

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



05 November 2025

Regional Memorandum
No. 835 s. 2025

DOCUMENTATION OF ARAL PROGRAM SUCCESS STORIES

To **Schools Division Superintendents**

1. In reference to DepEd Order no. 18 s. 2025 titled **Implementing Guidelines of the Academic Recovery and Accessible Learning Program** dated June 13, 2025, which provides that the Department shall monitor and evaluate the implementation of the ARAL Program and provide necessary technical assistance and support, this Office, through the Curriculum and Learning Management Division (CLMD), shall conduct documentation activities relative to the program implementation.

In line with this, pursuant to the agreements during the series of **Technical Consultation Meeting on the ARAL Program Implementation Challenges in Region IV-A CALABARZON**, led by the Central Office ARAL Secretariat, R4A CLMD, and 24 Schools Division Offices (SDOs) in CALABARZON, held on October 28, 2025 (RM No. 804 s. 2025) and November 04, 2025 (RM No. 824, s. 2025), respectively, all SDOs are hereby requested to submit **one (1) ARAL Program Success Story** highlighting a learner's progress or achievement attributable to the program implementation. Submissions shall be made on or before **November 14, 2025 (Friday)**.

The collected narratives shall form part of the Region's documentation reports to be submitted to the Central Office ARAL Secretariat and may also be featured in upcoming presentations and knowledge-sharing activities.

QR Code	Link to Template
	[TEMPLATE] ARAL PROGRAM SUCCESS STORY https://tinyurl.com/r4aARALSuccessStoryTemplate

QR Code	Link to Submission Bin
	[Submission Bin] Documentation of ARAL Program Success Stories https://tinyurl.com/r4aARALSuccessStorySubmit

2. The activity aims to:
 - a. document and showcase learner success stories that reflect the impact of the ARAL Program implementation across SDOs in CALABARZON;
 - b. highlight effective strategies and interventions employed by teachers, schools, and stakeholders in supporting learning recovery and academic progress; and
 - c. provide inspiring and evidence-based narratives that may serve as references for continuous improvement and advocacy of the ARAL Program.
3. The SDO ARAL TWG, including the ARAL Focal Persons and Alternate Focal Persons, shall curate and validate the story to ensure that it represents an authentic, data-supported, and well-documented success case from any participating school within the division.
4. Enclosure 1 contains the Guidelines on the Preparation and Submission of ARAL Program Success Stories.
5. Enclosure 2 presents a sample ARAL Program Success Story featuring a learner named "Rodrigo" from Albay, as shared by Director Graciela E. Mendoza, Director IV, External Partnerships Service and Central Office ARAL Secretariat, during the aforementioned Technical Consultation Meetings.
6. Enclosure 3 provides the template for the ARAL Program Success Story, to be duly accomplished by schools, including the required Parent/Guardian Consent Form.
7. For inquiries, all concerned may contact DepEd CALABARZON's Regional ARAL Program Focal Person, **Ms. Hazel Angelyn E. Tesoro**; Regional ARAL Program Alternate Focal Person, **Mr. Gilbert O. Cruz**; and Chief Education Supervisor of the Curriculum and Learning Management Division, **Dr. Viernalyn M. Nama** at (02) 647-7487 loc. 420.
8. Immediate dissemination of this Memorandum is desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II
 Regional Director 

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*Enclosure 1***GUIDELINES FOR PREPARATION AND SUBMISSION ARAL PROGRAM
SUCCESS STORIES**

1. Submission Limit:
 - Each SDO shall submit only one (1) success story.
2. Format:
 - Maximum of 2,000 words.
 - Include 3–5 photos with clear captions.
 - Use the provided template.
3. Validation:
 - The Division's ARAL TWG or ARAL Focal Person/s must validate the accuracy of the account and ensure all required consents are attached.
4. Consent Requirements:
 - Obtain written consent from the learner's parent/guardian for the use of the learner's name, photo, and school location.
 - If the parent/guardian prefers anonymity, replace the learner's name with an alias (e.g., "Rodrigo").
5. Photo Guidelines:
 - Ensure photos are clear, appropriate, and taken in a learning context.
 - Avoid showing other learners without their consent.
 - In the event that the parent or guardian does not permit the use of the learner's real photos, the following alternatives may be used:
 - Non-identifiable visuals, such as close-up shots of learning materials, students' hands, or back-view classroom scenes, without visible faces, logos, or recognizable school landmarks.
 - General classroom or learning environment scenes where individual learners cannot be identified.
 - Ethically generated AI images that represent ARAL Program activities, ensuring no identifiable personal features are replicated.
 - All visuals—whether real or AI-generated—must be used solely for documentation and advocacy purposes and must uphold the principles of privacy, dignity, and ethical representation of learners.

