

Stakeholders' Insights on the Implementation of Academic Recovery and Accessible Learning (ARAL) Program

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Abstract: This study examined the insights, participation, and challenges of stakeholders in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program in Irosin II District for School Year 2025–2026. Using a descriptive qualitative research design, the study gathered data from forty purposively selected stakeholders, including teachers, tutors, school heads, learners, and parents. An open-ended questionnaire and semi-structured interviews were used to collect data, which were analyzed through thematic analysis supported by frequency counts for identified challenges. Findings revealed that stakeholders recognized the learner-centered and instructional value of the ARAL Program; however, its implementation faced multiple systemic and operational constraints. Insights showed that tutor competence was hindered by insufficient training, abrupt implementation, and uneven resource support. Learning resources were widely regarded as insufficient, inconsistently distributed, and often limited to soft copies, creating accessibility issues. Learning delivery was perceived as appropriate, flexible, and aligned with learner needs, yet negatively affected by time constraints, scheduling conflicts, tutor fatigue, and learner diversity. Learning assessment methods were considered relevant and learner-centered but limited by short implementation duration, insufficient tools, and unclear guidelines. Administrative support varied significantly across schools, with some providing strong coordination and resources, while others displayed minimal or delayed assistance. Stakeholder participation emerged as collaborative and multifaceted, involving strategy sharing, resource production, home-based reinforcement, monitoring, communication, and administrative coordination. Despite this, stakeholders faced persistent challenges, including insufficient training, increased teacher workload, limited program understanding, lack of resources and ready-made materials, scheduling issues, weak coordination, and inconsistent monitoring. In response to these findings, the study developed the ARAL+ Enhanced Implementation Framework, a continuous improvement model designed to strengthen training, standardize resource management, improve coordination, enhance learning delivery, institutionalize progress monitoring, and reinforce administrative involvement. The study concludes that while ARAL is fundamentally appropriate for addressing learning gaps, its effectiveness depends on systematic capacity-building, resource adequacy, stakeholder collaboration, and strong administrative support. Recommendations include improving training, ensuring equitable resource distribution, enhancing assessment systems, strengthening stakeholder engagement, and institutionalizing the ARAL+ Framework to promote sustainable learning recovery.

Keywords: Academic Recovery and Accessible Learning, Stakeholders' Insights, Tutors' Competence, ARAL Program Framework.

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I. INTRODUCTION

The pupils' physical activities have reduced Reading is a foundational skill that is vital in all learning and is essential for personal, social, and economic development. Globally, reading is recognized as a fundamental human right and a key driver of sustainable development (UNESCO, 2024). Despite decades of progress, significant challenges remain nearly 754 million young people and adults still lack basic literacy skills, and four in ten students fail to meet minimum proficiency levels in reading by the end of primary education (UNESCO, 2024). These gaps are most pronounced in low- and middle-

income countries (LMICs), where systemic inequities, language barriers, and resource constraints hinder effective literacy instruction (Global Education Evidence Advisory Panel [GEEAP], 2025).

These existing disparities were further aggravated by the COVID-19 pandemic, which disrupted education systems globally and affected over 1.6 billion learners (UNESCO, UNICEF & World Bank, 2021). Prolonged school closures and the shift to remote learning exacerbated pre-existing inequalities and caused significant learning losses, particularly in foundational skills such as literacy and

numeracy (Patrinos, Vegas & Carter-Rau, 2022; OECD, 2023). In low- and middle-income countries, including the Philippines, these losses were more severe due to limited access to technology and instructional support (UNICEF, 2022; World Bank, 2023).

In response, governments and international organizations have implemented large-scale reading programs aimed at improving foundational literacy. Evidence-based approaches such as structured pedagogy, systematic phonics, and language comprehension strategies have been identified as the most effective methods for teaching reading (Piper et al., 2025; OECD, 2023). Programs like UNESCO's Global Digital Library and initiatives under the Global Alliance for Literacy promote multilingual education and provide open-access reading resources in over 100 languages, ensuring inclusivity and cultural relevance (UNESCO, 2023). Similarly, interventions such as Reading Recovery, Success for All, and Peer-Assisted Learning Strategies (PALS) have demonstrated significant gains in reading fluency and comprehension when implemented with fidelity (Evidence for ESSA, 2024).

In New Zealand, Reading Recovery is an early intervention program designed for first-grade students who experience difficulties in reading and writing. It provides individualized, one-on-one tutoring by specially trained teachers over a period of 12 to 20 weeks, significantly improving literacy outcomes and reducing the risk of long-term reading failure (Clay, 2013; Evidence for ESSA, 2024).

Meanwhile, in the United States, the Success for All program was developed as a comprehensive school reform initiative. It emphasizes cooperative learning, structured reading instruction, and targeted tutoring for struggling readers. Research has demonstrated that this program has a positive impact on reading achievement in elementary schools, particularly in disadvantaged communities (Slavin et al., 2021).

Another evidence-based program implemented in the U.S. is Peer-Assisted Learning Strategies (PALS). This approach uses peer tutoring to enhance reading fluency and comprehension. Students work in pairs, alternating roles as “coach” and “reader,” which fosters engagement, collaboration, and accountability in the learning process (Fuchs & Fuchs, 2020).

Furthermore, in Asia and Africa, Room to Read was established to address literacy gaps and promote gender equality in education. The program focuses on providing culturally relevant reading materials, training teachers in effective literacy instruction, and creating libraries in underserved communities to ensure sustainable improvements in reading outcomes (Room to Read, 2022).

In the Philippines, the Department of Education (DepEd) institutionalized the Academic Recovery and Accessible Learning (ARAL) Program through Republic Act No. 12028 in October 2024. ARAL aims to address learning gaps in Reading, Mathematics, and Science for Kindergarten

to Grade 10 learners who scored below proficiency or dropped out during the pandemic years (DepEd, 2025). The program employs structured tutorials delivered through face-to-face, online, and blended modalities, supported by teachers, para-teachers, and volunteers. Diagnostic tools such as the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI) guide targeted interventions (DepEd Order No. 018, s. 2025).

Before the implementation of ARAL Program, DepEd implemented the National Learning Camp (NLC). It is a voluntary three-to-five-week enrichment program by the Department of Education (DepEd) under the National Learning Recovery Program (NLRP) to address learning gaps and improve outcomes for K–12 learners in subjects such as English, Science, and Mathematics, while also providing teacher support through incentives and professional development. As a key component of the NLRP, the NLC helps students recover academically from disruptions like the COVID-19 pandemic. Results from the NLC and similar programs inform future interventions through initiatives such as the ARAL Program (Academic Recovery and Accessible Learning). Beyond academics, the NLC promotes holistic development by fostering socio-emotional skills, personal growth, and character building.

Meanwhile, in Bicol, the DepEd Region V issued Regional Memorandum No. 9.0.754, s. 2024, launching the Integrated Learning Experience (ILE) for Grade 1 in SY 2024–2025 using a dedicated learning resource package. Additionally, DM No. 132, s. 2025 mandates the monitoring and evaluation of this implementation. The ILE is designed to teach Grade 1 competencies cohesively and will later expand to Grades 2 and 3. This initiative, aligned with the MATATAG Curriculum, forms part of the learning recovery program. It introduced an ILE Learning Resource Package comprising lesson exemplars, activity sheets, evaluation tools, and ILE stories. Implementation began after the 8-Week Learning Recovery Curriculum in October 2024.

In response to these challenges, schools in Irosin District have implemented various reading initiatives to address learning gaps and improve literacy outcomes. Programs such as Project ALERT (Alternative Literacy Enhancement and Remediation), Project RRI (Remedial Reading Instruction), Project L.E.F.T (Learn, Encourage, Facilitate, Teach), and Basunapa (Basahin, Unawain at Paunlarin) were introduced to support struggling readers through structured interventions (Balaguer & Astillero, 2022). These initiatives often include school-based remedial reading activities, individualized reading plans, and blended learning schemes to cater to diverse learner needs. Pre- and post-assessment results from these programs indicate improvements in reading proficiency, although challenges remain in terms of resource adequacy, monitoring, and stakeholder engagement (Balaguer & Astillero, 2022).

Community-based efforts have also played a role in enhancing literacy in Irosin. For instance, the Barangay Literacy Enhancement Program (BLEP) in Monbon targeted preschool and school-age children through read-aloud

sessions, feeding programs, and parental involvement activities to combat malnutrition and improve cognitive development (Husay Project Report, 2012). These localized interventions highlight the importance of collaborative approaches involving schools, families, and local government units (LGUs) in addressing literacy gaps.

Despite these efforts, the district continues to face systemic challenges such as limited access to quality reading materials, insufficient teacher training in evidence-based reading strategies, and socio-economic barriers that affect learner engagement. Strengthening monitoring and evaluation mechanisms, increasing stakeholder participation, and aligning local programs with national frameworks like the Academic Recovery and Accessible Learning (ARAL) Program are essential to ensure sustainable improvements in literacy outcomes.

The Academic Recovery and Accessible Learning (ARAL) Program is a national initiative of the Department of Education (DepEd) in the Philippines designed to address the significant learning gaps experienced by students, particularly following the disruptions caused by the COVID-19 pandemic. Institutionalized through Republic Act No. 12028 in 2024, the program serves as one of the key components of the country's learning recovery framework under the MATATAG Curriculum. It primarily aims to assist Kindergarten to Grade 10 learners who have fallen below the expected proficiency levels in essential subjects such as Reading, Mathematics, and Science, as well as those who are at risk of falling behind academically. Anchored in the principle of educational equity, the program ensures that all learners—especially those who are struggling—are provided with adequate support to achieve foundational competencies.

In line with these objectives, the ARAL Program adopts a structured and learner-centered approach to instruction, focusing on targeted interventions that respond to the individual needs of learners. One of its key features is the implementation of organized remedial tutorials, where learners receive focused instruction either individually or in small groups. These sessions are designed to strengthen foundational skills through repetition, guided practice, and differentiated instruction. To further support this approach, the program utilizes diagnostic assessment tools such as the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI) to determine learners' proficiency levels, identify learning gaps, and guide appropriate instructional strategies. Through these assessment-driven interventions, educators are able to tailor instruction based on learners' actual needs rather than their grade level or age.

