



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

January 26, 2026

DIVISION MEMORANDUM
No. 049, s. 2026

**GUIDELINES ON THE ENGAGEMENT OF ACADEMIC RECOVERY AND
ACCESSIBLE LEARNING PROGRAM TUTORS AND SUPPORT AIDES**

To: Chief Education Supervisors
Education Program Supervisors
Principals In-charge of the District
Public Schools District Supervisors
Head Teacher In-Charge of the District
School Heads of Public Elementary, Secondary and Integrated Schools
All Others Concerned

1. Attached is Regional Memorandum No. 069, s. 2026 dated January 21, 2026 regarding the Guidelines on the Engagement of Academic Recovery and Accessible Learning Program Tutors and Support Aides.
2. Immediate dissemination of this Memorandum is desired.

FELICIANO C. BUENAFE JR., CESO VI
Schools Division Superintendent *wjfc*

Enclosure: As stated
Reference: R.M. No. 069, s. 2026
To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
BUREAUS AND OFFICES
CURRICULUM
LEARNERS
PROGRAMS
SCHOOLS
TEACHERS



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Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

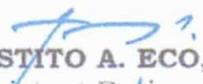
JAN 21 2026

REGIONAL MEMORANDUM
No. **069**, s. 2026

**GUIDELINES ON THE ENGAGEMENT OF ACADEMIC RECOVERY AND
ACCESSIBLE LEARNING PROGRAM TUTORS AND SUPPORT AIDES**

To: Schools Division Superintendents
All Others Concerned

1. Attached is DepEd Memorandum No. 001, s. 2026 titled Guidelines on the Engagement of Academic Recovery and Accessible Learning Program Tutors and Support Aides, which is self-explanatory.
2. Immediate dissemination of this Memorandum is desired.


CRISTITO A. ECO, CESO III
Assistant Regional Director
Officer-in-Charge
Office of the Regional Director

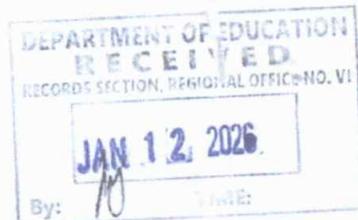
Encl.: None
Reference: As stated
To be indicated in the Perpetual Index
under the following subjects:

BASIC EDUCATION
BUREAUS AND OFFICES
CURRICULUM
LEARNERS
PROGRAMS
SCHOOLS
TEACHERS

MPP/CLMD-RM- Guidelines on the Engagement of Academic Recovery...
028/January 20, 2026



Republic of the Philippines
Department of Education



JAN 08 2026

DepEd MEMORANDUM
No. 001, s. 2026

**GUIDELINES ON THE ENGAGEMENT OF ACADEMIC RECOVERY
AND ACCESSIBLE LEARNING PROGRAM TUTORS AND SUPPORT AIDES**

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

1. Pursuant to Republic Act (RA) No. 12028 or the ARAL Program Act, the Department of Education (DepEd) is mandated to implement the Academic Recovery and Accessible Learning (ARAL) Program as a targeted learning recovery initiative aimed at providing structured academic support to learners requiring intervention in critical subject areas, particularly Reading, Science, and Mathematics.
2. A key component of the program is the engagement of ARAL tutors who will deliver tutorial sessions and provide academic support to identified learners. Aligned with DepEd Order No. 018, s. 2025 on the Implementing Guidelines of the ARAL Program, these guidelines aim to establish a uniform mechanism for the selection and engagement of tutors, as well as support aides who will extend non-instructional assistance and logistical support to ensure the effective and efficient implementation of the Program.
3. This Memorandum provides the qualifications, procedures for engagement, screening, and selection processes, functions, and terms of engagement of ARAL tutors that apply to both DepEd teaching personnel and external applicants. The specific provisions are contained in the enclosure of this issuance.
4. For further inquiries regarding this issuance, please contact the **Bureau of Human Resource and Organizational Development**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at bhrod.od@deped.gov.ph or telephone number (02) 8633-7137.
5. Immediate dissemination of this Memorandum is desired.

By the Authority of the Secretary:



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

Encl.:

As stated

Reference:

DepEd Order (No. 018, s. 2025)

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

BASIC EDUCATION
BUREAUS AND OFFICES
GUIDELINES
LEARNERS

PROGRAMS
SCHOOLS
SUPPORT AIDES
TUTORS

JDMC, MPC, DM Guidelines on the Engagement of ARAI
0439 - December 3, 2025



GUIDELINES ON THE ENGAGEMENT OF ACADEMIC RECOVERY AND ACCESSIBLE LEARNING PROGRAM TUTORS AND SUPPORT AIDES

I. Rationale

1. The Academic Recovery and Accessible Learning (ARAL) Program, pursuant to Republic Act (RA) No. 12028, otherwise known as the **ARAL Program Act**, aims to provide timely, responsive, and effective support to learners who fall below the expected proficiency levels, enabling them to catch up with the grade-level expectations set by the Department of Education (DepEd).
2. To ensure the effective implementation of RA 12028, DepEd issued DepEd Order (DO) No. 18, s. 2025, or the **Implementing Guidelines of the ARAL Program**, which set the overall policy framework and implementation mechanisms for learning recovery and accessible learning interventions in the basic education sector.
3. This Memorandum operationalizes Section VI.C of DO 018, s. 2025 by prescribing supplemental guidelines on the engagement of ARAL tutors and support aides to assist in the delivery of learning interventions, particularly in critical learning areas, such as Reading, Science, and Mathematics.
4. The engagement of ARAL tutors and support aides is a key strategy in DepEd's learning recovery efforts, providing instructional and non-instructional support to address learning gaps.
5. The implementation of these guidelines shall serve to standardize the engagement of ARAL tutors and support aides to ensure alignment with relevant existing policies in DepEd and other partner agencies.

