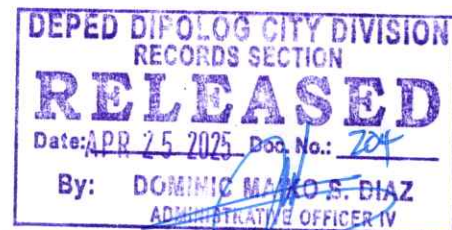




Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DIPOLOG CITY



April 25, 2025

DIVISION MEMORANDUM

No. 204 series of 2025

**CONDUCT OF PROFESSIONAL DEVELOPMENT OF TUTORS FOR THE
BAWAT BATA MAKABABASA PROGRAM AND PREPARATIONS FOR
BBMP IMPLEMENTATION**

To: Assistant Schools Division Superintendent
Chief Education Supervisors (CID/SGOD)
Education Program Supervisors
Public Schools District Supervisors
School Heads
BBMP Tutors
Other Concerned Personnel
This Division

1. The results of the Comprehensive Rapid Literacy Assessment during the EOSY 2024-2025 indicated more than 50% of the Grades 1-3 learners in the Philippines did not meet grade-level proficiency in reading. To address this reading crisis, the Department of Education will implement the **Bawat Bata Makababasa Program (BBMP)** in Region IX, including Dipolog City Schools Division, through a 20-day tutorial program for the struggling readers (those with low emerging, high emerging, and developing reading levels) in Grades 1-3 of SY 2024-2025. This program will be offered from **May 8, 2025 to June 6, 2025** except on May 12-13, 2025 (election and post-election days).
2. To strengthen teachers' effectiveness in the delivery of reading instruction during the implementation of the BBMP, the DepEd Regional Office IX in coordination with DepEd Central Office, will conduct a one-day **Professional Development of Tutors for the Bawat Bata Makababasa Program (BBMP)**. This will be participated by Dipolog City and Dapitan City tutors and will be held at **Miputak East Central School on May 1, 2025** from 8:00 a.m. to 5:00 p.m. Registration of participants is scheduled at 6:30-7:30 a.m. on the same day.



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3. Please refer to **Enclosure 1** for the official list of 183 DepEd tutors for Dipolog City and **Enclosure 2** for the Committee Assignments of select SDO personnel on the conduct of the said activity.
4. Mandatory attendance is required for learners who are identified as struggling readers (low emerging, high emerging and developing reading levels based on CRLA posttest results) or those needing targeted support or appropriate interventions as stipulated in Part No. 10, page 2 of DepEd Order 010 s. 2025. Attention is also invited to Part VI, item nos. 19-21, page 5, on the incentives that the teacher volunteers/tutors may get for their services rendered in the BBMP.
5. Before the implementation of the BBMP, the following shall be prepared by the school head and tutors and uploaded to the designated folders provided in the link <https://tinyurl.com/43zs72p4> :
 - a. Class Profile of Struggling Readers in Grades 1-3 of SY 2024-2025 (with 1 teacher:10 learners' ratio)
 - b. Expression of Intent as tutor or teacher volunteer
 - c. Parent's Consent of BBMP learners
 - d. Attendance Sheet
6. Attached herewith are the following references to fully understand the details for BBMP implementation:
 - a. DepEd Order 010 s. 2025
 - b. Regional Memorandum No. 209 s. 2025
7. For more information or clarification, please contact the following:

Amelinda D. Montero DM, CESE
CID Chief

Cherry Mae B. Eltanal EdD
Education Program Supervisor in Filipino
filipino.dipolog@deped.gov.ph
8. Immediate and widest dissemination of this Memorandum to all concerned is desired.

MA. LIZA R. TABILON EdD, CESO V



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Enclosure 1 of Division Memorandum No. 204 s. 2025

List of DepED Tutors for Dipolog City

	Name of Teacher Volunteer/Tutor	Position	School Assignment for BBMP
1	Mary Cris R. Haway	T- II	Dipolog Pilot Demonstration School
2	Dianne Cecelia E. Tajom	T-III	Dipolog Pilot Demonstration School
3	Sweet Jane U. Reyes	T-III	Dipolog Pilot Demonstration School
4	Daisy T. Dominguez	T-III	Dipolog Pilot Demonstration School
5	Maria Rona V. Llanos	T-III	Dipolog Pilot Demonstration School
6	Mary Rose C. Molonias	T-III	Dipolog Pilot Demonstration School
7	Maribeth S. Dugenio	T-III	Dipolog Pilot Demonstration School
8	Rosafe S. Torreliza	T-III	Dipolog Pilot Demonstration School
9	Gellie G. Ragas	T-I	Dipolog Pilot Demonstration School
10	Maribel B. Soledad	T-III	Dipolog Pilot Demonstration School
11	Richel M. Unabia	T-III	Dipolog Pilot Demonstration School
12	Angelina B. Obina	T-I	Dipolog Pilot Demonstration School
13	Joie C. Bulagao	T-I	Dipolog Special Education Center
14	Odessa Cordero	T-I	Dipolog Special Education Center
15	Marycris J. Barbaso	SPET-I	Dipolog Special Education Center
16	Dulcita S. Cuizon	T-III	Barra ES
17	Elvira L. Nalzaro	T-III	Barra ES
18	Charita T. Paquibot	T-III	Biasong ES
19	Medolyn H. Catipay	T-I	Biasong ES
20	Nedelle J. Catipay	T - I	Biasong ES
21	Helen Cimafranca	T-III	Sicayab ES
22	Teodecia J. Acopiado	T- II	Sicayab ES
23	Sandy T. Natividad	T-III	Sicayab ES
24	Cheryl M. Oracoy	T-III	Sicayab ES
25	Imelda C. Martinez	T-III	Sicayab ES
26	Joie M. Lopeccillo	T-III	Sicayab ES
27	Ghereca Adrias	T-III	Sicayab ES
28	Mercedita C. Ayawan	T-III	Sicayab ES
29	Eva D. Alvarico	T-III	Sicayab ES
30	Anacar S. Jaugin	T-III	Sicayab ES
31	Racquel P. Mohametano	T-III	Sicayab ES
32	Giovanna Paula J. Dingal	T-III	Sicayab ES
33	Leslie Joie B. Oxales	T-III	Sicayab ES
34	Cathleya S. Sumilay	T-I	Sicayab ES
35	Noel Jade O. Buroy	T-III	Sicayab ES
36	May D. Olavides	T-III	Sicayab ES