Moreover, the ARAL Program employs flexible learning delivery modalities to accommodate diverse learning contexts. Instruction may be conducted through face-to-face, online, or blended learning approaches, depending on the availability of resources and the specific needs of learners and schools. This adaptability ensures that the program remains accessible even in areas with limited infrastructure or technological support. Alongside these instructional

strategies, the program underscores the importance of collaboration among stakeholders, including teachers, tutors, school heads, parents, and community members. Their collective participation plays a crucial role in ensuring the successful implementation of the program, as they contribute to providing instructional support, monitoring learner progress, and reinforcing learning beyond the classroom setting.

However, despite its strong design and alignment with global best practices in learning recovery, the implementation of the ARAL Program is not without challenges. Studies, including the present research, reveal issues such as limited training and orientation for tutors, insufficiency of learning resources, heavy workload among teachers, and scheduling conflicts. Additionally, variations in administrative support and stakeholders' understanding of the program affect its overall effectiveness at the local level. These challenges highlight the need for continuous capacity-building initiatives, improved resource allocation, and stronger coordination mechanisms to ensure that the program achieves its intended outcomes.

Overall, the ARAL Program represents a strategic intervention aimed at restoring and enhancing students' foundational skills by providing structured, accessible, and data-driven learning support. It plays a crucial role in helping learners recover from educational setbacks and in strengthening the resilience of the Philippine education system. Through sustained stakeholder engagement, effective implementation strategies, and continuous program refinement, ARAL has the potential to significantly contribute to improved learning outcomes and long-term educational development.

Given its significance within the national education agenda, the ARAL Program is essential to the Philippines' broader learning recovery framework under the MATATAG Curriculum. Examining its implementation is therefore necessary to ensure alignment between local practices and national standards, as well as to support long-term educational reforms. Without systematic analysis, inconsistencies across regions may persist, potentially undermining the program's overall impact. Considering that ARAL is a relatively new initiative in the school context, it becomes imperative to gather the insights of stakeholders to identify areas for refinement and necessary adjustments. Consequently, this study focused on the perspectives of both internal and external stakeholders in the implementation of the ARAL Program within a local setting. Specifically, the research was conducted in the Irosin II District, located in the Municipality of Irosin, Province of Sorsogon.

➤ *Research Objectives*

- Determine the insights of stakeholders in the implementation of ARAL program along the identified variables.
- Determine the participation of stakeholders in the implementation of ARAL program along the identified variables.

- Identify and present the challenges encountered of stakeholders in the implementation of ARAL Program.
- Design a plan in implementing the possible support to be extended.

II. METHODOLOGY

This study determined the insights of stakeholders in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program, examined the extent of their participation, and identified the challenges encountered in its implementation. The ARAL Program is designed to enhance learning recovery among students, particularly those who have experienced significant learning gaps due to disruptions in education. In this context, the study sought to provide a comprehensive understanding of how stakeholders—including teachers, tutors, school heads, parents, and community members—perceive and contribute to the program, as well as how their involvement influences its overall effectiveness.

The participants for this study were carefully selected using purposive sampling, a method that ensured the inclusion of individuals who possessed direct and relevant experiences with the implementation of the ARAL program within the District of Irosin II. This sampling technique was chosen to guarantee that the respondents could provide meaningful insights into the program's processes, challenges, and overall effectiveness. The study involved a total of forty respondents, representing a diverse group of stakeholders such as teachers, tutors, learners, and school heads. These participants play critical roles in the delivery and management of the ARAL program, making their perspectives essential for understanding both operational strengths and areas for improvement. By engaging individuals from different positions within the educational system, the research aims to capture a holistic view of the program's impact on teaching practices, student learning outcomes, and administrative support mechanisms.

III. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

A. Insights of Stakeholders in the Implementation of ARAL Program

➤ Preparedness of ARAL Program Tutors

A limited number of participants commented that tutors were generally ready, particularly those with language teaching backgrounds. Participant 1 stated, "The ARAL Tutors who are language teachers themselves are natural for this program since they already have the expertise, however, this gave a slight challenge to those who are not language teachers such as the math department who needed extra time to prepare; therefore, not all tutors are hundred percent ready for this program." Participant 2 added, "ARAL tutors are generally well prepared to implement the ARAL Program, as they have the necessary training, skills, and understanding of the program, although continuous support and training can further improve their effectiveness." Similarly, Participant 7 noted, "Generally prepared, but some need more training."

These responses show that while some tutors were confident, readiness was uneven across subject areas.

Several participants described partial preparedness, reflecting average or rushed readiness. Participant 3 mentioned being "Partially equipped for the task," while Participant 6 described preparedness as "Just average for preparedness." Participant 4 explained, "Honestly, it was a quick implementation, so tutors prepare themselves immediately, preparing the materials." Participant 5 shared, "Through orientation and other FGD." Participant 8 elaborated, "The ARAL tutors may still need further preparation to effectively engage in the implementation of the ARAL Program. Strengthening their understanding of the program goals, increasing familiarity with the learning materials, and enhancing their readiness to support learners' academic needs would be beneficial." Likewise, Participant 18 noted, "Not fully prepared because they may encounter several challenges along the implementation." These accounts highlight that while some preparation occurred, it was often insufficient and reactive.

The dominant narrative was unprepared, with half of the respondents explicitly stating they were not ready. Participant 9 said, "ARAL tutors are not well prepared to engage in the program's implementation," while Participant 10 added, "Not really prepared." Participants 12 and 13 both stated, "Not yet prepared." Participant 14 and 15 echoed, "Not prepared." Participant 16 explained, "Not totally prepared because of the lack of training about the program," and Participant 17 reinforced this by saying, "ARAL tutors are not well-prepared because they do not undergo training." Participant 19 pointed out, "ARAL tutors are not prepared because they have less or no information on the guidelines of ARAL program," while Participant 20 concluded, "The ARAL tutors are unprepared. They lack training before its implementation." These responses reveal a significant gap in readiness, underscoring systemic issues in program rollout and tutor support.

One participant emphasized the availability of materials but not overall preparedness. Participant 11 stated, "We have the materials to be used in ARAL Program." This highlights that resources alone do not equate to readiness if tutors lack training and orientation. Taken together, the narratives show uneven preparedness among tutors, with a small group ready, some partially prepared, but the majority unprepared. The implication is clear: structured training, continuous support, and clear program guidelines are urgently needed to ensure tutors can effectively implement the ARAL Program and deliver meaningful learning outcomes.

➤ Lack of Training and Orientation

Most respondents emphasized insufficient training, limited information on the ARAL guidelines, and the absence of proper preparatory activities prior to deployment. This resulted in tutors feeling unready and lacking confidence in executing the program effectively.

➤ *Abrupt and Immediate Implementation*

Several stakeholders noted that the program was implemented suddenly or instantaneously, leaving tutors with little to no time to prepare instructional materials or familiarize themselves with expectations.

➤ *Resource and Time Constraints*

Respondents also mentioned limited resources, time constraints, and inadequate materials, which contributed to reduced preparedness. Some tutors reported having the materials, but still lacking full mastery or clarity on their use.

➤ *Variations in Preparedness Across Tutor Backgrounds*

There were differences in preparedness depending on the tutor's specialization. Language teachers seemed more naturally aligned with the program's demands, whereas non-language teachers (e.g., Math teachers) felt less prepared and needed additional time and support.

➤ *Moderate to Average Readiness for Some Tutors*

A minority of responses indicated that tutors were moderately to generally prepared, attributing this to orientations, previous skills, or available materials. However, these comments still emphasized the need for continuous support and further training.

The theme gathered was supported by Pelagio (2025) that conclude that reading assessment has strong potential to improve literacy outcomes, but implementation is weakened by training gaps, resource constraints, and systemic support issues.

➤ *ARAL Program Learning Resources: Adequate for Some, Insufficient for Most*

The learning resources intended for the ARAL Program were adequate, as claimed by some. Participant 1 stressed, "Learning resources are provided through online link but since we don't have internet we provided our own learning materials." This is an affirmation that materials have been made available in soft copy, even if accessibility required local adjustments. Similarly, Participant 7 noted, "Sufficient since the resources are already given to them," tutors and learners, though it's just a soft copy, the tutors were provided with all the necessary materials for printing." These statements reflect that for a few, the resources were adequate and usable, particularly when reproduction support was available.

Others described the resources as minimally adequate, meeting basic needs but with limitations. Participant 9 explained, "Resources are somewhat sufficient, but accessibility can be an issue," while Participant 10 observed, "The learning resources under the ARAL Program are generally sufficient and accessible to both tutors and learners but increasing their quantity and availability would help improve the program's effectiveness." Participant 12 added, "Enough for the tutees," and Participant 15 shared, "It is ok because there is a module for the ARAL tutee." These insights suggest that while materials were present, their sufficiency was conditional, often dependent on accessibility and quantity.

However, the majority of stakeholders emphasized insufficiency. Participant 2 stated, "Not really enough resources," and Participant 4 explained, "Not all were provided with the materials since especially at the abrupt start of the program, some students are already set for the program but still have to wait for the complete reproduction of the materials. There has been a small shortage of supply." Participant 14 simply noted, "Not sufficient," while Participant 16 elaborated, "Not sufficient because the materials didn't provide elaborated lessons." Participant 19 described the situation as "Inefficient. They only provided us the soft copy of the learning resources," and Participant 20 concluded, "It is partially adequate but not fully sufficient." These highlight recurring concerns about shortages, lack of depth, and reliance on soft copies.

Most of the participants underscored the broader insufficiency and its impact on program effectiveness. Participant 21 asserted, "Not sufficient," while Participant 23 echoed, "Not sufficient because the materials didn't provide elaborated lessons." Participant 28 warned, "The quantity is insufficient leading to fail its purpose," and Participant 29 emphasized, "Learning resources are limited and insufficient." Participant 30 added, "Insufficient in form since the learning materials was provided through soft copy and the teachers were the ones to reproduce it." These insights reinforce that while a few found adequacy, most stakeholders experienced insufficiency, pointing to gaps in quantity, accessibility, and quality that hindered the ARAL Program's overall effectiveness.