II. Scope

6. This Memorandum provides for the mechanisms, procedures, and standards that shall guide all DepEd offices, public schools, and community learning centers (CLCs), as well as other stakeholders in the selection and engagement of ARAL tutors and support aides throughout the program.

III. Definition of Terms

7. For purposes of this Memorandum, the following term shall be defined and understood as follows:
 - a. **Job Order** refers to piece work (*pakyaw*) or intermittent or emergency jobs such as clearing of debris on the roads, canals, waterways, etc., after natural/ man-made disasters/occurrences, and other manual/trades and crafts services such as carpentry, plumbing, electrical, and the like. These jobs are of short duration and for a specific piece of work.
 - b. **Para-teachers** refer to those who have taken the Licensure Examination for Teachers but were unable to qualify and have been issued by the Board

for Professional Teachers a special permit indicating their area of assignment where there is a shortage or absence of a professional teacher.

- c. **Pre-service teachers** refer to students enrolled in a teacher education degree program offered by Teacher Education Institutions (RA 11713).
- d. **Support Aides** refer to individuals who voluntarily provide non-instructional assistance during the implementation of the ARAL Program.
- e. **Teachers** refer to all persons engaged in teaching at the elementary and secondary levels, whether on a full-time or part-time basis.
- f. **Tutors** refer to individuals who teach a single or a small group consisting of a maximum of 15 learners engaged under the ARAL Program to provide focused tutorial support in Reading, Mathematics, and Science to learners who are below grade-level proficiency. They may include public school teachers, para-teachers, pre-service teachers, other licensed professionals, non-licensed education graduates, college graduates, or other qualified individuals (DO 018, s. 2025).
- g. **Tutorial sessions** refer to educational gatherings where a teacher or tutor engages with a small group of learners or an individual learner. These sessions aim to deliver personalized instruction, encourage in-depth discussions, and provide opportunities for learners to practice and apply concepts they are learning (DO 018, s. 2025).

IV. Procedures

A. Determining the Need for ARAL Tutors and Support Aides

- 8. In determining the need to employ tutors, Schools Division Offices (SDOs) and/or schools shall observe the following parameters:
 - a. Schools shall be guided by the provisions of DO 018, s. 2025 on the implementation of the key components of the ARAL Program, including the determination and assessment of learners who shall undergo tutorial sessions as provided in Section II of the said Order.
 - b. Tutorial sessions shall be one-on-one or in groups. The recommended teacher-learner ratio for group tutorials is 1:5 for Kindergarten to Grade 10. If schools do not have sufficient teachers and resources to conduct tutorial sessions, they may conduct small-group instruction with a maximum teacher-learner ratio of 1:15.
 - c. Guided by the standard tutorial class size, schools determine the number of tutors needed, per learning area, and per grade level.
 - d. Schools through the district offices shall report the number of tutors needed to the SDOs.
 - e. In determining the need for support aides, schools shall consider the non-instructional requirements of the ARAL Program. The school head shall identify the number of support aides needed in proportion to the number of tutors and learners engaged. Functions may include assisting tutors, helping in program-related activities (e.g., vision screening, preparation of learning materials), and providing logistical or operational support.

- f. The school head shall include the identified need for support aides in the report submitted to the SDO, alongside the number of tutors required.

B. Functions and Nature of Engagement

9. The following functions, duties, and responsibilities shall be performed by the tutors, depending on the needed support identified by the schools:

- a. Deliver structured and developmentally appropriate tutorial sessions in Reading, Mathematics, and Science based on the ARAL Program curriculum and learner needs;
- b. Contextualize lesson plans and other ARAL resources to facilitate learning through relevant, appropriate, and responsive teaching strategies;
- c. Track learners' progress, update learners' records;
- d. Coordinate with the teacher-adviser before and after the tutorial session; and
- e. Implement appropriate delivery modes and durations of tutorial sessions pursuant to Section VI.E. of DO 018, s. 2025.

10. Tutors shall be engaged based on the needs identified by the schools. The following guidelines shall govern their engagement:

- a. Tutors shall be engaged throughout the school year (SY) and during the summer or break periods as deemed necessary to support learner recovery and access.
- b. Tutorial sessions may be conducted during regular class days, before or after school hours, weekends, or any time available within the school calendar, based on the learning needs and as identified by the School Head.
- c. The duration of tutorial sessions shall not exceed one hour for each learning area during weekdays or two hours for reading, mathematics, and science during weekends, preferably Saturdays.
- d. Tutors internal to DepEd (incumbent teachers) shall not serve as tutors of their own learners.
- e. Tutors external to DepEd shall be engaged under job order, in accordance with applicable policies, issuances, rules, and regulations.
- f. Engagement of external tutors shall be considered as relevant experience when applying for a teaching plantilla position in DepEd, subject to relevant rules of the Civil Service Commission (CSC) and the DepEd's Merit Selection Plan and Recruitment, Selection, and Appointment (RSA) guidelines.
- g. All tutors, regardless of employment type or source of funding, shall be under the direct supervision of the School Head. All administrative actions and decisions about the engagement shall be exercised by the schools division superintendent (SDS) or the school head as designated by the SDS.