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No.	Name of Teacher Volunteer/Tutor	Position	School Assignment for BBMP
37	Mahalia Luz C. Samarinta	T-III	Estaka Central School
38	Vincent M. Lacaste	T-III	Estaka Central School
39	Eve S. Maraon	T-I	Estaka Central School
40	Mae Charity L. Tamayo	T-III	Estaka Central School
41	Melody B. Entera	T-III	Estaka Central School
42	Blenda P. Tingal	T-III	Upper Dicayas Integrated School
43	Wilma Saguin	T-III	Upper Dicayas Integrated School
44	Mary Rose B. Cadano	T-I	St. John ES
45	Geralyn I. Balangitao	T-III	St. John ES
46	Rojen E. Duga-Duga	T-III	St. John ES
47	Belinda Z. De Guzman	T-III	St. John ES
48	Resty G. Labrador	T-III	St. John ES
49	Riza S. Jasme	T-III	St. John ES
50	Genalin C. Diamante	T-III	Dicayas ES
51	Ailyne T. Enderez	T-III	Minaog ES
52	Sheen Mae M. Macam	T-I	Gulayon Integrated School
53	Marilyn B. Molina	T-III	Gulayon Integrated School
54	Rosemarie A. Hangcan	T-III	Gulayon Integrated School
55	Marizel B. Mutia	T-III	Gulayon Integrated School
56	Genevieve J. Opong	T-III	Gulayon Integrated School
57	Ma. Socorro Belando	T-I	Lugdungan ES
58	Emelin V. Ayuban	T-II	Lugdungan ES
59	Rio Krystal M. Woo	T-II	Sto. Nino ES
60	Erwin Jauculan	T-I	Sto. Nino ES
61	Catherine B. Bagalanon	T-III	Turno ES
62	Blesyl P. Alistado	T-III	Turno ES
63	Ana Marie R. Portes	T-III	Turno ES
64	Leody Mae De La Cruz	T-III	Turno ES
65	Jennie Aleria	T-III	Turno ES
66	Jovelyn Romero	T-III	Turno ES
67	Flora Mae B. Egay	T-I	Turno ES
68	Ghandi B. Gahisan	T-I	Turno ES
69	Maria Crisanta A. Seno	T-III	Turno ES
70	Moneca A. Ocom	T-I	Turno ES
71	Anna Grace Alboroto	T-I	Turno ES
72	Cristita R. Bermejo	T-III	Miputak East Central School
73	Chithrill S. Maquiling	T-III	Miputak East Central School
74	Ryan K. Elarde	T-III	Miputak East Central School
75	Chona C. Avilla	T-III	Miputak East Central School
76	Ritzell A. Forinas	T-II	Miputak East Central School
77	Mary June M. Edma	T-III	Miputak East Central School
78	Geralyn C. Abrau	T-III	Miputak East Central School