➤ *Insufficiency of Learning Resources*

A dominant pattern in the responses reveals that many stakeholders perceive the learning resources as limited, inadequate, and insufficient to meet the needs of both tutors and learners. Several comments explicitly note that materials were "limited and insufficient," with others stating that resources were either "not sufficient" or "not really enough." Some respondents also pointed out that the quality of materials lacked depth, as lessons were "not elaborated," contributing to the perception that available resources fall short of supporting effective instruction. This collective sentiment suggests a notable gap between the intended program requirements and the actual quantity and quality of materials supplied to the field.

➤ *Accessibility of Challenges and Dependence on Soft-Copy Materials*

Another recurring concern centers on accessibility of the learning resources, especially as many materials were distributed only in soft-copy form. Respondents shared that while digital files were available through online links or Google Drive, lack of internet access in some contexts forced tutors to create their own materials. Additionally, tutors reported spending significant time printing resources because they themselves were responsible for reproduction. Even when digital access was available, soft-copy distribution posed challenges for those lacking devices, stable internet, or printing capacity. This indicates that despite the presence of materials, accessibility issues hinder consistent and equitable use across learning sites.

➤ *Variability in Sufficiency Across Contexts*

While many respondents expressed concerns about insufficiency, a notable number reported that learning resources were sufficient and accessible within their contexts. Some described the resources as “appropriate,” “enough for the tutees,” or sufficient when paired with available materials like bond paper for printing. This indicates that resource adequacy varies by school or geographic location, suggesting disparities in distribution, implementation support, or local capacity. In some areas, tutors received enough materials for both printing and instruction, while others experienced shortages that delayed learners’ participation. This variability highlights the need for standardized and equitable distribution.

➤ *Need for Enhanced Resource Quantity and Distribution Systems*

Several responses emphasize the need for improved resource availability and better distribution mechanisms. Stakeholders called for increased quantity, noting shortages during the program’s abrupt start and the need for more printed copies to avoid delays. Some stressed that tutors should be provided with individual sets of learning resources, enabling more efficient instruction. Others recommended expanding digital access and ensuring resources are distributed more equitably across schools and learners. These suggestions reflect recognition that while some materials exist, enhancements in logistics, distribution, and resource allocation are essential to strengthen the program’s implementation.

➤ *Adequacy Contingent on Implementation Conditions*

A final sub-theme reflects respondents’ views that the sufficiency of learning resources depends largely on implementation conditions, such as available supplies and tutor capacity. Some stakeholders noted that resources were “generally appropriate but dependent on available supplies,” suggesting that the materials themselves may be suitable, but their utility hinges on external factors like printing materials, internet access, and administrative support. Others considered the resources “ok since there are modules provided,” indicating that materials were adequate when paired with supportive conditions, such as printing resources or preexisting module use. This underscores the idea that resource effectiveness is context-dependent, varying according to school readiness and support structures.

The generated theme under learning resources was supported by Plata et al. (2024) which presented strong evidence that learning resource insufficiency and accessibility issues significantly hinder the effective implementation of reading programs in Philippine schools. The researchers found that although digital learning resources were increasingly used in literacy programs, many schools—especially those in resource-limited areas—struggled with inadequate materials, insufficient printed copies, and inconsistent availability of instructional resources.

➤ *Learning Delivery is Responsive to Learner Needs*

The ARAL Program’s suggested learning delivery is widely affirmed as suitable and responsive to learner needs.

Participant 1 noted that the “Approach is generally suitable, with room for adaptation,” while Participant 6 emphasized that it “is generally appropriate, as it allows tutors to adjust instruction to learners’ different academic levels, learning styles, and readiness.” Similarly, Participant 9 highlighted that it is “Highly appropriate for addressing diverse academic levels, learning styles, and learner readiness because it combines targeted interventions, flexible tutoring, and parent/community support.” These perspectives show strong confidence in the program’s adaptability and inclusiveness.

Several participants stressed that the program is directly suited to learners’ needs. Participant 7 affirmed that “The ARAL program will address the suited needs of the learner,” while Participant 13 stated, “It is suited to the needs of the learners.” Participant 22 reinforced this by saying, “The program was designed to suit the reading level of each group of tutees.” Participant 30 added that “In terms of learning delivery, it is appropriate since it is leveled on the learner’s ability.” These narratives highlight the alignment of the program with learner readiness and differentiated instruction.

Others pointed to the credibility and evidence-based foundation of the program. Participant 17 explained, “It is appropriate because it was studied and based on the results of CRLA and Phil IRI,” and Participant 24 echoed, “It is appropriate because it was studied and based on the result of the CRLA.” Participant 14 and Participant 27 both emphasized that it is “Appropriate because the teachers themselves are the tutors,” underscoring trust in teacher-led implementation. Together, these affirmations reflect that the ARAL Program’s modality is not only appropriate but also grounded in research and professional expertise.

➤ *Perceived Appropriateness and Learner-Centered Alignment of the Learning Delivery*

Stakeholders consistently describe the ARAL program’s learning delivery as generally appropriate and aligned with learners’ needs. Many responses highlight that the structure of the program is thoughtfully designed, particularly because learners are classified according to their reading levels, and the lessons are tailored to each group’s needs. This is evident in comments that the program is “designed to suit the reading level of each group of tutees,” and that it “helps learners catch up lessons which they find difficult.” Respondents also emphasized that the approach is “highly appropriate,” “learner-centered,” and based on research tools such as the CRLA, which strengthens the relevance of the delivery. Overall, the narrative reflects a strong perception that the ARAL learning delivery is pedagogically sound and responsive to diverse learner readiness, learning styles, and academic levels.

➤ *Flexibility and Adaptability of Instructional Delivery*

Another sub-theme emerging from the responses is the flexibility and adaptability inherent in the ARAL learning delivery. Many comments emphasize that the program provides tutors with the ability to modify lessons and instructional approaches depending on learner needs. Phrases such as “generally suitable with room for adaptation” and “allows tutors to adjust their instruction to learners’ academic

levels, learning styles, and readiness” indicate that the program is designed to be versatile. Some respondents acknowledge that while certain activities may not always be perfectly suited, the program gives tutors enough autonomy to choose or modify activities to better address learners’ needs. This adaptability is seen as a strength, allowing more personalized and targeted instruction.

➤ *Time Constraints and Scheduling Challenges Affecting Delivery*

Several responses point to time-related limitations as a major hindrance to effective learning delivery. Stakeholders note that the implementation period of ARAL is too short to serve as a reliable measure of learner performance, and the available time slots do not adequately support meaningful instruction. Concerns such as “the time is very short,” and “the period... cannot be used as a measurement of learner performance” reflect this challenge. Additional issues arise when tutors conduct sessions during vacant periods or even during other class times, leading to inconsistent and less effective delivery. These constraints not only limit instructional depth but also hinder the program’s ability to fully support diverse learners.

➤ *Impact of Learner Diversity on Instructional Suitability*

Learner diversity emerges as an important factor influencing the suitability of the learning delivery. Several respondents mention that while the program is designed to meet learners where they are, its appropriateness varies “to a limited extent of learners’ readiness.” This indicates that some learners may require more specialized or differentiated approaches. Comments emphasize that while the program addresses many needs, there is still a gap for learners with more varied or complex academic levels. This sub-theme highlights that despite the structured classification of learners, more refinement is needed to fully accommodate the wide range of learner differences.

➤ *Dependence on Tutor Competence, Support, and Training*

Another clear sub-theme is the critical role of tutor capacity and institutional support in ensuring effective learning delivery. Several responses suggest that the program’s impact is maximized when tutors are well-trained in differentiated instruction and supported with adequate time, resources, and institutional backing. One respondent notes that the delivery is “largely appropriate... but its impact is maximized when tutors are well-trained,” while another points out that effectiveness also depends on how tutors deliver instruction, especially given that they teach after regular class hours. This indicates that tutor fatigue and limited preparation time may compromise instructional quality. The narrative reveals that strong tutor preparation and support systems are essential to optimize the ARAL program’s delivery.

➤ *Variability in Resource Availability Affecting Delivery*

Finally, some stakeholders mention that inconsistent availability of materials across areas impacts learning delivery. While some tutors and learners have enough materials, others struggle with limited resources, affecting how lessons are delivered. This inconsistency contributes to

uneven implementation quality and impacts how effectively the program can respond to the needs of different learners. This highlights the need for equitable distribution of materials to support uniform delivery across learning contexts.

Malinao and Miano (2025) found that teachers perceived the new MATATAG curriculum as pedagogically sound, adaptable, and aligned with learner needs—much like how ARAL tutors recognized that the program’s learning delivery supports struggling learners and is aligned with reading levels. However, despite this appropriateness, the study revealed several significant barriers that limited successful implementation. Teachers stressed that insufficient time for instructional delivery and preparation reduced the curriculum’s effectiveness, especially when balancing heavy workloads and additional responsibilities.

➤ *Learning Assessment is Supportive of Learner Progress*

Many participants affirmed that the ARAL Program’s assessment approach is suitable and effective for tracking learner progress. Participant 1 explained that “The ARAL Program’s suggested manner of assessing tutees is appropriate because it uses structured ‘Check-In Assessments’ and diagnostic tools that track progress over time, identify strengths, and highlight areas needing intervention.” Participant 6 added that “The ARAL Program’s assessment approach is generally appropriate and learner-centered,” while Participant 8 emphasized that “it helps tutors see learners’ progress, strengths, and areas where they need improvement.” Participant 9 also noted that it is “Appropriate in the sense that the assessment is presented diversely to the diverse tutees.”

➤ *General Appropriateness of the Assessment Methods*

Many stakeholders view the ARAL program’s assessment tools as appropriate, learner-centered, and aligned with learners’ needs. They appreciate that assessments such as the CRLA, pre-tests, post-tests, and diagnostic tools help determine reading levels, track strengths, and identify areas for improvement. Respondents emphasize that the assessments allow tutors to observe learners’ actual performance and progress over time. Statements such as “Appropriate enough,” “The manner of assessing tutees is appropriate,” and “It anchored to the needs of today’s learners” reflect a general satisfaction with the assessment design. Several comments also highlight that screening prior to implementation adds relevance and accuracy to the assessment process.