11. The following functions, duties, and responsibilities shall be performed by support aides, depending on the needed support identified by the schools:

- a. Assist tutors in the conduct of tutorial sessions and learning activities;

- b. Support program-related activities such as vision screening, feeding, or provision of meals;
- c. Provide logistical or operational support during ARAL Program implementation; and
- d. Perform other related tasks as may be deemed necessary or assigned by the School Head.

12. Support aides shall be engaged based on the needs identified by the schools, under the following conditions:

- a. Support aides shall be engaged strictly on a voluntary basis.
- b. All support aides shall be under the direct supervision of the School Head, regardless of whether they are externally sponsored by partner agencies. All administrative decisions and actions regarding their engagement shall be exercised by the School Head.

C. Selection and Engagement Process

ARAL Tutors

13. Upon determination of the need for tutors, the school head shall issue a Memorandum or Call for ARAL tutors stipulating the following, such as, but not limited to:

- a. School;
- b. Functions, nature of engagement, and corresponding incentives;
- c. Qualifications;
- d. Selection criteria;
- e. Documentary requirements and deadline for submission of documents; and
- f. Timeline of selection activities.

14. Interested ARAL tutors may be DepEd teaching personnel (internal), licensed teachers outside the DepEd, or other individuals deemed qualified, competent, and of good character who are willing and able to facilitate learning in the ARAL program, such as, but not limited to para-teachers, pre-service teachers, and other community-based education supporters (external); and must meet the minimum qualifications, and may also be assessed based on additional preferred qualifications, as follows:

Minimum Qualifications (per DO 018, s. 2025):

- a. Professional or Educational background:
 - i. Teachers, para-teachers, pre-service teachers, and non-licensed education graduates;
 - ii. Retired professional teachers;
 - iii. Other licensed professionals;
 - iv. College graduates; and
 - v. Others, as may be identified by the DepEd.
- b. Competency in Teaching: Tutors shall demonstrate competency in teaching areas they will handle, as well as proficiency in the use of various teaching methods, as assessed during the hiring process.

- c. **Training:** Tutors must undergo mandatory training, customized to specialization, to be provided by DepEd or recognized and accredited training institutions. This includes training in learner-centered pedagogy, psychological first aid, handling learners with diverse needs, and the effective use of educational technologies and materials.
- d. **With Good Moral Character:** Tutors must be individuals of good moral character, with no record of any criminal offense or behavior that would raise questions about their suitability to work with children.

Preferred Qualifications (as applicable):

- a. **Experience:** Individuals with experience in tutoring, remedial instruction, or formal teaching shall be preferred. The SDOs may administer appropriate assessments to evaluate the applicants' competencies.
- b. **Residence:** Preferably a resident of the community/barangay where the school is located.
- c. **Other Qualifications:** Other preferred qualifications as may be determined by the Learning System (LS) Strand/ Schools District Office, and/or school, relative to the specific considerations of the specific school/s concerned, such as but not limited to the **subject area specialization** most preferably **Reading, Science, and Mathematics**.

15. In the selection and engagement of tutors, the following may be considered:

- a. DepEd teaching personnel;
- b. Remaining Licensure Examination for Teachers (LET)-eligible applicants in the recent and/or previous Registries of Qualified Applicants (RQAs);
- c. Other LET-eligible teacher applicants in the RQAs who did not meet the cut-off score per existing DepEd hiring guidelines;
- d. Other LET-eligible in the locality, such as but not limited to teachers from private schools, SUCs/LUCs, and other teaching practitioners in the community;
- e. Retired professional teachers;
- f. Para-teachers who possess relevant experience and competency to provide academic support to learners;
- g. Non-licensed education graduates;
- h. Pre-service teachers;
- i. Other licensed professionals; and
- j. Other individuals in the community deemed qualified, competent, and of good character.

16. Interested individuals falling under Item No. 15 (d to j) who meet the qualifications shall undergo the assessment and selection process specified in these guidelines. They shall submit the following mandatory documentary requirements:

- a. Expression of intent, using the prescribed template in **Annex A**;
- b. Duly accomplished Personal Data Sheet (PDS) using CS Form No. 212, Revised 2025;

In addition, the following supporting documents may be required at the discretion of the School Head or the Screening Committee (SC) for purposes of validating qualifications or facilitating assessment:

- c. Photocopy of Certificate or any proof of LET Eligibility/Rating/License/ID for licensed teachers and other licensed professionals;
- d. Copy of valid permit issued by the Professional Regulation Commission (PRC) for para-teachers;
- e. Original copy of certification of good moral character issued by authorized entity (Barangay Clearance, certification from Teacher Education Institutions [TEIs] for pre-service teachers);
- f. Any available copy of grades or photocopy of scholastic/academic records, such as but not limited to Transcript of Records (TOR); and
- g. Photocopy of certificate/s of relevant training, if available.

17. Interested individuals mentioned in Item No. 15 (a, b, c) shall no longer undergo assessment. An expression of intent (the prescribed template is attached in Annex A) is sufficient for inclusion in the selection and engagement procedure.

18. All applications shall be submitted to the School Head who issued the call for ARAL tutors, through the school's Administrative Officer II (AO II) or its equivalent. They shall receive applications and check the completeness, authenticity, and veracity of documents submitted by the applicants.

Insofar as practicable, the school may organize an online submission of documents of the applicants to facilitate the timeliness of the hiring process.

19. A SC shall be constituted in each schools district to facilitate the evaluation and selection of qualified individuals for engagement as tutors. The Public Schools District Supervisor (PSDS) may form two separate committees, one for the elementary level and another for the secondary level, to better address the specific contextual needs of each level.