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No.	Name of Teacher Volunteer/Tutor	Position	School Assignment for BBMP
79	Annaliza Lara	T-III	Miputak East Central School
80	Vizminda M. Corporal	T-III	Magsaysay ES
81	Florita S. Molina	T-III	Magsaysay ES
82	Darwin S. Enderez	T-III	Sta. Isabel ES
83	Julie Ann P. Lagas	T-I	Sta. Isabel ES
84	Elma E. Dondoyano	MT-I	Sta. Isabel ES
85	Jeselle A. Waga	T-I	Sta. Isabel ES
86	Jason M. Buzarang	T-I	Sta. Isabel ES
87	Reyson A. Vidal	T- III	Sta. Isabel ES
88	Regine S. Buongan	T-III	Sta. Isabel ES
89	Mercedita A. Paluca	MT-I	Sta. Isabel ES
90	Marjorie A. Awa	T-III	Sta. Isabel ES
91	Ma. Teresa O. Comodas	T-III	Sta. Filomena Integrated School
92	Rheca Jyern A. Peralis	T-I	Sta. Filomena Integrated School
93	Elsa J. Pularan	T-III	Sta. Filomena Integrated School
94	Mary Dioserli L. Campo	T-I	Sta. Filomena Integrated School
95	Emma Alcazar	T-III	Sta. Filomena Integrated School
96	Liezel Indus	T-I	Sta. Filomena Integrated School
97	Riza E. Sulatre	T-III	Tubod Integrated School
98	Shiena Mae P. Moroscallo	T-III	Tubod Integrated School
99	Ermila E. Sarangaya	T-III	Tubod Integrated School
100	Leizl L. Balneg	T-III	Tubod Integrated School
101	Rica A. Gomez	T-II	Galas ES
102	Irene B. Comereros	T-II	Galas ES
103	Mary Ann Z. Lumandaya	T-III	Galas ES
104	Daryl L. Sumalpong	T-III	Galas ES
105	Vanesa Iris T. Nob	T-III	Galas ES
106	Elvie M. Ferolino	T-III	Galas ES
107	Mary Ruth B. Abaya	T-III	Galas ES
108	Christeen Joy M. Arpa	T-III	Galas ES
109	Elizabeth D. Tumarong	T-III	Galas ES
110	Amme A. Hipos	T-II	Galas ES
111	Flora Mae B. Egay	T-I	Galas ES
112	Chelly S. Suano	T-III	Galas ES
113	Joneza R. Galo	T-III	Galas ES
114	Ma. Lilibeth A. Zapanta	T-III	Galas ES
115	Evelyn L. Marane	T-III	Galas ES
116	Donabel E. Pepania	T-I	Galas ES



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No.	Name of Teacher Volunteer/Tutor	Position	School Assignment for BBMP
117	Edeliza S. Cuadra	T-III	Galas ES
118	Iris S. Kagatan	T-II	Galas ES
119	Jeanette Z. Ederosas	T-III	Galas ES
120	Lou Johnaree W. Dangase	T-III	Galas ES
121	Juvy B. Zamoras	T-II	Galas ES
122	Jenefel C. Layoc	T-III	Galas ES
123	Jenilyn R. Dela Cruz	T-III	Galas ES
124	Cindrel R. Escototo	T-III	Galas ES
125	Mary Ann Daphne D. Jaralve	T-III	Laoy Olingan ES
126	Jeralyn E. Jauculan	T-III	Laoy Olingan ES
127	Mary Fel B. Montiel	T-III	Laoy Olingan ES
128	Hazel Jean B. Recentes	T-III	Laoy Olingan ES
129	Wenefredo Tomarong	T-III	Laoy Olingan ES
130	Miraluna A. Canillas	T-I	Olingan ES
131	Mary Ann Y. Eguia	T-III	Olingan ES
132	Jean C. Pontanar	T-III	Olingan ES
133	Ian T. Dael	T-III	Olingan ES
134	Eden M. Pagente	T-III	Olingan ES
135	Zenaida E. Gamus	T-III	Olingan South ES
136	Jennefer A. Majorenos	T-II	Olingan South ES
137	Mary Ann M. Daguinotas	T-III	Olingan South ES
138	Ma. Cristina C. Balios	T-III	Olingan South ES
139	Mari Grace I. Sarceno	T-III	Olingan South ES
140	Lyndel A. Dalagan	T-III	Olingan South ES
141	Cecil Dela Cruz	T-II	Olingan South ES
142	Era T. Cabual	T-II	Sta. Cruz ES
143	Ma. Susan M. Pastoril	MT-I	Sta. Cruz ES
144	Armila B. Liagua	T-III	Sta. Cruz ES
145	Eileen Acaylar	T-III	Sta. Cruz ES
146	Crispy P. Magallanes	T-III	Sta. Cruz ES
147	Almera C. Bagor	T-II	Sta. Cruz ES
148	Ceazah Jane Panerio	T-II	Sta. Cruz ES
149	Ronie G. Mandas	T-III	Sta. Cruz ES
150	Corazon P. Redulla	T-III	Sta. Cruz ES
151	Eliza D Mazarate	T- III	Sinaman Integrated School
152	Peterlyn C. Tao	T-I	Sinaman Integrated School
153	Marilou T. Rubano	T-I	Sinaman Integrated School
154	Mechel B. Baguisan	T-III	Sinaman Integrated School
155	Lorena O. Balladares	T-I	Sinaman Integrated School



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No.	Name of Teacher Volunteer/Tutor	Position	School Assignment for BBMP
156	Angelica T. Cirujales	T-III	Sinaman Integrated School
157	Charlene M. Sumile	T-III	Sinaman Integrated School
158	Berlin R. Sumile	T-III	Sinaman Integrated School
159	Rosemarie F. Dael	T-III	Punta CS
160	Jerahmae R. Austero	T-III	Punta CS
161	Ligaya V. Calamba	T-III	Punta CS
162	Edelyn M. Eldian	T-III	Punta CS
163	James Ralph V. Aleta	T-I	Punta CS
164	Ma. Vanessa Jabagat	T-III	Punta CS
165	Evelyn P. Alabastro	T-III	Punta CS
166	Maricel G. Jauculan	T -III	San Jose ES
167	Roselito C. Villaver	T-III	San Alfonso ES
168	Charity L. Mirafuentes	T-I	San Alfonso ES
169	Arnel M. Tario	T-III	Sangkol ES
170	Elma S. Gregana	T-III	Sangkol ES
171	Jade P. Pampilo	T-III	Sangkol ES
172	Winlove C. Villanos	M-I	Sangkol ES
173	Evelyn A. Pepito	T-III	Cogon ES
174	Jemilyn M. Dy	T-III	Cogon ES
175	Lucila C. Panigsing	T-III	Cogon ES
176	Gina S. Recentes	T-III	Diwan ES
177	Letecia L. Empeynado	T-III	Diwan ES
178	Leila A. Ala-Al	T-III	Pamansalan ES
179	Grosby L. Balancar	T-III	Cayasan Integrated School
180	Belinda B. Randes	T-I	Cayasan Integrated School
181	Mariz S. Abrasaldo	T-I	Guinsangaan ES
182	Carmina M. Abera	T-I	Virginia ES
183	Bryan M. Pagente	T-I	Linay ES