Enclosure 2

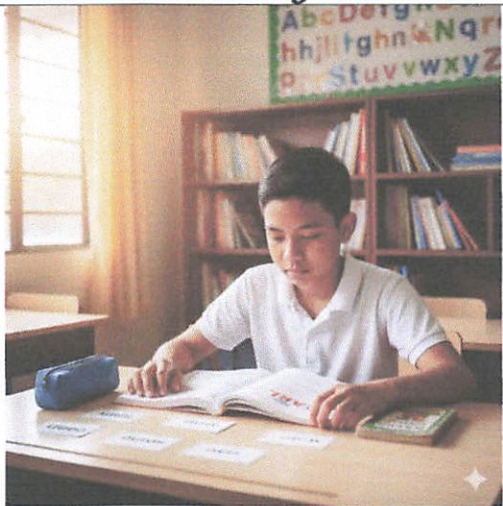
SAMPLE ARAL PROGRAM SUCCESS STORY



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

ARAL PROGRAM SUCCESS STORY

in reference to Regional Memorandum No. ___, s. 2025 titled "Documentation of ARAL Success Stories"

Title:	Rodrigo: A Learner's Journey in the ARAL Program
Image 1:	 Image source: Generated by a large language model (Gemini) under the direction of Google.

I. Learner Profile

Learner's Name:	Rodrigo
Grade Level:	Grade 8
School:	(Include full school name, school ID, and location if consented)
School ID:	(Include full school name, school ID, and location if consented)
Complete Address:	(Include full school name, school ID, and location if consented)
SDO:	Albay

II. Learner's Background

Describe the learner's situation before joining the ARAL Program.

What were the learning challenges (e.g., reading, comprehension, numeracy)?	Rodrigo, a Grade 8 learner from Legazpi City, Albay, faced significant challenges in reading. Although he was already in junior high school, his reading level was three grades below his
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	<i>placement. He struggled to decode simple words and could not comprehend short passages.</i>
How did the teachers identify the learner's needs?	<i>During the initial assessment under the ARAL Program, teachers used reading diagnostic tools to evaluate Rodrigo's skills. The results showed that he read at Grade 1 level. His teachers also observed his hesitation during class activities and avoidance of reading aloud, which confirmed his deep reading difficulties.</i>
How did the learner feel about school and learning at the start?	<i>At the beginning, Rodrigo was quiet and withdrawn. He often avoided tasks that required reading in front of his peers due to embarrassment and fear of making mistakes. This lack of confidence led to frustration and disengagement in his classes.</i>

III. The ARAL Intervention

Explain how the ARAL Program was implemented for this learner.

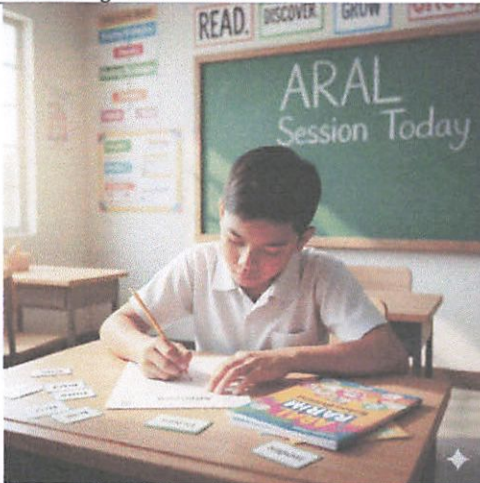
What strategies or materials were used?	<i>Instead of following the standard grade-level intervention, Rodrigo's teachers customized his lessons using a combination of ARAL Basic and ARAL Plus modules. They focused first on word decoding and fluency before moving toward comprehension. His teachers integrated flexible reading exercises, phonics-based drills, and comprehension tasks suited to his current skill level.</i>
How often were sessions conducted?	<i>Due to the school's multiple-shift schedule and frequent class suspensions caused by bad weather, Rodrigo attended ARAL sessions once a week, every Saturday, for about two hours.</i>
Were there special adjustments (e.g., scheduling, parental involvement, differentiated materials)?	<i>Yes. To make up for limited face-to-face time, his parents were oriented to guide him through ARAL modules at home. The teacher maintained regular communication with the parents to ensure that Rodrigo practiced consistently between sessions. The lessons were flexible, adapted to his pace and home learning conditions.</i>
Image/s 2-3:	 <i>Image source: Generated by a large language model (Gemini) under the direction of Google.</i>