20. The SC shall be composed of the following:

- a. PSDS (Chairperson)
- b. School Head of the receiving school
- c. Administrative officer and/or other non-teaching personnel or support staff from the school

21. The SC shall carry out the following duties:

- a. Review applications and check the completeness, authenticity, and veracity of documents submitted by the applicants;
- b. Conduct the evaluation of the applicants' qualifications vis-à-vis the qualifications stipulated in items 14 and 15;
- c. Assess the qualified external tutor applicants based on the evaluation and selection criteria; and
- d. Finalize the list of applicants to be submitted to the SDS along with the result of the screening using the prescribed form in Annex C as List of ARAL tutor applicants.

22. The SC shall adopt the following evaluative assessments. They may devise evaluation and selection criteria, tools, and rubrics for each assessment based on the qualifications needed for the subject area specialization (i.e., Reading, Science, or Mathematics) of the ARAL tutor.

- a. **Document Review.** Applicants with the following qualifications/credentials shall be **preferred** based on the needs of the program:
 - i. LET/Professional Board Examination for Teachers (PBET) Eligibility
 - ii. Bachelor's degree relevant to the learning area/specialization
 - iii. Training relevant to the learning area/specialization
 - iv. Previous experience, such as tutoring, relevant to the learning area/specialization
Note: For applicants with previous experience, performance ratings, should there be any, shall be taken into consideration.
 - v. Other qualifications in the applicants' portfolio aligned with the needs of the program.
- b. **Interview.** The interview shall focus on collecting detailed and complete information about the applicant in relation to the job function of an ARAL Tutor. The objective of the interview is to assess potential, characteristics, traits, and fitness for the position, and to predict how the applicant will perform on the job. The interview shall also serve as an avenue to validate the qualifications and credentials submitted by the applicant.

23. Guided by the assessment results as validated and recommended by the SC, the SDS shall select from the list of recommended ARAL tutors the applicants deemed qualified for the engagement. The registry of external (non-DepEd) ARAL tutor applicants and the registry of ARAL tutors per learning area shall be accomplished using the provided template attached as **Annexes C and D**.

24. Upon receipt of the SDS's approval of the list of selected tutors using **Annex C and D**, the Human Resource Management Officer (HRMO) shall facilitate the execution of the ARAL Tutor Engagement Agreement (**Annex E**) with the selected applicant.

ARAL Support Aides

25. Based on the Call for Application issued by the school, interested individuals shall submit a Letter of Intent (using the template attached as **Annex B**).

26. Support aides shall be engaged strictly on a voluntary basis and must be:

- a. Physically fit and able to carry out their assigned tasks;
- b. Of good moral character, with no record of criminal offense or behavior that would question their suitability to work in a school environment; and
- c. Willing to render voluntary service under the supervision of the School Head.

27. The SC shall evaluate applications based on the submitted documents and may conduct interviews or other assessments to determine the applicant's suitability. The selection parameters shall focus on willingness, fitness to work, and alignment with the support functions identified by the school. Guided by the evaluation results, the final list of selected support aides shall be finalized by the school head.

28. For support aides who are sponsored or funded by other government agencies or partner institutions, the sponsor agency shall conduct the necessary evaluation and selection of candidates. The sponsor agency shall then endorse the list of qualified support aides to the concerned SDO, which in turn shall endorse and assign

them to the schools where they are needed. These support aides shall remain under the supervision of the school head for all program-related functions.

Teaching Personnel as ARAL Tutors

29. The **specialization of teachers** shall remain the primary consideration in the selection and assignment of teaching personnel who will serve as ARAL tutors. This ensures the effective delivery of instruction and supports the attainment of the desired learning outcomes for tutorial classes.

30. Consistent with the provisions of DO 005, s. 2024 (Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload), ARAL tutorial classes shall be considered part of the **teaching load** of teachers assigned as ARAL tutors. The corresponding teaching load shall be based on the actual hours rendered for tutorial instruction.

31. **Teachers with less than six hours of teaching load** shall be prioritized in the selection and assignment of ARAL tutors, provided that they have the required specialization or have been determined qualified to handle ARAL classes. In cases where their specialization does not align with the requirements of the ARAL Program, they may be assigned to provide support to the teacher ancillary tasks required from teachers serving as tutors.

32. Any teacher who, as a result of the assignment to ARAL tutorial classes, renders **more than six hours** of total teaching load shall be entitled to **teaching overload pay**, in accordance with the provisions of DO 005, s. 2024.

D. Training and Capacity Building

33. To ensure the effective implementation of the ARAL Program, teachers, tutors, and school leaders shall be provided with capacity-building interventions aligned with DO 018, s. 2025. These professional development (PD) activities shall focus on enhancing content knowledge, effective pedagogical strategies, interpersonal and socio-emotional skills, and cultural competencies, guided by the Philippine Professional Standards for Teachers (PPST).

34. The orientation and training programs shall be organized by the SDOs, under the supervision of the regional offices (ROs) and the Central Office (CO). The National Educators Academy of the Philippines (NEAP), in collaboration with relevant bureaus and offices under the Learning Systems Strand, shall take the lead in the design, quality assurance, and delivery of these PD programs to empower educators and ensure quality implementation of the ARAL Program.

E. Administrative and Personnel Requirements

35. **Attendance Monitoring.** All tutors shall be required to maintain a Daily Time Record (DTR) using **Annex F**, which must be verified by the assigned ARAL focal person or School Head. The DTR shall serve as a basis for validating the tutor's actual hours rendered.