➤ *Limitations Due to Short Implementation Time*

Several responses reveal concerns that the short duration of the ARAL program limits the effectiveness and accuracy of assessment results. Respondents note that the brief time frame prevents tutors from thoroughly measuring learner progress or capturing meaningful growth, especially for those with learning gaps. Statements such as “The ARAL program is short in the way of assessing the tutees” and “The length of time... could affect the assessment” illustrate that time constraints hinder comprehensive evaluation. This limitation suggests that while assessment tools may be appropriate, the timeline does not support full implementation.

➤ *Need for Enhanced and Varied Assessment Tools*

Several stakeholders express the need for improved, diverse, and more specialized assessment tools. Comments point out that standard tools like pre-tests and post-tests may not fully capture learner growth, especially for those with learning gaps or varied readiness levels. Some respondents suggest incorporating reading trackers and creating separate assessment tools specifically for ARAL tutees identified through Phil-IRI. Additionally, others recommend increasing tool variety and strengthening guidelines to ensure assessments reflect true learner progress. This is evident in statements like “Assessment tools may not fully reflect learners’ growth” and “Using more varied assessment tools could further improve accuracy.”

➤ *Importance of Tutor Support, Guidelines, and Training*

Responses indicate that while the assessment approach is largely appropriate, its effectiveness relies heavily on tutor competence, clear guidelines, and adequate training. Several comments mention that tutors need stronger guidance on interpreting assessment data and using such data to inform instruction. Suggestions include clearer assessment guidelines, standardized yet flexible tools, and more training opportunities for tutors. For example, one response states that effectiveness can be improved through “clearer assessment guidelines and additional tutor training on interpreting assessment data.” This highlights the crucial role of teacher capacity in ensuring proper assessment implementation.

➤ *Assessment Challenges with Diverse Learner Levels*

Another notable concern is that learner diversity poses challenges to uniform assessment methods. Stakeholders report that although the assessments are designed to be appropriate, they may not suit all learners due to differences in readiness, reading levels, and learning needs. Comments such as “The suggested manner of assessing is not true to all students given the limited time and the diversity of their levels” reinforce the need for differentiated assessment strategies. The diversity of the tutees means that assessment must be flexible and adaptable to produce fair and accurate results.

The theme crafted was supported by Villamar et al. (2025), who revealed that in reading remediation programs, teachers faced difficulties in implementing assessments because of lack of training, scarce resources, and diverse learner readiness, which affected their ability to accurately monitor progress and tailor instruction.

➤ *Administrative Support is Evident*

Several participants highlighted that the assessments are aligned with learner needs and provide meaningful insights. Participant 2 affirmed that “It anchored to the needs of today’s learners,” while Participant 13 shared that “By following what is in the guide, we can determine the strength, progress and areas to be developed.” Participant 16 stated, “Somehow the assessment is appropriate because the tutor can see the actual performance of the tutees,” and Participant 23 echoed, “Somehow the assessment is appropriate because the tutor can see in actual the performance of the tutees.”

These responses underscore the program’s learner-centered design and practical application.

Other participants pointed to the credibility and appropriateness of the tools used in assessment. Participant 19 emphasized, “It is indeed appropriate to use the CRLA in assessing them,” while Participant 26 confirmed, “CRLA as the assessment tool in KS1 is an appropriate tool to determine the reading level of the tutees.” Participant 24 stated, “The manner of assessing tutees is appropriate in the ARAL program,” and Participant 25 added, “Generally it is appropriate because it focuses on learner centered.” Together, these narratives affirm that the ARAL Program’s assessment modality is appropriate, evidence-based, and responsive to learner diversity.

➤ *Limited and Insufficient Administrative Support*

Many stakeholders shared that administrative support was not sufficient, particularly in terms of resource provision. They noted that although the school head provided some supplies, these were often limited, untimely, or incomplete. Examples include having bond paper but no printers, insufficient printing materials, and general lack of preparedness among both tutors and tutees. Others expressed that they “cannot feel the administrative support” or that “no administrative support was provided.” These responses highlight that in several contexts, school heads were unable to fully respond to the logistical demands of the ARAL program, resulting in gaps that tutors had to address independently.

➤ *Sufficient and Timely Support in Some Schools*

In contrast, other respondents described the administrative support as sufficient, timely, and supportive. They stated that school heads provided resources, logistical arrangements, and information needed for implementation. Some reported that the administration ensured a smooth start by giving full support, offering clear scheduling, and supplying instructional materials. The mention of support being “very sufficient” by multiple respondents shows that in certain schools, administrators played an active and effective role in facilitating ARAL delivery. This variation indicates that while some schools struggle with resources, others are well-organized and adequately prepared.

➤ *Dependence on Resource Availability and Institutional Capacity*

A number of responses noted that administrative support is conditional and largely dependent on the availability of school resources. While support may be present, it is not always consistent due to resource constraints such as limited printing supplies, insufficient materials, or inadequate equipment. This sub-theme reflects that administrative willingness to support exists in many cases, but the actual support delivered is shaped by systemic limitations or budget constraints. Thus, sufficient support is not always guaranteed, particularly in resource-poor contexts.

➤ *Issues with Timing, Scheduling, and Implementation Consistency*

Several responses highlight that administrative support, even when present, is sometimes untimely or inconsistent. Some tutors reported receiving resources only at the start of the program, with delays and changes occurring throughout implementation. Others pointed out scheduling conflicts that affected timeliness and readiness—for example, tutors being exhausted from regular teaching loads due to poor scheduling and lack of administrative adjustments. This sub-theme captures logistical weaknesses, such as late provision of materials and lack of proactive planning, which hinder the effectiveness of administrative support.

➤ *Administrative Support Focused on Information, Coordination, and Logistics*

Some respondents acknowledged that administrative support was delivered more through information dissemination, coordination, and logistical arrangements rather than extensive material provision. This includes assisting tutors in accessing soft copies of reading materials, orienting them on program guidelines, and helping with scheduling. While these forms of support are valuable, respondents noted that they are not always enough to cover the material and technical requirements of the program. This sub-theme reflects administrative efforts in non-material aspects while also highlighting areas needing improvement.

➤ *Need for Stronger, More Proactive, and Sustained Support*

Several responses point to a need for enhanced administrative involvement, including proactive planning, stronger coordination, and sustained monitoring. Some participants emphasized that while support was present, it should be more consistent and strategic to ensure program readiness. Others suggested that teachers are overwhelmed and that the government should consider assigning volunteers instead of relying heavily on classroom teachers. This sub-theme underscores the demand for a more robust and long-term support mechanism from school heads and implementing agencies.

This theme was supported by Lim (2024) who found that teachers implementing the National Reading Program perceived administrative support as varying in adequacy, with some schools demonstrating strong coordination and resource provision while others lacked sufficient support systems. These variations influenced teacher morale, implementation quality, and learners' progress.

➤ *Administrative Support is Evident*

Many participants emphasized that administrative support was sufficient in terms of resources and logistics. Participant 1 described it as “Very sufficient,” while Participant 5 shared that “The administration gave the full support for the program so there was a smooth start.” Participant 6 affirmed that “The administrative support provided by school heads is generally sufficient and timely, helping ensure the availability of resources, proper scheduling, and smooth logistical arrangements.” Similarly, Participant 12 noted that “The administrative support

provided by school heads in terms of resources, scheduling, and logistical arrangements was sufficient and timely.” Participant 30 added that “It is sufficient in the sense that school heads always the updates about the program.”

Others highlighted the sufficiency of support in bridging gaps and ensuring continuity of learning. Participant 17 explained that it was “Timely because it bridges the gap brought by pandemic,” while Participant 24 echoed, “It is timely because it bridges the gaps brought by the pandemic.” Participant 4 stated that “School heads provide largely sufficient and timely administrative support for the ARAL Program, though effectiveness can be improved through more consistent resource provision, proactive planning, and sustained monitoring and coordination.” Participant 29 described it as “Quite sufficient and timely,” and Participant 22 emphasized that “Logistics and the like are available in the office anytime needed.” These responses show that administrative support was not only sufficient but also responsive to contextual challenges.

Several participants affirmed sufficiency while acknowledging minor constraints. Participant 13 simply stated, “Very sufficient,” while Participant 18 noted, “Generally sufficient but still depends on the availability of resources.” Participant 23 echoed this by saying, “Generally sufficient but still it depends on the availability of resources.” Participant 15 mentioned that “The ARAL tutors are provided with printed materials,” and Participant 26 observed, “Maybe they were provided with the materials in printing.” These narratives confirm that while administrative support was sufficient overall, resource availability and consistency remain important considerations for sustaining program effectiveness.

B. Stakeholders' Participation in the Implementation of ARAL Program

➤ *Peer Mentoring Among ARAL Tutors*

Several participants emphasized collaboration through sharing strategies and coordinating sessions. Participant 6 explained, “As an internal stakeholder, I actively collaborate with fellow ARAL tutors by sharing teaching strategies, coordinating remediation sessions, discussing learners' progress, and providing mutual support to ensure we deliver effective instruction and address learners' needs competently.” Participant 18 added, “Actively collaborate with teachers and sharing strategies. Attend seminars.” Participant 25 echoed this by saying, “Actively collaborate with aral program and sharing of strategies and attending seminars.” Participant 19 also affirmed, “I will share ideas and suggestions to my co aral tutors.” These responses highlight the importance of collective effort and strategy-sharing among tutors.

Other participants reinforced collaboration through meetings and discussions that enhance delivery of learning sessions. Participant 5 noted, “Tutors convene to talk about the learners on how the program is going,” while Participant 9 emphasized, “Regular meetings and resource sharing.” Participant 16 shared, “I collaborated with the ARAL tutors

through FGD,” and Participant 23 similarly stated, “I collaborate with aral tutors through focus group discussion.” Participant 26 added, “Periodic mini conference of how extent is the implementation and status is done with co tutors.” These narratives show that structured collaboration and dialogue among tutors strengthen the effectiveness of ARAL learning sessions.