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Enclosure 2 of Division Memorandum No. 204 s. 2025

Committees for Professional Development of Tutors for the Bawat Bata Makababasa Program (BBMP)				
May 1, 2025				
Miputak East Central School, Miputak, Dipolog City				
No.	Committee	Terms of Reference	Chair	Members
1	Core Planning/Steering	sets the overall vision, objectives, and timeline for the event	Chief Amelinda D. Montero	
		coordinates between all sub-committees and makes key decisions	PSDS Adrian G. Refugio	
2	Finance/Budget	manages the event budget, tracks expenses, and ensures financial accountability	PSDS Lyn A. Carpio	PSDS Bernie P. Laranjo
		handles procurements in coordination with the focal person	PSDS Petrush G. Macute	PSDS Jovencia M. Samante
3	Logistics & Operations	secures and manages the venue, equipment, catering, transportation, and accommodations	EPS Edgar C. Dingal	
		oversees event setup, signage, and on-site logistics	EPS Riela Angela C. Josol	
4	Program/Content	designs the event agenda and selects speakers, presenters, or performers	EPS Cherry Mae B. Eltanal	
		manages session scheduling and content alignment with event goals	PSDS Rossalyn Z. Montealto	
5	Marketing & Promotion	develops and implements the event's marketing and publicity plan	EPS Serapino E. Estebat Jr.	
		manages social media, email campaigns, press releases, and promotional materials	PDO Leo Martinno O. Alejo	



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		check-in, and guest services		
		manages memo/ letter of invitations tracking and attendee communications	PSDS Vilma C. Velasco	
7	Technology & AV	manages all technical aspects, including audiovisual equipment, live streaming, and event apps.	ITO Jose Mari Apilan	
		provides technical support during the event		
8	Risk Management & Compliance	develops safety and emergency plans.	AO Alan Chiu	Coleen Mae M. Montederamos
		ensures compliance with legal and regulatory requirements		
9	Post-Event Evaluation	collects feedback from attendees, sponsors, and staff	PSDS Olalio Delos Santos	
			EPS Dexter Elumba	
10	Decor, Ambiance, & Breakout Rooms	designs and implements the event's visual theme and decorations	Principal Kent M. Adolfo	Maria Mechel B. Alanquihan Chithrill S. Maquiling Catherine R. Maligro Mary June M. Edma Cristita R. Bermejo Ryan K. Elarde
		ensures that the venue reflects the desired atmosphere		



Republic of the Philippines
Department of Education

APR 07 2025

DepEd ORDER
No. 010, s. 2025

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

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

I. RATIONALE

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

II. POLICY STATEMENT

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

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

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

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

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

III. FRAMEWORK FOR THE SUMMER PROGRAMS FOR 2025

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

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

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

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

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

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

a. Summer Programs for Key Stage 1

i. The Bawat Bata Makababasa Program

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

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

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

ii. Literacy Remediation Program

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

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

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

b. Summer Programs for Key Stages 2 to 4

i. Summer Academic Remedial Program

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

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

ii. Regional Remediation Program

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

c. 2025 Learning Camp

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

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

IV. GUIDELINES

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

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

V. SECRETARIAT

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

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

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

VI. INCENTIVES FOR TEACHERS/TUTORS/VOLUNTEERS

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

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

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

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

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

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

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

VII. FUNDING

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

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

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

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

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

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

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

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

VIII. AMENDATORY CLAUSE

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

IX. EFFECTIVITY

29. This Order shall take effect immediately and apply solely to the implementation of the 2025 Summer Programs. Certified copies of this Order shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

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




SONNY ANGARA
Secretary

References:

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

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

CLASSES
CURRICULUM
LEARNERS
POLICY
SCHOOLS
TEACHERS



Republic of the Philippines
Department of Education
REGIONAL OFFICE IX- ZAMBOANGA PENINSULA



Office of the Regional Director

April 15, 2025

REGIONAL MEMORANDUM

No. 209, s. 2025

BAWAT BATA MAKABABASA (BBM) PROGRAM IN REGION IX

To: Schools Division Superintendents
Chiefs, Curriculum and Implementation Division
Reading Coordinators/Focal
All Elementary School Heads
All Others Concerned
This Region