36. **Accomplishment Reporting.** Tutors must submit a monthly Accomplishment Report using **Annex G**, providing the learners served, learning sessions conducted, and progress or feedback on the tutorial session, which shall be reviewed and approved by the school head.

37. Support aides shall comply with the same administrative requirements as tutors (e.g., orientation, attendance, accomplishment reporting, and documentation) as prescribed by the school. For those externally sponsored, the guidelines of the sponsoring agency or institution shall likewise apply, provided these do not violate DepEd rules and policies.

F. Remuneration and Incentives

38. In line with Section VI.L of DO 018, s. 2025, DepEd personnel who will be engaged as ARAL tutors shall be granted:

For Teaching personnel

- a. **Teaching overload pay**, subject to pertinent provisions of RA 4670 or the Magna Carta for Public School Teachers, and the existing rules and regulations of DepEd and the Department of Budget and Management (DBM). Said compensation for teachers shall be granted for regular school days, provided that they have already rendered the prescribed six hours of actual classroom teaching, and the amount paid for the purpose shall not exceed the compensation for two hours based on the Prime Hourly Teaching Rate consistent with the DBM guidelines.

The payment shall be in accordance with the parameters and procedures provided in DO 005, s. 2024, DepEd Memorandum No. 053, s. 2024 (Implementation Guidelines for DepEd Order No. 005, s. 2024), and relevant issuances that may be issued by the Department.

- b. **Vacation Service Credits (VSC)** shall be granted to teachers for tutoring services provided during weekends, holidays, and long vacation based on the actual services rendered, pursuant to DO 013, s. 2024, Revised Guidelines on the Grant of Vacation Service Credits for Teachers. Earned service credits through the implementation of the ARAL Program shall be excluded from the 30-day limitation of the allowable VSCs to be earned within the year. The additional compensation of teachers shall be subject to existing guidelines on the payment of teaching overload and the grant of VSC.
- c. **Certificate of Engagement**, with indicated actual number of hours/days which may be considered as relevant teaching experience for hiring/promotion, subject to existing CSC Rules and DepEd's Merit Selection Plan and Recruitment, Selection, and Appointment Guidelines.

39. Tutors external to DepEd shall be provided with the following incentives, subject to government rules and regulations:

- a. Issuance of Certificate of Engagement, with indicated actual number of hours/days which may be considered as relevant teaching experience

when applying for a teaching *plantilla* position in DepEd, subject to relevant CSC rules and the DepEd's MSP and RSA guidelines.

- b. Remuneration based on the prime hourly teaching rate of a Teacher I position pursuant to Section 6.4.1, Chapter 6 of the DBM Manual on Position Classification and Compensation, and computed according to the number of actual teaching hours. Payment shall be made on a monthly basis, contingent upon the availability of funds and in adherence to the set guidelines.

The corresponding fund source shall be released through a separate issuance as may be determined by the Finance and Learning System Strands.

40. For support aides externally sponsored or funded by partner agencies/institutions, incentives and remuneration shall follow the applicable guidelines of the sponsor entity.

41. For all other support aides, engagement shall be recognized through the issuance of a **Certificate of Recognition/Engagement** by the School Head, indicating the period and nature of voluntary service rendered.

V. Monitoring and Reporting

42. In line with the provisions of DO 018, s. 2025, the Monitoring and Evaluation (M&E) mechanisms outlined therein shall be strictly observed. Consistent with Section IX of said Order, the implementation of the ARAL Program shall be continuously monitored and evaluated in accordance with DO 029, s. 2022, or the Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), to ensure evidence-based decision-making, transparency, and accountability at all levels of governance.

43. In addition, the specific reporting and documentation requirements for ARAL tutors' engagement shall be carried out as follows:

- a. Schools division offices shall accomplish the consolidated data of tutors for hiring, by grade groups and specialization, using the provided template attached as **Annex H**.
- b. Regional offices, through the Curriculum and Learning Management Division (CLMD) shall ensure strict adherence to these guidelines. They shall oversee the proper implementation of the activity at the field level and extend technical and operational support to the SDOs and schools by facilitating linkages with potential partners and ensuring the proper conduct of reporting and documentation in accordance with relevant guidelines on the implementation of ARAL Program.

44. The ROs and SDOs shall ensure strict adherence to these guidelines and other relevant issuances in the engagement of tutors and support aides. The Schools Division Superintendents and HRMOs in the SDOs shall regularly monitor and evaluate the implementation of this policy and submit a program report to the Regional Director.

45. For purposes of reporting and in aid of future policy recommendations, a consolidated report on the engagement of tutors by the end of the ARAL Program or other end-of-the-school-year (EOSY) activities shall be submitted by the ROs, to the Office of the Undersecretary for Operations, copy furnished the Office of the Undersecretary for Human Resource and Organizational Development, and the Office of the Undersecretary for Learning Systems Strand. The template of the report is enclosed in **Annex I** (Regional report on the engagement of ARAL tutors), which details the following information:

- a. Number of tutors and support aides engaged;
- b. Amount of remuneration received; and
- c. Challenges encountered, actions, recommendations.