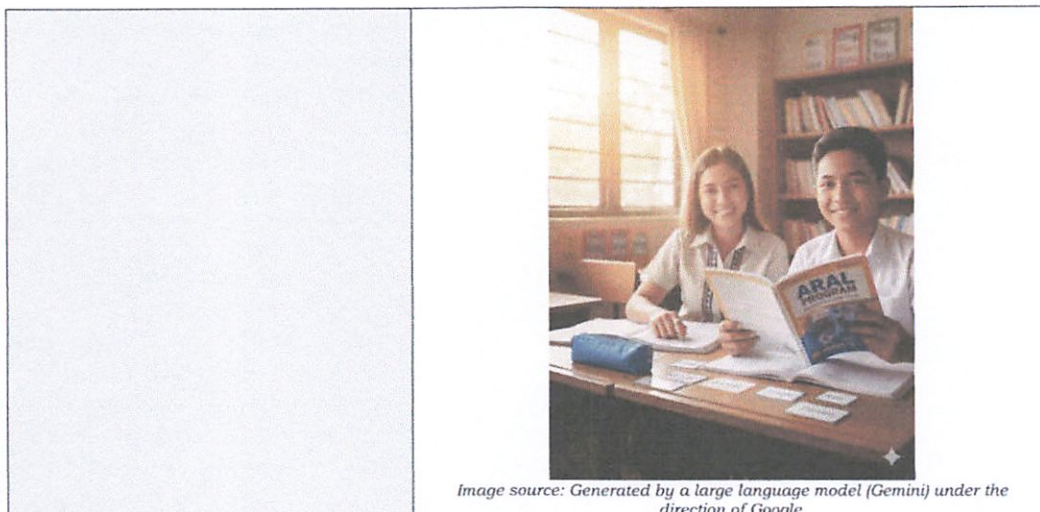


Image source: Generated by a large language model (Gemini) under the direction of Google.

IV. Progress and Achievements

Describe measurable or observable improvements:

Changes in reading level, comprehension, confidence, or class participation.	Progress was slow but steady. Over the weeks, Rodrigo began recognizing words more quickly, reading with greater accuracy, and showing confidence in class. He started volunteering to read aloud during ARAL sessions and gradually participated more in regular classroom activities.
Teacher or parent observations.	His teachers noted a marked improvement in motivation and self-esteem. His parents shared that Rodrigo began reading storybooks at home and took pride in completing his ARAL exercises without much prompting.
Notable milestones in the learner's academic or personal growth.	Rodrigo's transformation from a hesitant reader to an eager learner became an inspiration to his classmates and teachers alike. Beyond literacy gains, his story symbolizes hope—that with patience, adaptation, and collaboration, learners can recover lost confidence and skills.
Image/s 4-5:	 Image source: Generated by a large language model (Gemini) under the direction of Google.



V. Reflections or Remarks

Provide a brief statement on how this story reflects the SDO's commitment to learning recovery and accessible learning.

"The ARAL Program's goal is not uniformity but understanding. It exists so that no learner, regardless of age or level, is left behind in learning to read and understand."

