issuances, funding support mechanisms, frequently asked questions, and related resources through the ARAL Resource Drive at <https://tinyurl.com/ARALResourceHub>.

11. Transparency and Delivery of Program Support

Regional Offices (ROs) and Schools Division Offices (SDOs) shall ensure the timely delivery of ARAL funds, learning resources, session support materials, and other program requirements intended for schools, and shall keep schools informed of their status, availability, and authorized use.

Schools may communicate implementation concerns, reports on delayed delivery of program support, fund utilization concerns, and requests for technical assistance through the ARAL Helpdesk at <https://tinyurl.com/ARALProgramHelpDesk>

This Memorandum shall remain in effect pending the completion of ongoing consultations and policy refinements, and the issuance of updated ARAL implementation guidelines.

Immediate dissemination of and strict compliance with this Memorandum is hereby directed.