1. The Department of Education, through DepEd Order 10, 2025, titled **Guidelines on the Implementation of the 2025 Department of Education Summer Programs**, and the **Supplemental Guidelines on the Implementation of Bawat Bata Makababasa Program**, underscores the urgent need to intensify reading interventions to address learning gaps among early grade learners and institutionalizing reading proficiency programs to support learning recovery. In response, the **Bawat Bata Makakabasa Program** is introduced as an initiative designed to ensure that all struggling readers attain grade-level reading proficiency.
2. The Regional Office IX Zamboanga Peninsula, through the Curriculum and Learning Management Division (CLMD) will lead in the implementation of this program while establishing a robust and systematic monitoring process.
3. As a kick off activity of this program, a one-day training of tutors in five (5) batches will be held in Zamboanga City on April 28-30, and May 1,2, 2025 to better guide teachers on the delivery of instruction. Below is the breakdown of the participants per SDO

April 28	April 29	April 30	May 1	May 2
Dapitan (97) Dipolog (183)	Isabela (259)	Zamboanga City (414)	Zamboanga City (414)	Zamboanga City (414)
Zamboanga City (413)	Pagadian (277)	Zamboanga City (414)	Zamboanga del Sur (377)	Zamboanga del Sur (377)
Zamboanga City (413)	Zamboanga City (414)	Sibugay (279)	Zamboanga del Norte (400)	Zamboanga del Norte (400)
Zamboanga City (413)	Sibugay (279)	Sibugay (281)	Zamboanga del Norte (452)	Zamboanga del Norte (400)
		Zamboanga del Sur (377)		
1,519	1,229	1,765	1,643	1,591



Republic of the Philippines
Department of Education
 REGIONAL OFFICE IX- ZAMBOANGA PENINSULA

4. Tutors are requested to bring their own laptops and extension cords for use during the training sessions. To minimize movement outside of the venue, participants are also advised to bring their own meals (two snacks and one lunch). Travelling expenses and accommodation related to this activity shall be charged against local funds/school MOOE, subject to the usual accounting and auditing rules and regulations. On the other hand, the meal allowance for both tutors and learners during the actual tutorial sessions will be downloaded to the respective Schools Division Offices.

5. Participation of teachers in the activity is **voluntary**. Kindly refer to **DepEd Order 010, s.2025**, on the Incentives of Teachers/tutors/volunteers during summer programs. On the other hand, external tutors like pre-service teachers will receive a meal allowance during the tutorial sessions and their services will be recognized as relevant teaching experience when applying for a plantilla position in DepEd, subject to relevant rules and regulations of the Civil Service Commission and the Merit Selection Plan and hiring guidelines of the DepEd.

6. A Compensatory Time Off (CTO) shall be granted in lieu of workshop days that will fall on holidays, in accordance with DepEd Order No. 53, s.2023, **Updated Guidelines on Grant of Vacation Service Credits for Teachers**, and CS-DBM Joint Circular No. 2, s.2015, **Policies and Guidelines in Overtime Services and Overtime Payment for Government Employees**.

7. A week or two before the official start of the Bawat Bata Makakabasa (BBM) Program, all required materials such as learners' kits and tutors' kits will be made available. The conduct of sessions will be closely monitored by designated school and division personnel to ensure smooth and effective implementation.

8. Meals, transportation and accommodation of resource speakers and technical working group shall be charged against the 2025 Direct Release Fund for BBM downloaded for this purpose, subject to the usual accounting rules and regulations.

9. The pilot implementation of the BBMP shall be conducted from May 8 to June 6, 2025 (20 days), except on May 12-13 (Election Day and post-Election Day). The key dates and milestones in the program implementation are as follows:

Date	Activity	Persons Responsible	Venue (If Applicable)
March 30, 2025	Data Collection (CRLA)	Reading Coordinator Focal (ROIX and SDOs) Teachers School Heads	CRLA Dashboard
March 18, 2025	Meeting with RO and Division Officials with Reading Coordinators	RD, CLMD Chief, CID Chiefs, Reading Focal (ROIX, SDOs)	Online
April 9, 2025	Online Meeting on BBM Project	CO Personnel, ROIX Personnel (RD, CLMD Chief, Reading Focal)	Online



Republic of the Philippines
Department of Education

Annex A : Implementing Guidelines

DepEd MEMORANDUM
No. _____, s. 2025

**SUPPLEMENTAL GUIDELINES FOR THE IMPLEMENTATION
OF THE BAWAT BATA MAKABABASA PROGRAM**

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

1. In line with its commitment to addressing learning loss and closing learning gaps reflected in national and international large-scale assessments, the Department of Education (DepEd) is launching the **Bawat Bata Makababasa Program (BBMP)**, a national initiative designed to ensure that all struggling readers attain grade-level reading proficiency.

2. This Memorandum is issued pursuant to DepEd Order (DO) No. 010, s. 2025 or the Guidelines for the Implementation of the 2025 Department of Education Summer Programs, particularly the provision on the conduct of summer programs that proactively prepare learners for the succeeding school year through focused remediation efforts. The 2025 Summer Programs are thoughtfully planned to harmonize with and reinforce the goals of the Academic Recovery and Accessible Learning (ARAL) Program. The BBMP is one of the 2025 DepEd Summer Programs intended to support learners who are struggling to read and enable them to catch up with grade-level expectations.