VI. Transitory Provisions

46. To ensure continuity of services while maintaining compliance with the finalized guidelines, the following provisions shall apply to ARAL tutors and support aides already engaged prior to the issuance of this Memorandum:

- a. External tutors and support aides who have been engaged by schools or SDOs for the ARAL Program before the effectivity of these guidelines shall be recognized for the duration of their existing contracts or engagement period, provided they comply with the minimum qualifications and requirements under these guidelines.
- b. Within thirty (30) days from the effectivity of these guidelines, SDOs and School Heads shall validate the qualifications, documentary submissions, and functions of currently engaged tutors and support aides, and align them with the standards and procedures herein prescribed.
- c. Where necessary, the terms of engagement of existing tutors and support aides shall be adjusted or renewed using the prescribed templates and forms annexed to this Memorandum, without disrupting the continuity of their services to learners.
- d. Any renewal or new engagement of ARAL tutors and support aides beyond the transition period shall strictly follow the procedures, qualifications, and standards provided in this Memorandum.

VII. References

Republic Act (RA) 12028, also known as the "ARAL Program Act", and its Implementing Rules and Regulations (IRR)

Republic Act (RA) 11713, *Excellence in Teacher Education Act (2022)*

Republic Act (RA) 4670, *The Magna Carta for Public School Teachers (1966)*

DepEd Order No. 18, s. 2025, *Implementing Guidelines of the Academic Recovery and Accessible Learning Program*

DepEd Order No. 5, s. 2024, *Rationalization of Teachers' Workload and Payment of Teaching Overload*

DepEd Memorandum No. 053, s. 2024, *Implementation Guidelines for DO No. 005, s. 2024*

DO No. 13, s. 2024, *Revised Guidelines on the Grant of Vacation Service Credits for Teachers*

DepEd Order No. 29, s. 2022, *Adoption of the Basic Education Monitoring and Evaluation Framework*

CSC-COA-DBM JC 2, s. 2022, *Amendment to the Commission on Audit (COA)-Department of Budget and Management (DBM) Joint Circular (JC) No. 2 dated October 20, 2022*

CSC-COA-DBM Joint Circular (JC) No. 2, s. 2020, *Updated Rules and Regulations Governing Contract of Service (COS) and Job Order (JO) Workers in the Government*

Annex A. Template for Expression of Intent as an ARAL Tutor

Expression of Intent

I, _____ hereby express my intent to be an ARAL Tutor
(Complete Name)

in _____ during the
(Name of School) (Address of the School)

implementation of the ARAL Program for SY _____. I am willing to attend an orientation activity on the program implementation.

Furthermore, I hereby grant the Department of Education the right to collect and process my personal information and profile as provided below, for purposes relevant to the engagement of ARAL tutors in the Department.

Personal Information

Age: _____

Sex: _____

Complete Residential Address: _____

Mobile/Telephone Number: _____

Academic and Employment Details

Bachelor's Degree/Course (if undergrad) & Specialization: _____

Present Employment (if any): _____

Present Position (if any): _____

Grade Level Assignment (if any): _____

Length of Service as a Teacher (if any): _____

Other Details

With active application in DepEd? (Y/N)

Yes No

Yes No

➤ If yes, are you included in the CAR-RQA for SY 2025-2026?

Yes No

Yes No

Please indicate SDO: _____

Based on the allowable schedule, how many hours per day are you able to commit to conducting tutorial sessions for the ARAL Program?

Signature Over Printed Name
Date Signed: _____

Annex B. Template for Expression of Intent as an ARAL Support Aide

Expression of Intent

I, _____ hereby express my intent to be an ARAL Support Aide
(Complete Name)
in _____ during the
(Name of School) (Address of the School)

implementation of the ARAL Program for SY _____. I am willing to attend an orientation activity on the program implementation.

Furthermore, I hereby grant the Department of Education the right to collect and process my personal information and profile as provided below, for purposes relevant to the engagement of ARAL support aide in the Department.

Personal Information

Age: _____

Sex: _____

Complete Residential Address: _____

Mobile/Telephone Number: _____

Academic and Employment Details

Highest Educational Attainment: _____

Present Employment/Occupation
(if any): _____

Other Details

Based on the allowable schedule, how many hours per day are you able to commit to providing support in the ARAL Program?

Do you confirm that you are physically fit, of good moral character, willing to render voluntary service, and capable of performing the duties and responsibilities expected of an ARAL Support Aide?

Signature Over Printed Name

Date Signed: _____

**DEPARTMENT OF EDUCATION
REGISTRY OF ARAL TUTOR APPLICANTS**

Name of Schools Division: _____

Name of School: _____

Total Number of applicants _____

RANK OF APPLICANT	BASIC INFORMATION		QUALIFICATIONS						ASSESSMENT RESULTS	REMARKS	RECOMMENDATION OF THE SCREENING COMMITTEE	FUND SOURCE	APPROVAL
	AGE SS	SEX (by both)	LET/ PBET/ Other Licenses (Indicate Yes or No)	EDUCATION (Indicate highest educational attainment)	TRAINING (Indicate relevant training attended, if any)	EXPERIENCE (Indicate previous relevant experience, if any)	PERFORMANCE (Indicate performance rating, if any)	OTHERS (Indicate other relevant qualifica- tions)	INTERVIEW (Score)		<i>(Indicate Recommendation of applicant is deemed qualified for being issued as the set position)</i>	<i>(To be accomplished by the SDC)</i>	<i>(To be accomplished by the SDS, Affix signature if approved)</i>
1	JUAN C. DELA CRUZ												
2													
3													

Note: Attach the assessment criteria, tool, and rubrics used in the interview, learning facilitation demonstration/exercise, and written examination