Several participants emphasized their role in encouraging learners to join and remain engaged in the ARAL Program. Participant 1 shared, “As a stakeholder, I can actively collaborate with ARAL tutors by participating consistently in sessions, communicating learning difficulties and progress, and responding positively to feedback.” Participant 3 explained, “As an external stakeholder, I am for the ARAL program, I will support them by letting my children join the ARAL and help the school spread the program goal and objectives.” Participant 13 added, “Be part of the ArAL program and collaborate with the the tutors.” These responses highlight how stakeholders motivate learners to participate and sustain involvement in the program.

Other participants reinforced their encouragement by supporting learners at home and ensuring continuity of learning. Participant 14 stated, “I follow up my children at home when tutors are busy,” while Participant 21 echoed the same, “I follow up my children at home when tutors are busy.” Participant 17 affirmed, “Actively participate in the implementation of the program,” and Participant 24 similarly shared, “Actively participate in the implementation of the program.” These narratives show that stakeholders encourage tutees by reinforcing learning outside sessions and promoting active participation in ARAL.

➤ *Collaboration and Professional Exchange Among Tutors*

Many responses emphasize strong collaboration between tutors, including sharing strategies, engaging in focus group discussions, conducting mini-conferences, and participating in regular meetings. This sub-theme reflects a culture of teamwork and professional dialogue that helps improve instructional practices. Tutors consistently mention exchanging ideas, discussing learner progress, and coordinating remediation sessions as essential contributions to enhancing competence.

Stakeholders highlight that tutors strengthen their competence through ongoing collaboration with one another. Regular meetings, idea-sharing sessions, focus group discussions, and collective problem-solving allow tutors to refine their approaches. Through these interactions, tutors learn from each other’s experiences, coordinate interventions more effectively, and maintain a unified direction in implementing the program.

➤ *Technical, Logistical, and Motivational Support for Tutors*

Several responses describe providing technical assistance, managing tutorial sessions, offering snacks, giving tokens, and providing follow-ups. These reflect a sub-theme of supportive actions that boost tutor morale,

efficiency, and effectiveness. Support is not only technical but also emotional and logistical, acknowledging the demanding nature of the program. Stakeholders contribute to tutor competence by offering essential forms of support, ranging from technical assistance and session management to simple motivational gestures like providing snacks and tokens. These acts help ease tutors’ workload, sustain their energy, and reinforce their value within the program. Such support ensures that tutors remain motivated and equipped to perform their roles effectively.

➤ *Active Participation in Program Implementation and Continuous Engagement*

Responses showed active involvement in the actual implementation of ARAL—joining sessions, attending seminars, managing tutorials, and consistently participating in program activities. This sub-theme reflects active engagement as a means of building competence, where stakeholders see themselves as co-implementers rather than passive observers.

Stakeholders viewed their direct involvement as essential to enhancing tutors’ competence. By participating in implementation activities, contributing during sessions, and attending orientation or training opportunities, they help maintain a dynamic and well-coordinated tutoring environment. Their participation also models commitment and fosters a shared responsibility for learner progress.

➤ *Feedback, Communication, and Monitoring to Improve Tutor Effectiveness*

Many participants emphasized monitoring progress, communicating learning difficulties, providing feedback, and recording daily activities. This constitutes a sub-theme centered on feedback systems and communication channels that guide tutors in adjusting strategies and responding to individual learner needs.

Competence is strengthened through continuous communication and structured feedback mechanisms. Stakeholders report monitoring learners’ activities, relaying progress and difficulties to tutors, and engaging in walkthrough observations. These practices help tutors refine instructional strategies, address challenges promptly, and ensure tutoring sessions remain aligned with learner needs.

➤ *Home-Based Reinforcement and Family Support to Complement Tutor Competence*

Some responses highlighted following up children at home and supporting learning beyond the tutorial sessions. This reflected a sub-theme showing that family engagement supports tutor effectiveness, as reinforcement at home ensures that learning continues and tutors’ efforts are maximized. Home-based follow-up is seen as an important extension of tutor competence. By supporting learners outside school hours, parents help reinforce the lessons taught during tutoring sessions. This shared responsibility strengthened the effect of the ARAL program and helped tutors focus more effectively on individual learner needs during formal sessions.

The theme under tutors' competence was supported by the study of Susbilla and Rollo (2025). Their findings emphasized that teamwork, continuous communication, and shared responsibility create an environment where educators—including tutors—develop stronger professional competence. According to the study, collaboration fosters “good relationships through support, shared responsibilities, and intentional engagement,” ultimately improving educational outcomes. This demonstrates how competence grows through relational support, exchange of strategies, and collective problem-solving rather than through isolated effort.

➤ *Ensuring ARAL Resource Sufficiency Through Stakeholders' Collaboration*

Many participants emphasized their contributions in ensuring sufficient learning resources for the ARAL Program. Participant 1 stated, “Making sure there are enough resources,” while Participant 2 explained, “By providing assistance to the tutor ir be one of the tutors. When it comes to learning resources preparing materials that can be utilized throughout the duration of the ARAL program.” Participant 6 elaborated, “This can be done by supporting the provision and sharing of learning resources, coordinating with school heads and tutors to identify areas where resources may be lacking, and assisting in ensuring that both tutors and learners have timely access to necessary materials.” Participant 10 added, “As a stakeholder, I help ensure that learning resources are sufficient and accessible by coordinating with school staff, sourcing or providing materials, and monitoring their availability and use to support the effective implementation of the ARAL Program.” Participant 13 reinforced this by saying, “Ensure that ARAL learning resources are sufficient, accessible, and effectively used to enhance learner outcomes and support successful program implementation.”

Other participants highlighted practical actions in resource provision and coordination. Participant 8 shared, “I helped and assisted in completing the learning resources through printing, preparing and distribution of the materials,” while Participant 19 mentioned, “Technical support like printing of learning materials.” Participant 21 contributed by “sharing the link of the learning materials to my co tutors,” and Participant 22 explained, “Secure supplies from the office and religiously utilize the downloading aral files.” Participant 29 affirmed, “I will give time and effort in reproducing LR,” while Participant 30 added, “I will provide inventory to make sure that necessary LR are utilized during the tutorial session.” These narratives show that stakeholders actively support the ARAL Program by ensuring resource sufficiency, accessibility, and timely distribution.

Several participants expressed their support through advocacy and promotion of the ARAL Program. Participant 3 shared, “As an external stakeholder, I am for the ARAL program, I will support them by letting my children join the ARAL and help the school spread the program goal and objectives.” Participant 7 emphasized, “Make this aral program be known to every stakeholder especially parents.” Participant 9 added, “Collaborating with tutors, sharing community support,” showing how advocacy extends beyond individual involvement to community engagement. These

responses highlight the importance of spreading awareness and encouraging participation.

Other participants reinforced advocacy by ensuring active involvement and promoting the program's goals. Participant 15 stated, “Support the ARAL program,” while Participant 18 explained, “Coordinating and providing support that will help implement effectively ARAL program.” Participant 23 echoed this by saying, “Coordinating and providing support that will help to be more effective the ARAL program.” Participant 28 added, “I can donate snacks for the tutors,” which, though material in nature, reflects advocacy by motivating and sustaining tutor engagement. Together, these narratives show that advocacy plays a vital role in strengthening the ARAL Program's visibility, support, and effectiveness.

➤ *Provision and Supplementation of Learning Materials*

A significant number of responses highlight the active provision of reading materials, hands-on tools, and supplemental resources. This indicates a shared commitment to enriching the learning environment and ensuring that tutees receive varied and appropriate materials.

Stakeholders consistently express the importance of providing diverse learning materials—ranging from reading texts and comprehension tools to interactive and hands-on resources. Many commit to supplementing existing materials by donating, sourcing, or producing additional content that aligns with the needs of learners. This sub-theme illustrates a proactive effort to enrich the resource pool so tutorials become engaging, effective, and tailored to the learning goals of the ARAL program.

➤ *Resource Management, Inventory, and Monitoring Systems*

Another key pattern involves systematic management of resources, including making checklists, recording usage, conducting inventories, and ensuring sufficiency. Respondents view resource monitoring as essential in keeping the program organized and sustainable.

Learning resource management emerges as a crucial aspect of program success. Stakeholders emphasize maintaining checklists, recording materials used, and creating inventories to ensure that resources are both complete and efficiently utilized. These practices help prevent shortages, track resource allocation, and guarantee that tutors have the necessary tools at all times. By adopting structured monitoring systems, the program ensures consistency, accountability, and readiness for ongoing implementation.

➤ *Resource Production, Reproduction, and Technical Assistance*

Many responses refer to assisting in printing, reproducing, or producing learning materials, reflecting an active involvement in the creation of educational tools. This includes investing time in printing, organizing, and preparing resources for tutors and tutees.

Respondents demonstrate willingness to contribute labor and technical support by printing and reproducing materials needed for the program. This sub-theme highlights the practical, hands-on commitment of stakeholders who invest time and effort to produce resources that would otherwise be insufficient. By aiding in the production process, they ensure steady availability of updated, relevant, and well-prepared learning materials essential for effective tutorials.

➤ *Coordination and Partnership for Resource Acquisition*

Some stakeholders emphasize coordination with school heads, higher authorities, and partner organizations to secure necessary resources. This reflects a recognition that resource adequacy often requires broader institutional support.

The responses show that securing resources is not limited to individual effort; it involves coordinated actions with school leadership and external partners. Stakeholders regularly request support from school heads, coordinate with higher offices, and seek partnerships to ensure adequate resource allocation. This collective approach strengthens the ARAL program by tapping into broader networks, funding, and institutional backing.

➤ *Resource Sharing and Accessibility Enhancement*

This sub-theme emerges from responses about sharing resources, including online links, soft copies, and materials among tutors. Ensuring that resources are easily accessible supports collaboration and learning continuity.