SCOPE AND COVERAGE

3. The BBMP pilot phase will focus on learners in **Region 9**, specifically those in Grades 1 to 3 this school year (**Grades 2 to 4 in school year 2025–2026**). The program is expected to produce significant positive outcomes, particularly in terms of enhancing the reading and comprehension skills of learners identified as **Low Emerging Readers, High Emerging Readers, and Developing Readers** based on the end of the school year (EoSy) 2024–2025 Comprehensive Rapid Literacy Assessment (CRLA). These students experience great challenges in foundational reading skills. The program aims to accelerate the development of their reading skills and increase the percentage of learners achieving grade-level reading proficiency. It also seeks to enhance teacher effectiveness in literacy instruction and foster a more supportive and engaging learning environment.

4. Through a whole-of-community approach, these Summer Programs will cultivate collaborative partnerships with parents, encourage teachers to work together and engage community partners. Parents will be provided with strategies and resources to reinforce home learning, teachers will collaboratively plan, deliver, and monitor the sessions, and community partners will be enjoined to offer additional support, all working together to

accelerate learners' progress toward grade-level proficiency and promote a sustainable culture of literacy.

IMPLEMENTING GUIDELINES

5. The following shall guide the pilot implementation of the BBMP:

a. Use of the Comprehensive Rapid Literacy Assessment - The EoSY 2024–2025 CRLA results of Grades 1–3 learners from all of Region 9, shall be used as baseline data for the pilot run. The CRLA will also be used to assess the learners at the end of the 20-day tutorial program.

b. Selection and engagement of teachers and tutors - Approximately 7,496 teachers and volunteer tutors shall be mobilized to support 74,964 learners in all schools division offices (SDO) in Region 9. For the purposes of this program, both teachers and volunteer tutors shall be collectively referred to as **tutors**.

A 1:10 tutor-to-learner ratio shall be targeted to provide focused support and individualized interventions to learners. Tutors shall be assigned to learners within their respective communities to facilitate consistent attendance and sustained engagement.

The Department shall implement a multi-channel volunteer recruitment strategy through partnerships with educational institutions, local government units (LGUs), nongovernment organizations, civil society groups, and community-based organizations. Pre-service teachers, particularly those specializing in early childhood education and general education, shall be prioritized in the selection of tutors. Teacher Education Institutions (TEIs) shall be systematically matched with nearby DepEd schools to facilitate the appropriate assignment of volunteer tutors.

The tutoring services provided by pre-service teachers will be recognized as relevant teaching experience when applying for a *plantilla* position in DepEd, subject to relevant rules and regulations of the Civil Service Commission and the Merit Selection Plan and hiring guidelines of the DepEd.

The distribution of incentives for tutors shall adhere to the guidelines specified in Section VI of DO 010, s. 2025.

c. Capacity building for tutors - A standardized one-day batch training shall be conducted according to the agreed schedule and in venues identified by the regional office (RO) and the BBMP Secretariat.

To equip tutors with the essential knowledge and skills needed to support struggling readers, expert resource speakers shall serve as main trainers. The structured and interactive training will include an orientation on the program, workshops, and a teaching demonstration session. Tutors shall be trained in a range of instructional strategies designed to enhance the learners' reading proficiency, as well as techniques to motivate learners and build their self-confidence and resilience.

The training shall culminate in a teaching demonstration session, where tutors shall apply what they have learned and receive constructive

feedback from trainers and fellow participants. Tutors shall be provided with teaching guides and supplementary materials to reinforce learning and ensure preparedness for the tutorial sessions. By the end of the training, tutors shall be equipped with the necessary competencies, strategies, and resources required to effectively contribute to the literacy development of the learners who will be placed under their guidance.

- d. Development of age-appropriate and engaging learning materials** - Age-appropriate and engaging learning materials shall be utilized in school and at home to support student learning, beginning with readily available resources. Supplementary reading materials shall be developed in both print and nonprint formats to reinforce literacy instruction. The **Bureau of Learning Resources** shall implement quality assurance measures to ensure that all materials comply with existing guidelines and standards.
- e. Vision and ear care support for learners** - The BBMP shall ensure that learners with vision and hearing impairments are identified and receive the necessary support to facilitate their learning. School-based vision screening shall be conducted, and eyeglasses shall be provided to learners requiring corrective intervention. The **School Health Division** shall issue guidelines on proper ear care for participating schools.

To promote inclusive education and eliminate barriers to literacy, DepEd shall establish partnerships with health agencies and non-profit organizations to facilitate vision screening, medical referrals, and corrective support. DepEd personnel and volunteers shall undergo expert-led training on Pocket Vision Screening, while licensed health personnel, such as optometrists and ophthalmologists, shall handle professional screening and prescribe eyeglasses as necessary.

- f. Provision of nutritious snacks to learners** - Nutritious snacks shall be provided to learners during reading sessions, in accordance with DO 13, s. 2017 (Policy and Guidelines on Healthy Food and Beverage Choices in Schools and DepEd Offices). Central kitchens within or near schools and division offices may be utilized for meal preparation and distribution. Local and/or private partners may also be engaged to provide food support.
- g. Fostering community spirit to increase learning outcomes** - The program shall adopt a collaborative approach in strengthening learners' reading skills by actively engaging key stakeholders, including parents, schools, divisions and ROs, local government units (LGUs), and non-government organizations. Parents shall be empowered to support their children's literacy development through capacity-building sessions and access to learning materials designed to reinforce the learner's reading skills at home. The capacity-building sessions for parents will include inputs on exposing the learners to language through storytelling and engaging them in conversations, calling attention to everyday print in the environment, and singing songs and rhymes.