Screening Committee

Annex D. Registry of Aral Tutors Per Learning Area

School: _____ School ID: _____
 Complete School Address: _____
 SDO: _____ Region: _____

Registry of ARAL Tutors for Reading for Grade _____

Name	Specialization	Tick (✓) the Tutor Category	
		Non-DepEd	DepEd
Total			

Registry of ARAL Tutors for Mathematics for Grades _____

Name	Specialization	Tick (✓) the Tutor Category	
		Non-DepEd	DepEd
Total			

Registry of ARAL Tutors for Science for Grades _____

Name	Specialization	Tick (✓) the Tutor Category	
		Non-DepEd	DepEd
Total			

Prepared by:

 SDO HRMO

Annex E

ARAL TUTOR ENGAGEMENT CONTRACT

KNOW ALL MEN BY THESE PRESENTS:

This Agreement, made and entered into by and between:

The Department of Education - (Schools Division, DepEd Region NO. ____), a government agency with office address at _____, represented by (Schools Division Superintendent), (Designation, Office), herein referred to as the "FIRST PARTY".

-and-

_____ of legal age, Filipino and with residence address at _____, hereinafter referred to as the "SECOND PARTY".

Collectively referred to as "Parties" and individually as a "Party".

WHEREAS, Article XIV, Section 1 of the 1987 Constitution provides that "the State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all";

WHEREAS, Article XIV Section 2(1) of the 1987 Constitution states that "The State shall: (1) Establish, maintain, and support a complete, adequate, integrated system of education relevant to the needs of the people and society";

WHEREAS, the Department of Education (DepEd) has implemented the Academic Recovery and Accessible Learning (ARAL) Program to ensure that learners who are struggling in their lessons, especially in Reading, Mathematics, and Science, will be able to attain the competencies set by DepEd in their respective levels, as mandated by Republic Act No. 12028; and

WHEREAS, DepEd may engage tutors and support aides deemed qualified, competent, and of good moral character for the effective implementation of the ARAL Program.

-WITNESSETH -

I. General Provisions

1. That the FIRST PARTY, in the exigency of the service, engages the services of the SECOND PARTY to facilitate the effective and efficient implementation of the ARAL Program;
2. That the SECOND PARTY has signified his/her intention, to which the FIRST PARTY has accepted, to provide the services needed by the latter;
3. That the SECOND PARTY hereby possesses the education, experience, training, skills and other qualifications and/or skills required to perform the job as described herein, as represented by the SECOND PARTY in his/her Personal Data Sheet, interview, and other qualification documents submitted to the FIRST PARTY;
4. That the SECOND PARTY hereby attests that he/she has not been previously dismissed from government service by reason of an administrative offense; and

that he/she has not already reached the compulsory retirement age of sixty-five (65);

II. Duties and Responsibilities of FIRST PARTY

5. That the FIRST PARTY is expected to perform the following functions:

- a. Conduct onboarding and orientation for the SECOND PARTY on the ARAL Program goals, curriculum, reporting requirements, and performance standards;
- b. Provide access to instructional materials, ARAL resource packages, learner profiles, and any other relevant documents necessary for the conduct of tutorial sessions;
- c. Assign the SECOND PARTY to designated learners, learning areas, and tutorial schedules based on the school's learner needs;
- d. Monitor the implementation of tutorial sessions, including learner progress and compliance with ARAL standards and guidelines;
- e. Validate and review the SECOND PARTY's Daily Time Record (DTR), Accomplishment Reports, and other required documentation;
- f. Ensure that remuneration or incentives due to the SECOND PARTY are processed in accordance with existing government rules, funding availability, and documentary requirements; and
- g. Ensure compliance with DepEd Child Protection Policy and other relevant laws, rules, and regulations to provide a safe and conducive tutorial environment.

III. Duties and Responsibilities of SECOND PARTY

6. That the SECOND PARTY is expected to perform the following functions:

- a. Deliver structured and developmentally appropriate tutorial sessions in Reading, Mathematics, and Science based on the ARAL Program curriculum and learner needs.
- b. Contextualize lesson plans and other ARAL resources to facilitate learning through relevant, appropriate, and responsive teaching strategies;
- c. Track learners' progress, update learners' records;
- d. Coordinate with the teacher-adviser before and after the tutorial session;
- e. Implements appropriate delivery modes and duration of tutorial sessions pursuant to Sections 16 and 17, Rule VI of the IRR of RA 12028; and
- f. Prepare and submit a monthly Accomplishment Report using the prescribed form, which shall include learners served, learning sessions conducted, and progress or feedback on the tutorial session.

7. That the frequency of engagement of the SECOND PARTY during the contracting period shall be based on the needs of learner participants, as determined by the FIRST PARTY based on assessments, due to the number of learners during a cycle of ARAL (i.e. one (1) quarter or two to three (2-3) months of the SY), may increase or decrease during the subsequent cycles;

8. That the SECOND PARTY may be engaged within the duration of the SY and Summer Classes; whereas the engagement may be conducted before, during, or after the regular class hours;
9. That the SECOND PARTY shall observe the standards of personal conduct in the discharge and execution of functions/services in accordance with the Code of Conduct and Ethical Standards for Public Officials and Employees under RA 6713;

IV. Data Privacy, Confidentiality, and Non-Disclosure Clause

10. Each Party in the performance of their respective duties and responsibilities under this Agreement and in the implementation thereof shall adhere to Republic Act No. 10173, otherwise known as the "Data Privacy Act of 2012."
11. Any gathered data and information should be protected and respected during the term and even after the termination of this Agreement. The processing of any gathered data and information should be in compliance with the confidentiality and privacy requirements under the said law and applicable regulations.
12. The other Party shall not reproduce, share, distribute data and information derived by reason of this Agreement, to any third party, both local and international, without the express approval of DepEd.