— Director Graciela E. Mendoza

Documented by:

Noted by:

Validated by:

**SIGNATURE OVER
COMPLETE NAME OF
ARAL TUTOR**

Position/Designation
Workplace Assignment

**SIGNATURE OVER
COMPLETE NAME OF
SCHOOL HEAD/
PRINCIPAL**

Position/Designation
Workplace Assignment

**SIGNATURE OVER
COMPLETE NAME OF
SDO ARAL FOCAL
PERSON**

Position/Designation
Workplace Assignment

Enclosure 3

TEMPLATE FOR THE ARAL PROGRAM SUCCESS STORY AND PARENT/GUARDIAN CONSENT FORM



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ARAL PROGRAM SUCCESS STORY

in reference to Regional Memorandum No. __, s. 2025 titled "Documentation of ARAL Success Stories"

Title:	<First Name of the Learner>: A Learner's Journey in the ARAL Program
Image 1:	(Insert a clear, properly consented photo of the learner or the ARAL activity. Ensure the learner and parent/guardian have given written permission.)

I. Learner Profile

Learner's Name:	
Grade Level:	
School:	(Include full school name, school ID, and location if consented)
School ID:	(Include full school name, school ID, and location if consented)
Complete Address:	(Include full school name, school ID, and location if consented)
SDO:	

II. Learner's Background

Describe the learner's situation before joining the ARAL Program.

What were the learning challenges (e.g., reading, comprehension, numeracy)?	
How did the teachers identify the learner's needs?	
How did the learner feel about school and learning at the start?	

III. The ARAL Intervention

Explain how the ARAL Program was implemented for this learner.

What strategies or materials were used?	
How often were sessions conducted?	
Were there special adjustments (e.g.,	

scheduling, parental involvement, differentiated materials)?	
Image/s 2-3:	<i>(ARAL session photo/s, learning materials, or tutor-learner interaction)</i>

IV. Progress and Achievements

Describe measurable or observable improvements:

Changes in reading level, comprehension, confidence, or class participation.	
Teacher or parent observations.	
Notable milestones in the learner's academic or personal growth.	
Image/s 4-5:	<i>(ARAL session photo/s, learning materials, or tutor-learner interaction)</i>

V. Reflections or Remarks

Provide a brief statement on how this story reflects the SDO's commitment to learning recovery and accessible learning.

Documented by:

Noted by:

Validated by:

**SIGNATURE OVER
COMPLETE NAME OF
ARAL TUTOR**

Position/Designation
Workplace Assignment

**SIGNATURE OVER
COMPLETE NAME OF
SCHOOL HEAD/
PRINCIPAL**

Position/Designation
Workplace Assignment

**SIGNATURE OVER
COMPLETE NAME OF
SDO ARAL FOCAL
PERSON**

Position/Designation
Workplace Assignment



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PARENT/GUARDIAN CONSENT FORM

in reference to Regional Memorandum No. ___, s. 2025 titled "Documentation of ARAL Success Stories"

I, CLICK OR TAP HERE TO ENTER TEXT., the parent/legal guardian of CLICK OR TAP HERE TO ENTER TEXT., a bona fide student of CLICK OR TAP HERE TO ENTER TEXT. (School), situated at CLICK OR TAP HERE TO ENTER TEXT. (Location), hereby grant permission to the Department of Education (DepEd) Region IV-A CALABARZON to document and publish my child's ARAL Program success story for official purposes such as:

- Regional or Central Office reports,
- Presentations during meetings or conferences,
- Publication in official DepEd communication platforms (e.g., websites, newsletters, or social media pages, etc.).

I understand that:

- ☐ I allow the use of my child's full name in official write-ups.
- ☐ I prefer my child to be identified by a first name or alias only.
- ☐ I allow the inclusion of my child's school name and location.
- ☐ I prefer these details to be generalized (e.g., "a public school in DepEd R4A").
- ☐ I allow the use of my child's photo for documentation/publication purposes.

I acknowledge that all materials will be used solely for non-commercial, educational, and official purposes consistent with DepEd's Data Privacy and Child Protection Policies.

Verified by:

Validated by:

**SIGNATURE OVER
COMPLETE NAME OF
PARENT/GUARDIAN**

**SIGNATURE OVER
COMPLETE NAME OF
ARAL TUTOR**

**SIGNATURE OVER
COMPLETE NAME OF
SCHOOL HEAD/
PRINCIPAL**

Date:

Position/Designation
Workplace Assignment

Position/Designation
Workplace Assignment