FOCAL PERSONS

6. The implementation of the BBMP shall be led by school heads in close coordination with the BBMP Technical Working Group (TWG) and Secretariat (Central Office), a BBMP Regional Focal, and the ESSD Chief (SDOs). Their responsibilities are indicated below:

a. School-Level Focals

i. School Head: The school head is responsible for overseeing the overall implementation of the BBM Program at the school level. The School Head is expected to do the following:

- Ensure smooth day-to-day operations and make context-based decisions related to logistics and scheduling;
- Oversee the distribution of tutors' and learners' materials;
- Facilitate communication with the learners' parents, the SDOs, and other stakeholders;
- Facilitate the use of classrooms and other school facilities to ensure a conducive learning environment for reading sessions;
- Manage the disbursement of funds (e.g., meals of learners and tutors) according to directives from the RO or SDOs;
- Properly orient BBMP tutors on school-based emergency protocols to ensure a coordinated and timely response during emergencies. These protocols must align with the provisions of DO 033, s. 2021 (School-Based Disaster Preparedness and Response Measures for Tropical Cyclones, Flooding, and Other Weather-Related Disturbances and Calamities), which outlines the comprehensive guidelines on school-based disaster risk reduction and management; and
- any other such duties that may be assigned by the RO or SDOs towards the effective implementation of the BBMP.

ii. School Program Focal: The designated program focal is responsible for the orderly implementation of the program, including learner support programs. The School Program Focal is expected to do the following:

- Ensure that learners are assessed for vision problems;
- Manage the tutorial class program and schedule;
- Monitor the daily attendance of tutors and learners;
- Address tutors' questions and concerns;
- Manage the daily distribution of snacks;
- Coordinate with the parents regarding the concerns of their children; and
- Assist the school head in ensuring a coordinated and timely response during emergency situations.

b. Division-Level Focal: The Division-Level Focal serves as the primary liaison between the SDO and the schools. The Division-Level Focal is expected to do the following:

- Coordinate with the participating schools regarding the distribution of learners' and tutors' materials;
- Orienting School Program Focals on the vision screening process and certifying as qualified vision screeners those who are able to successfully demonstrate the procedure;
- Facilitate the release and disbursement of funds intended for tutor incentives;
- Provide support to school-level focals in the implementation of the program; and

- Ensure alignment of the implementation of the program at the school level with directives from the RO.
- c. **Regional-Level Focal:** The Regional-Level Focal serves as the primary liaison between the RO and the Central Office. The Regional-Level Focal is expected to do the following:
- Organize and coordinate the Training Program for Tutors according to the agreed schedule and arrangements;
 - Manage the reproduction and distribution of learners' and tutors' materials
 - Orienting Division Level Focals on the vision screening process and certifying as qualified vision screeners those who are able to successfully demonstrate the procedure;
 - Oversee the disbursement of program funds to Schools Division Offices; and
 - Monitor budget utilization by ensuring proper fund management across divisions.

STRUCTURE OF TUTORIAL CLASSES

7. The BBMP tutorial sessions are designed as small group classes, with a 1:10 tutor-to-learner ratio that is intended to ensure focused and personalized instruction. Most classes will be homogeneous although some classes may include learners from mixed reading proficiency levels, requiring tutors to apply differentiated strategies that address the varying needs of the learners.

8. Tutorial sessions shall be conducted daily from Monday to Friday, with each session lasting two hours. Classes may be scheduled as follows:

- a. 7:30–9:30 a.m.
- b. 10:00 a.m.–12:00 nn

The number of tutorial sessions in a school will depend upon the school's context and available resources.

9. Each learner will be provided with a learner's kit, which includes a workbook, pencil, crayons, and paper. In addition, nutritious snacks will be provided daily to help sustain learners' energy and participation throughout the session.

10. Each tutor will be provided with a tutor's kit which includes a teaching guide, Manila paper, markers, and a notebook.

TIMELINE

11. The pilot implementation of the BBMP shall be conducted from **May 8 to June 6, 2025** (20 days), except on May 12–13 (Election Day and post-Election Day). To ensure effective implementation of the program, systematic monitoring, and long-term sustainability, a TWG has been established and has been officially operational since March 25, 2025, pursuant to OO-OSEC-2025-057 (Creation of the Bawat Bata Makababasa Technical Working Group).

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

Date	Activity
March 17, 2025	Initial Meeting with Regional Directors of Regions 6, 7, and 9
March 25–April 15, 2025	Tutor Volunteer Recruitment Activities
March 25–31, 2025	Meeting with Partners for the provision of eyeglasses
April 2, 2025	Pocket Vision Screening Orientation for DepEd School Staff
April 10–15, 2025	Delivery of Vision Screening Kits to Implementing Regions Training of Trainers Training of Vision Screeners Conduct of Pocket Vision Screening in schools
April 23–30, 2025	Training of Teachers and Volunteer Tutors (one-day training sessions for various batches) Training of Additional Vision Screeners
May 5, 2025	Target Delivery of learning materials
May 8–15, 2025	Professional Vision Screening Catch-Up Vision Screening
May 15–22, 2025	Delivery of learners' eyeglasses
May 8, 2025	Start of Tutorial Sessions
June 6, 2025	End of Tutorial Sessions
June 20, 2025	Post-program Evaluation

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

MONITORING AND EVALUATION

12. To systematically monitor learners' progress and ensure the impact of the program, tutors shall be required to submit weekly progress reports to the School Program Focal. The weekly report form can be accessed through this link: <https://tinyurl.com/BBMPWeeklyReport>. The reports shall be uploaded and stored in a centralized data dashboard. These shall be analyzed vis-a-vis the metrics that will be utilized in evaluating the effectiveness of the program. Specific instructions on these will be provided during the Training Program for Tutors.