Several stakeholders highlight the value of sharing learning materials among tutors and making resources accessible through shared links or common repositories. These actions foster a collaborative environment in which resources are not siloed but distributed equitably. By ensuring accessibility, tutors can adapt materials more efficiently, and learners benefit from a wider range of learning tools.

➤ *Promoting Awareness and Engagement with Learning Resources*

One response indicates the need to make the ARAL program known to stakeholders, showing an understanding that awareness contributes to resource support and utilization. While less frequent, the mention of promoting the ARAL program to stakeholders suggests the importance of awareness-building. When stakeholders understand the program and its resource requirements, they are more likely to support, donate, or actively participate in providing needed materials. This sub-theme captures the value of community engagement in sustaining resource availability.

The importance of collaborative resource provision is supported by the National Student Support Accelerator (NSSA), which highlights that successful tutoring programs require structured communication, aligned goals, and coordinated logistical efforts among parents, teachers, administrators, and tutors. Their guidance emphasizes that program effectiveness improves when schools and tutors work together to ensure consistent access to materials, clear distribution systems, and shared responsibility for resource

management. This confirms that learning resource provision is not a one-person task but a coordinated system that requires alignment among multiple stakeholders to ensure sufficiency, accessibility, and smooth instructional delivery.

➤ *Provision of Developmentally Appropriate Literacy Instruction by ARAL Tutors*

Several participants emphasized adapting lesson techniques and strategies to meet diverse learner needs. Participant 1 explained, “By innovating more strategic and interactive plans in addition to the provided materials, depending on the needs of the learners.” Participant 2 added, “I assist in adapting or developing supplementary learning materials and strategies that align with learners’ needs, including contextualized and culturally relevant content.” Participant 9 shared, “As a teacher and stakeholder, I contribute to the ARAL Program by modifying teaching methods, providing feedback to tutors, and using learner data to make sure learning activities address the diverse needs of students.” Participant 13 reinforced this by saying, “As an internal stakeholder, I contribute by adapting teaching strategies, providing feedback on lesson effectiveness, and collaborating with fellow tutors to ensure learning delivery meets the diverse academic levels, learning styles, and readiness of learners.”

Other participants highlighted specific contributions that directly support learner-centered delivery. Participant 6 stated, “provide suited materials for the learners,” while Participant 8 emphasized, “Provide suitable learning materials and manipulatives to respond learners needs.” Participant 11 elaborated, “I can contribute in shaping responsive learning delivery approaches sharing insights on learners’ diverse backgrounds, abilities, and needs to inform design, and participate in planning sessions to co-create flexible strategies like blended learning or small-group tutoring.” Participant 17 added, “Provide the targeted learning interventions to the ARAL tutees,” and Participant 24 echoed, “Have data analysis after activity. Provide the targeted learning intervention to the aral tutees.” These narratives show that stakeholders actively adapt lesson techniques and resources to ensure ARAL sessions are responsive and effective for learners.

Several participants highlighted their contributions in producing and preparing learning resources to support lesson delivery. Participant 8 shared, “Provide suitable learning materials and manipulatives to respond learners needs,” while Participant 16 explained, “Being able to provide learning materials that will enhance their comprehension skills.” Participant 19 added, “Technical support like printing of learning materials,” and Participant 29 affirmed, “I will give time and effort in reproducing LR’s.” Participant 30 reinforced this by saying, “I will provide inventory to make sure that necessary LR’s are utilized during the tutorial session.” These responses show that resource production is a vital part of sustaining ARAL’s learning sessions.

Other participants emphasized resource preparation and adaptation to meet learner’s needs. Participant 2 stated, “When it comes to learning resources preparing materials that

can be utilized throughout the duration of the ARAL program,” while Participant 6 mentioned, “provide suited materials for the learners.” Participant 10 explained, “help ensure that learning resources are sufficient and accessible by coordinating with school staff, sourcing or providing materials, and monitoring their availability and use.” Participant 11 added, “I contribute by identifying needed learning materials, organizing and sharing resources with learners and tutors, and coordinating with the school to ensure materials are sufficient and easily accessible.” Participant 28 summarized this role by saying, “My contribution focuses on resource coordination and adaptation.” Together, these narratives affirm that stakeholders actively facilitate lesson delivery by producing, adapting, and ensuring the availability of learning resources.

➤ *Active Participation and Commitment to Program Implementation*

Many responses emphasize the need for tutors and stakeholders to participate actively in all ARAL activities—attending trainings, engaging in sessions, and dedicating time to tutees. This reflects a deep commitment to ensuring successful learning delivery. Stakeholders describe learning delivery as beginning with active engagement in the ARAL program. They commit their time and energy to attend orientations, participate in suggested activities, perform their roles as tutors, and show consistent presence during learning sessions. This engagement is seen as essential, as it builds momentum, strengthens program continuity, and ensures that learners receive the support they need from dedicated facilitators. Effective delivery is therefore anchored in the willingness of tutors and parents to be present, responsive, and fully involved in the program’s implementation.

➤ *Learner-Centered and Needs-Based Instruction*

Several responses highlight the importance of tailoring teaching strategies to learner needs—assessing learners, providing targeted interventions, addressing diverse learning styles, and ensuring comfort and care during sessions. The focus is on making learning personalized, appropriate, and supportive. Respondents emphasize that learning delivery should revolve around the learners themselves. They recognize the need to assess each child’s progress, identify specific learning gaps, and personalize instruction accordingly. This includes adapting teaching strategies, using varied learning approaches, and providing moral and emotional support to ensure learners feel safe and motivated. By focusing on the unique backgrounds, readiness levels, and abilities of each tutee, stakeholders aim to uphold the program’s purpose of delivering meaningful remediation and fostering genuine learning growth.

➤ *Use of Learning Resources and Instructional Materials to Enhance Delivery*

Many participants mention providing suitable materials, manipulatives, and supplementary resources as a way to support learning delivery. They highlight the importance of using the materials provided and enriching them with additional, contextualized tools. Learning delivery is strengthened through strategic use of learning resources. Stakeholders acknowledge that appropriate materials—

whether printed texts, manipulatives, or supplementary tools—enhance comprehension and create engaging learning experiences. They also recognize the need to be resourceful, adapting or developing materials that match the learners’ contexts. By ensuring that resources are relevant and accessible, tutors are better equipped to conduct lessons that are interactive, meaningful, and responsive to learners’ developmental needs.

➤ *Collaboration, Communication, and Shared Strategies*

Several responses emphasize the value of collaborating with other tutors, school staff, community partners, and parents. Sharing insights, discussing learner needs, and planning together are seen as essential for improving learning delivery.

Effective learning delivery is portrayed as a collaborative effort. Tutors share strategies, coordinate interventions, and learn from one another’s experiences. Stakeholders emphasize the importance of communicating insights about learners’ diverse backgrounds and progress to improve lesson planning. Collaboration extends beyond the tutoring team, involving schools, communities, and families to create a unified approach. Through collective effort, learning delivery becomes more coherent, strategic, and well-supported.

➤ *Home-Based Reinforcement and Parental Support*

Several responses highlight following up with learners at home, reinforcing lessons, and ensuring continuity of learning beyond the tutorial session. Stakeholders recognize that learning delivery does not end within the four walls of the tutoring space. Parents and guardians play a crucial role by following up with children at home, reinforcing what was learned, and ensuring that lessons are practiced. This home-based support strengthens the learning process and bridges the gap between sessions. It contributes to more consistent progress and helps learners retain and apply the skills taught during tutorials.

➤ *Continuous Assessment, Feedback, and Improvement of Strategies*

Responses also mention analyzing data, providing feedback to tutors, evaluating lesson effectiveness, and adjusting strategies accordingly. This reflects an ongoing cycle of reflection and improvement. Learning delivery is viewed as an evolving process that requires continuous evaluation. Stakeholders stress the importance of analyzing learner data after activities, assessing progress, and giving feedback to enhance future instruction. This sub-theme highlights the reflective nature of the ARAL program, where tutors are encouraged to review their strategies, identify what works, and refine their methods to better address learners’ needs. Continuous assessment ensures that learning delivery remains effective, adaptive, and aligned with learner progress.

The statement generated from learning delivery was supported by the research of Rincón-Flores et al. (2024), which demonstrates that adaptive learning strategies become even more effective when combined with collaborative and

engaging instructional techniques such as flipped learning, self-regulated activities, and micro-learning.

➤ *Tutors' Assessment Practices are Differentiated*

Ensuring appropriate learning assessment contents and procedures were done by the participants. Participant 1 said, "As a stakeholder of tHelp in shape fair, reBy sharing insights on learners' diverse needs to inform flexible formats (oral, written, practical) and accommodate differences like language barriers." Participant 5 added, "I help ensure that assessment tools and tasks are aligned with ARAL learning competencies and remedial goals, making them relevant and meaningful for learners." Participant 10 explained, "As an internal stakeholder, I contribute by designing and applying assessments that reflect learners' abilities, providing feedback on their effectiveness, and collaborating with tutors to ensure evaluations are fair, relevant, and address learners' specific needs." Participant 11 noted, "I follow the guidelines; I see to it that the strategies used to my learners were appropriate to their learning needs."

Participant 12 shared, "As a stakeholder, I help with the ARAL Program's assessments by checking and giving feedback on them, making sure they suit learners' needs, and guiding tutors to use them fairly and correctly." Participant 13 emphasized, "By making sure that the assessments given truly measure their needs and addressing it right away." Participant 16 stated, "I make sure that the result of the assessment is true based on my tutees' ability." Participant 22 added, "Being circumspect in conducting the ARAL assessment tools to ensure the correctness and reliability of the evaluation done." Participant 25 explained, "I make sure that the result of the assessment is true based on my tutees activities." Participant 28 highlighted, "Analyzing results of the assessment helps improve the teaching strategies." Finally, Participant 29 concluded, "I ensure the correctness and alignment of the materials being used."

Ensuring appropriate learning assessment support through follow-up was highlighted by several participants. Participant 14 said, "Maybe by following up my kids at home." Participant 15 added, "I will always follow up at home with my kids." Participant 26 emphasized, "I will always follow up my children at home." Participant 27 shared, "Maybe following up my kids at home."