V. Remuneration and Funding

13. That in view hereof, the Second Party is hereby engaged to render service as ARAL Tutor for the period _____ to _____, and shall be provided remuneration based on the prime hourly teaching rate of a Teacher I position, computed based on the number of actual teaching hours to be given on a monthly basis; subject to existing rules and guidelines and subject to applicable taxes and liabilities, if any, and corresponding deductions for tardiness, under time and absence incurred during the engagement;
14. That the engagement between the FIRST PARTY and SECOND PARTY shall be funded through _____ for the fiscal year covering the effectivity period of this Agreement.

VI. Termination of Agreement

15. Either Party may pre-terminate this Agreement, by sending written notice to the other Party, at least thirty (30) days prior to the intended date of termination. The receiving Party may expressly waive the 30-day waiting period and opt for the immediate termination of this Agreement;
16. The FIRST PARTY may immediately terminate this Agreement, at any period upon written notice to the SECOND PARTY, for unsatisfactory performance, conflict of interest, or for any of the grounds determined by the FIRST PARTY.

In addition, any violation of the warranties or provisions under this Agreement is a ground for termination.

VII. Amendments

17. This Agreement may not be amended for any purpose, and no modifications or supplements may be made except in writing and properly executed by the Parties. The Agreement shall remain in full force and effect unless duly amended, or until its expiration or termination.

VIII. Separability

18. In the event that any of the provisions of this Agreement or any document that may be executed in connection therewith shall be declared invalid, illegal, or unenforceable in any respect by a competent authority, the validity, legality, and enforceability of the remaining provisions of this Agreement or any document that may be executed in connection therewith shall not in any way be affected or impaired and shall remain in full force and effect.

IX. Settlement of Differences

19. The Parties shall exert their best efforts to properly resolve any differences or disagreements with respect to any issue that may arise in connection with this Agreement. It shall be settled through amicable means, such as but not limited to, mutual consultation and negotiation.

IN WITNESS WHEREOF, both parties have hereunto set their hands this ___ day of _____, 20___ at _____ City, Philippines.

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES) _____) S.S.

BEFORE ME, a Notary Public for and in the City of _____, this _____ personally came and appeared:

Name	Competent Evidence of Identity	Date and Place of Issue
<i>(Name of DepEd Representative)</i>		

known to me and to me known to be the same person who executed the foregoing Agreement, and acknowledged to me that the same is his free and voluntary act and deed and that of the entity he represents.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal, this _____, at _____.

NOTARY PUBLIC

Doc. No. _____;
Page No. _____;
Book No. _____;
Series of 202____.

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES) _____) S.S.

BEFORE ME, a Notary Public for and in the City of _____, this _____ personally came and appeared:

Name	Competent Evidence of Identity	Date and Place of Issue
<i>(Name of Tutor)</i>		

known to me and to me known to be the same person who executed the foregoing Agreement, and acknowledged to me that the same is his free and voluntary act and deed and that of the entity he represents.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal, this _____, at _____.

NOTARY PUBLIC

Doc. No. _____:

Page No. _____:

Book No. _____:

Series of 202____.

Annex G. Accomplishment Report of ARAL Tutors/Support Aide

ACCOMPLISHMENT REPORT OF ARAL TUTOR/SUPPORT AIDE
For the Month of _____ 2025

Full Name of ARAL Tutor: _____
 School: _____ (do not abbreviate)
 Area of Specialization: Reading/Science/Mathematics (indicate all that applies)
 Inclusive Period: _____

Week	Date and Time	Subject	Learners Served	Grade Level	Accomplishments <small>(do not include learning tasks conducted in progress or feedback on the learning session. For support tasks, include type of support provided.)</small>
Week 1	August 04, 2025 05:00 pm to 06:00pm (Monday)	Reading	<ul style="list-style-type: none"> • Name of Learner 1 • Name of Learner 2 	Grade 2	<ul style="list-style-type: none"> • Accomplishment 1 • Accomplishment 2 • Accomplishment 3
	August 06, 2025 05:00 pm to 06:00pm (Wednesday)	Math	<ul style="list-style-type: none"> • Name of Learner 1 • Name of Learner 2 • Name of Learner 3 • Name of Learner 4 • Name of Learner 5 • Name of Learner 6 • Name of Learner 7 • Name of Learner 8 	Grade 1	<ul style="list-style-type: none"> • Accomplishment 1 • Accomplishment 2 • Accomplishment 3
Week 2	August 12, 2025 08:00 am to 09:00am (Wednesday)	Reading	<ul style="list-style-type: none"> • Accomplishment 1 • Accomplishment 2 	Grade 1	<ul style="list-style-type: none"> • Accomplishment 1 • Accomplishment 2 • Accomplishment 3

(Add additional rows as necessary)

Prepared by:
 <<Name of ARAL Tutor/Support Aide>>
 ARAL Tutor

Attested by:
 <<Name of School Head>>
 School Head
 Date of Signing: _____

B. Challenges, Actions, and Recommendations:

Schools Division Office	Challenges	Actions	Recommendations

Prepared by:

ARAL Regional Coordinator

Reviewed by:

Regional Accountant & Budget Officer

Noted:

CLMD Chief

Recommending Approval:

Assistant Regional Director

Approved:

Regional Director