These participants stressed the importance of monitoring and reinforcing assessment outcomes beyond the classroom. Their narratives show that follow-up at home is a vital way to ensure learners' progress is sustained and aligned with program goals. By consistently checking on their children, they help bridge school-based assessments with home support. This collective effort underscores the role of parents in strengthening the effectiveness of ARAL assessments.

➤ *Monitoring Learner Progress Through Systematic and Continuous Assessment*

Many responses highlight practices such as preparing portfolios, diagnosing learner levels, reviewing results, and ensuring genuine assessment outcomes. This reflects a

commitment to ongoing monitoring of learners' development. Stakeholders emphasize that learning assessment begins with consistent monitoring of learner progress. By preparing portfolios and documenting development, tutors can track growth over time and identify areas that require support. Respondents highlight the importance of accurate diagnostics—making sure each child is assessed according to their actual skill level. This continuous monitoring ensures that assessments reflect genuine performance and help address needs promptly, creating a clearer picture of each learner's academic trajectory.

➤ *Using Appropriate, Aligned, and Needs-Based Assessment Tools*

A recurring theme is the importance of using assessments that are suited to learners' levels, aligned with ARAL competencies, and tailored to diverse needs. Stakeholders believe that assessments must be intentionally chosen and aligned with the ARAL program's goals. They stress the use of tools that are appropriate to the learners' abilities, culturally responsive, and directly linked to the specific skills being measured. Whether through authentic assessments, rubrics, or flexible formats, respondents highlight that meaningful evaluation requires methods that capture real learning and accommodate diverse backgrounds, language barriers, and learning styles.

➤ *Providing Feedback and Using Assessment Results to Improve Instruction*

Feedback loops—between tutors, parents, and learners—appear consistently in the responses. Stakeholders also mention analyzing assessment data to adjust strategies. Effective assessment does not end with scoring; it is followed by thoughtful feedback and instructional adjustments. Respondents emphasize giving feedback to tutors about learners' progress and using assessment results to modify instructional approaches. This reflective cycle involves analyzing data, identifying learning gaps, and adapting teaching strategies during tutorial sessions. Through this process, assessments become tools for instructional improvement rather than mere evaluation.

➤ *Collaboration Among Tutors, Parents, and School Leaders*

Several responses point to collaboration—exchanging insights, identifying gaps with school heads, coordinating with administrators, and involving parents in assessment-related decisions. Stakeholders recognize that learning assessment is a shared responsibility, strengthened through collaboration. Parents contribute insights about their children's needs, while tutors and school leaders work together to refine assessment practices. By exchanging information and reviewing strategies collectively, the assessment process becomes more holistic and equitable. This collaborative approach ensures that evaluations reflect the diverse experiences of learners and that interventions are well-coordinated across all stakeholders.

➤ *Ensuring Fairness, Integrity, and Ethical Assessment Practices*

Respondents mention fairness, avoiding biases, ensuring authentic results, and checking alignment with skills. Fair and ethical assessment emerges as a core expectation among stakeholders. They emphasize conducting assessments with integrity—ensuring objectivity, avoiding biases, and using tools fairly and correctly. Some mention reviewing assessments for fairness and relevance, while others stress ensuring assessments truly measure what they are intended to measure. This sub-theme reflects the belief that assessments must respect learners' dignity and produce accurate, trustworthy information that benefits their progress.

➤ *Preparing and Supporting Learners for Assessment*

Some responses focus on readiness, providing enrichment activities, and selecting appropriate materials to support learners before assessment. Stakeholders acknowledge that learners perform best when they are fully prepared. They mention preparing children for assessments, selecting materials that support readiness, and offering enrichment activities beforehand. These preparatory efforts help reduce anxiety, strengthen mastery of skills, and enhance learners' confidence. Supporting learners in this way ensures that assessments measure genuine understanding rather than momentary pressure or unfamiliarity.

➤ *Commitment to Participation and Support for the Assessment Process*

A few responses highlight general support, availability during sessions, and consistent involvement. Beyond technical practices, respondents also emphasize their commitment to being present, supportive, and fully involved in the ARAL program. By ensuring consistent participation and availability, stakeholders help create a stable environment that makes assessments effective and meaningful. Their continued engagement strengthens the reliability and quality of learning assessment.

The Teachers Institute (2024) outlines key principles of effective learning assessment, emphasizing fairness, validity, reliability, transparency, and authenticity as essential components of ethical and accurate assessment systems. Their framework highlights that assessment should not merely measure outcomes but serve as a mechanism for guiding instruction, ensuring equity, and providing meaningful feedback to learners. This aligns with ARAL stakeholders' emphasis on fairness, competency-alignment, and authentic assessment practices that respond to learners' actual needs.

➤ *Stakeholders Share Feedback About ARAL Implementation with School Heads*

Provision of feedback to school heads about the ARAL Program was emphasized by several participants. Participant 1 said, "Be open to feedback and collaborate with them with utmost respect." Participant 2 added, "As a stakeholder, I collaborate with school heads and administrators by keeping open communication, providing updates and feedback, and coordinating support to ensure the ARAL Program is carried out effectively and receives the necessary administrative

backing." Participant 3 explained, "As a stakeholder, one can engage with school heads and administrators through professional communication, regular coordination, and constructive feedback regarding the implementation of the ARAL Program. Active participation in planning, monitoring, and evaluation activities, as well as collaboration in addressing concerns and resource needs, helps ensure that administrative support remains responsive, timely, and aligned with the program's objectives." Participant 5 noted, "As an internal stakeholder, I engage with school heads and administrators by communicating learners' and tutors' needs, coordinating schedules and resources, providing feedback on program implementation, and ensuring administrative support is timely and responsive."

Participant 6 shared, "There is an inconsistent monitoring. So, I guess we ask for assistance to the school head to monitor so that tutors and tutees feel the support and so that they can see the needs." Participant 7 emphasized, "Constant submission of reports and updates to the school head and other members of the monitoring team." Participant 12 stated, "I coordinate with administrators to ensure that learning materials, teaching aids, and facilities are available and accessible, helping address gaps in resources promptly." Participant 13 added, "Regular meetings and collaborative planning." Participant 16 explained, "If even I have questions and don't understand the process, I consult our MTs and school head for their technical support." Participant 23 reinforced, "If ever I have questions and I did not understand the process, I will consult to our master teacher and to our principal for their technical support." Finally, Participant 26 concluded, "Consulting and reporting issues, concerns and data related to ARAL program implementation."

Supporting school administrators through advocacy about the ARAL Program was highlighted by several participants. Participant 4 said, "Support the program's goal and objectives." Participant 14 added, "Help school head spread the program to all." Participant 18 emphasized, "Providing support and enough resources." Participant 21 reinforced, "Help school head spread the program to all parents." These narratives show how stakeholders actively advocate for the program by promoting its objectives and ensuring awareness among the wider school community.

Participant 25 shared, "Through providing support and enough resources." Participant 27 explained, "Follow up the granting of our requested materials." Participant 29 stated, "Be always available anytime needed by the school administrators on ARAL program implementation." Participant 30 concluded, "Coordinate to determine the help that could extend in anyways." Together, these participants highlight advocacy through resource provision, availability, and coordination, ensuring administrators receive the necessary backing to sustain the ARAL Program effectively.

➤ *Open Communication, Coordination, and Responsiveness to Administrative Needs*

Many responses emphasize being available, attending meetings, consulting school heads for clarifications, coordinating schedules, and submitting updates. This

highlights the central role of clear and continuous communication in sustaining administrative support. Stakeholders consistently describe administrative support as grounded in active communication and prompt coordination. They emphasize being available when the school head needs assistance, attending meetings regarding ARAL matters, and providing timely reports and updates. Respondents also mention seeking clarification from administrators, coordinating schedules for security and program orderliness, and ensuring that concerns are reported immediately. This ongoing dialogue strengthens the partnership between the administration and tutors, enabling swift decision-making and smooth program implementation.

➤ *Provision, Monitoring, and Management of Learning Resources*

Another prominent theme involves ensuring that resources—learning materials, teaching aids, and facilities—are available, accessible, and monitored in coordination with school heads and administrators. Respondents highlight the importance of administrative support in the distribution and management of resources needed for the program. They describe following up resource requests, coordinating with administrators for materials, and even donating supplies when necessary. Some emphasize the need for consistent monitoring of resources and program activities, calling for administrative assistance to identify gaps and address needs promptly. This shared responsibility for resource provision ensures that tutors can deliver their sessions effectively and that the ARAL program remains adequately equipped.

➤ *Collaborative Planning, Consultation, and Program-Driven Decision-Making*

Several responses underscore the value of collaborative discussions—through FGDs, planning sessions, and consultations—that aim to improve program implementation. Administrative support is perceived as most effective when school heads and tutors work collaboratively in planning and refining ARAL strategies. Respondents mention participating in FGDs to identify best practices, suggesting ideas such as weekend tutorials, and contributing to decision-making processes related to program improvement. These collaborative engagements ensure that administrative directions are aligned with ground realities and that all program decisions reflect the collective insights of those directly involved in implementation.

➤ *Support Through Training, Mentoring, and Capacity Building*

The need for continuous professional growth emerges in responses that mention trainings and mentoring with school heads and co-teachers. Stakeholders recognize that administrative support extends beyond supervision—it includes capacity building. Respondents appreciate opportunities for mentoring, coaching, and attending trainings related to the ARAL program. These efforts enhance tutors' competencies and ensure they are equipped with updated strategies and knowledge. Through these professional development initiatives, administrators provide

a critical foundation for sustainable and effective program delivery.

➤ *Engagement in Monitoring, Evaluation, and Feedback Mechanisms*

Many respondents highlight reporting, submitting updates, identifying issues, and providing constructive feedback as essential elements of administrative support. Monitoring and evaluation emerge as vital components of administrative involvement. Stakeholders consistently report submitting updates, providing data, and communicating issues that arise during implementation. Some responses also indicate a need for stronger monitoring from administrators to better understand actual conditions and support tutors more effectively. The emphasis on feedback—both giving and receiving—reflects the belief that assessment and reflection are essential to sustaining the program's quality.

➤ *Shared Commitment and Collective Support for Program Goals*

A number of responses focus on supporting the program's objectives, contributing free time, and collaborating to keep all stakeholders "in one boat." Stakeholders express a strong sense of shared responsibility with administrators in fulfilling the program's mission. Whether through contributing extra time, helping other tutors, promoting the program in the community, or supporting its overall goals, respondents demonstrate a collective commitment to ARAL's success. This sense of unity reinforces the idea that administrative support is not just about leadership—it is about fostering teamwork and shared vision.

A recent qualitative case study by Lopez and Bauyot (2025) examined stakeholder involvement in school-based programs in Davao City. Their findings revealed that active collaboration, effective communication, and strategic allocation of resources were instrumental in sustaining school initiatives. They emphasized that administrators play a crucial role in coordinating efforts, facilitating school-community partnerships, and ensuring that stakeholders—teachers, parents, and community members—can work together toward program goals. When administrative leaders are responsive, communicative, and resource-oriented, school-based programs become more cohesive and effective. This study supports this theme under administrative support.

C. Challenges Encountered by Stakeholders in the Implementation of ARAL Program

The topmost challenge encountered by the stakeholders relative to the implementation of the ARAL Program was the limited orientation and capacity-building support, which obtained a frequency of 16 and ranked 1st. This indicates that information dissemination and preparatory training about RA 12028 were not yet fully saturating the concerned stakeholders. The lack of comprehensive orientation suggests gaps in equipping teachers and facilitators with the necessary skills and confidence to deliver the program effectively. This challenge underscores the need for stronger capacity-building initiatives to ensure program fidelity and sustainability.

Table 1 Challenges Encountered by Stakeholders in the Implementation of the ARAL Program

Challenge	Frequency	Rank
Limited orientation and capacity-building support	16	1
Teachers' apprehension toward expanded instructional demands	15	2
Stakeholders' partial grasp of the program	12	3
Limited resources and budget	10	5
Limited ready-made teaching materials	10	5
Scheduling conflicts	10	5

- Note. Frequency refers to the number of stakeholders who identified the challenge. Identical ranks indicate tied frequencies.

The second major challenge is teachers' apprehension of expanded instructional demands, with a frequency of 15 and ranked 2nd. This reflects the fear that the program may intensify workload and role expectations without proportional support mechanisms. Such apprehension highlights the importance of balancing program requirements with existing teaching responsibilities to avoid burnout. Addressing this concern requires workload management strategies and adequate support systems to sustain teacher engagement.

The third challenge is that stakeholders have only a partial grasp of the Program, which obtained a frequency of 12 and ranked 3rd. This shows that while awareness exists, understanding of the program's scope, processes, and expectations remains incomplete. Fragmented knowledge can hinder effective participation and alignment with program goals. Strengthening communication channels and orientation sessions would help stakeholders develop a more comprehensive grasp of the initiative.

The fourth challenge is limited resources and budget, which obtained a frequency of 10 and ranked 5th. This points to financial and material constraints that affect the full-scale execution of the program. Insufficient funding streams and resource scarcity can hinder the delivery of quality support to teachers and learners. Addressing this issue requires strategic resource mobilization and prioritization to sustain program implementation.

Finally, limited ready-made teaching materials and scheduling conflicts both obtained a frequency of 10 and ranked 5th. The scarcity of pre-developed instructional resources restricts teachers' ability to deliver program content consistently and efficiently. At the same time, scheduling misalignments create tensions between program activities and existing academic duties. Together, these challenges emphasize the need for resource development, distribution, and flexible scheduling mechanisms to ensure smooth integration of the ARAL Program into the educational system.

D. Proposed Enhanced ARAL Program Framework to Improve Its Implementation

➤ Proposed ARAL Program Strengthening and Sustainability Framework (APSSF)

• Rationale

The Academic Recovery and Accessible Learning (ARAL) Program, institutionalized under Republic Act No. 12028, serves as a key learning-recovery initiative designed to address learning losses and strengthen foundational competencies among learners. While the ARAL Program demonstrates strong alignment with national recovery goals and learner-centered pedagogy, findings from this study reveal critical implementation challenges that limit its effectiveness and sustainability.

Stakeholders identified limited orientation and capacity-building as a major concern, indicating insufficient preparation of teachers and tutors prior to implementation. Teachers' apprehension toward expanded instructional demands reflects challenges related to workload, time constraints, and role overload. Moreover, stakeholders' partial grasp of the program points to gaps in communication, clarity of roles, and understanding of program processes. Persistent issues such as resource constraints, limited ready-made teaching materials, and scheduling conflicts further underscore the need for improved planning, coordination, and support systems.

In response, the APSSF was developed to provide a structured, comprehensive, and sustainable framework that integrates capacity-building, workload management, communication strategies, resource mobilization, and monitoring mechanisms to strengthen ARAL implementation at the school and district levels.

• Goal

To strengthen the implementation of the ARAL Program by addressing stakeholder-identified challenges and ensuring a sustainable, well-supported, and effective delivery of learning recovery initiatives.

• Specific Objectives

- ✓ Enhance stakeholder orientation and capacity-building to ensure fidelity and consistency in ARAL Program implementation.
- ✓ Provide adequate learning resources, teaching materials, and workload management strategies that support teachers and tutors.

- ✓ Strengthen communication, scheduling, coordination, and administrative support systems in order to promote active stakeholder engagement and program sustainability.
- ✓ Establish monitoring and feedback mechanisms that support continuous improvement of the ARAL Program.

- *Strategic Interventions Addressing Identified Challenges*

- ✓ *Limited Orientation and Capacity-Building Support*

To address gaps in readiness and instructional competence, the framework proposes the following interventions:

- Develop comprehensive training modules aligned with RA 12028, focusing on reading remediation, differentiated instruction, and assessment practices.
- Conduct regular orientation sessions, refresher trainings, and Learning Action Cell (LAC) meetings for teachers, tutors, and school administrators.
- Establish mentoring and peer-support mechanisms to facilitate continuous professional learning and knowledge sharing.
- Monitor and evaluate training effectiveness using feedback forms, reflective journals, and performance evaluation tools.

- ✓ *Teachers' Apprehension of Expanded Instructional Demands*

To mitigate workload concerns and support teacher well-being, the framework recommends:

- Introducing workload management strategies, including task redistribution and clarification of ARAL-related responsibilities.
- Providing incentives and recognition mechanisms such as certificates, commendations, or service credits for ARAL participation.
- Integrating ARAL activities into existing school schedules to reduce additional instructional load.
- Offering psychosocial support and professional development activities to prevent burnout and sustain teacher motivation.

- ✓ *Stakeholders' Partial Grasp of the Program*

To strengthen understanding and shared ownership of the program, the framework includes:

- Enhancing communication through program briefs, implementation guides, flowcharts, and FAQs written in clear and accessible language.
- Organizing community forums, stakeholder consultations, and feedback sessions to encourage dialogue and shared understanding.
- Disseminating clear role definitions and expectations for teachers, parents, administrators, and community partners.
- Monitoring stakeholder comprehension using surveys, interviews, and feedback tools, with adjustments made as needed.

- ✓ *Limited Resources and Budget*

To ensure adequate and sustainable resource support, the framework emphasizes:

- Mobilizing partnerships with LGUs, NGOs, private institutions, and community organizations to supplement government resources.
- Prioritizing budget allocation for critical components such as instructional materials and training programs.
- Exploring alternative funding sources, including grants and donations.
- Implementing transparent resource-tracking and utilization reports to ensure accountability and proper management.

- ✓ *Limited Ready-Made Teaching Materials*

To improve instructional consistency and efficiency, the framework proposes:

- Creating a centralized repository of ARAL instructional materials in both print and digital formats.
- Providing adaptable templates, modular lesson plans, and leveled learning materials aligned with learner needs.
- Encouraging collaborative development of teaching aids through teacher teams and LACs.
- Ensuring timely reproduction and distribution of materials to all participating schools.

- ✓ *Scheduling Conflicts*

To address time and scheduling concerns, the framework includes:

- Aligning ARAL activities with the school academic calendar and improvement plans.
- Introducing flexible scheduling options, such as after-class or weekend sessions when appropriate.
- Strengthening coordination between teachers and school administrators to harmonize ARAL schedules with existing duties.
- Monitoring attendance and participation data to identify and resolve recurring scheduling issues.

- *Monitoring and Evaluation Indicators*

To ensure continuous improvement and sustainability, the following indicators will be used:

- Percentage of teachers and tutors trained and oriented
- Teacher workload satisfaction levels
- Stakeholder comprehension scores from feedback tools
- Resource sufficiency ratings and budget utilization reports
- Availability and accessibility of teaching and learning materials
- Frequency and resolution of scheduling conflicts

IV. CONCLUSION AND RECOMMENDATIONS

➤ Conclusions

- Stakeholders see the ARAL Program as responsive and well-supported, but its implementation is constrained by tutors' preparedness gap and insufficient resources.
- Stakeholders play an important role in ARAL program by supporting tutors, helping provide needed resources, and contributing to instruction and assessment.
- The challenges identified by limited orientation increased instructional demands, and incomplete program understanding continue to hinder stakeholder participation in the ARAL program.
- The ARAL Program framework design to improve implementation through capacity building, stronger training, better access to materials, clearer processes, and consistent support from school leaders.

➤ Recommendations

- Strengthen tutor capacity-building initiatives and ensure adequate provision of learning resources by organizing regular training workshops and facilitating collaborative production of instructional materials.
- Sustain and improve ARAL program, stakeholders' involvement through the formalization of support roles and improved coordination among tutors, parents, school heads, and community partners to ensure effective program implementation.
- Strengthen stakeholder orientation, clarify program expectations, and provide adequate materials to address gaps in understanding and rising instructional demands. Immediate action is needed to reinforce support systems so stakeholders can participate effectively.
- Improve ARAL program implementation by strengthening teacher training, ensuring accessible learning materials, establishing clear procedures, and maintaining consistent administrative support.

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