13. At the conclusion of the 20-day reading tutorial sessions, the CRLA shall be administered to measure learners' reading proficiency levels. The assessment results shall serve as the basis for evaluating the program's design, implementation, and overall effectiveness.

14. Particular to vision screening, vision screeners shall record and submit their findings to the school health personnel for recording in the School Health Examination Card. These shall be included in the Health Assessment Report which shall be consolidated and submitted to the SDO-SGOD Health Section at the end of program implementation as part of the regular **second quarter report**. The school head must be informed as to the number of learners screened, including those needing immediate treatment and/or referral. Identified health concerns shall be communicated to parents/guardians with appropriate recommendations. Data shall likewise be analyzed to assess the prevalence of vision problems among the learners enrolled in the program.

15. A post-program evaluation shall be led by the BBMP TWG. Structured surveys involving students, parents, tutors, school heads, and others involved in the implementation of the BBMP shall be utilized. The insights gathered from the post-program evaluation shall inform program improvements and future directions for remediation initiatives.

FUNDING

16. The budget for the pilot implementation of the BBMP shall cover costs associated with, but not limited to, implementing the targeted interventions, providing comprehensive teacher training, developing and distributing appropriate materials for tutors and learners. Fund allocation and utilization shall strictly adhere to the provisions outlined in Section VII of DO 010, s. 2025. **Specific utilization guidelines will be issued separately.**

17. For more information, please contact the **Bawat Bata Makababasa Secretariat**, Office of the Secretary, 2nd Floor, Rizal Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bata.makabasa@deped.gov.ph.

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

By Authority of the Secretary:


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

References:

DepEd Order (No. 010, s. 2025 and 13, s. 2017)

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

CLASSES	POLICY
CURRICULUM	SCHOOLS
LEARNERS	TEACHERS



Republic of the Philippines
Department of Education

Annex B. Fund Utilization
MEMORANDUM

TO : **ALL REGIONAL DIRECTORS
ALL SCHOOLS DIVISION SUPERINTENDENTS
ALL OTHERS CONCERNED**

FROM : *Fatima Lipp D. Pamontongan*
FATIMA LIPP D. PAMONTONGAN
Undersecretary and Chief of Staff

Gina O. Gonong
GINA O. GONONG
Undersecretary for Curriculum and Teaching

Malcom S. Garma
MALCOM S. GARMA
OIC-Undersecretary for Operations

Carmela C. Oracion
CARMELA C. ORACION
Assistant Secretary for Human Resource and
Organizational Development

SUBJECT : **GUIDELINES ON THE UTILIZATION OF THE
PROGRAM SUPPORT FUNDS FOR THE
IMPLEMENTATION OF THE 2025 DEPARTMENT OF
EDUCATION SUMMER LEARNING PROGRAMS**

DATE : **April 11, 2025**

- 1.0. This memorandum is issued to establish guidelines on the release and utilization of the Program Support Funds (PSF) for the implementation of the following DepEd Summer Learning Programs, namely:
 - 1.1. Bawat Bata Makababasa Program (BBMP);
 - 1.2. Learning Remediation Program (LRP);
 - 1.3. Summer Academic Remedial Program; and
 - 1.4. 2025 Learning Camp
- 2.0. The total budget amounting to *Php 1,562,466,681.19* of which *Php 1,199,013,750.00* (under the FY 2025 GAA or R.A. No. 12116) and *Php 363,452,931.91* (under the FY 2024 GAA or R.A. No. 11975) will be used for this program. The said funding requirements will be sourced from the National Learning Camp budget allocation from the FY 2025 Current and Continuing Funds of the Basic Education Curriculum (BEC), and other possible sources

subject to the existing budgeting, accounting, auditing, and procurement rules and regulations.

- 3.0. The allotment for the Program Support Fund (PSF), which has been downloaded and directly released to the DepEd Regional Offices, may be further downloaded to the Schools Division Offices (SDOs) or Implementing Unit (IU) – Schools. The PSF fund shall be used for the following, subject to the specific requirements shown in *Annex A*:
 - 3.1. Provision of Teaching-Learning Resources;
 - 3.2. Supplies and Other Materials;
 - 3.3. Travel Expense:
 - 3.3.1. For DepEd personnel
 - 3.3.2. For Program Resource Persons (non-DepEd personnel)
 - 3.4. Meals Expense:
 - 3.4.1. For Learners, teachers, and tutors
 - 3.5. Board and Lodging;
 - 3.6. Honoraria;
 - 3.7. Other program-related in compliance with the provision of the program guidelines, subject to the existing budgeting, accounting, auditing, and procurement rules and regulations.
- 4.0. The ROs, SDOs, or Schools shall facilitate the provision and distribution of learning resources and other supplies and materials based on the present number of participants and teachers per school. The said learning resources, as well as other supplies and materials shall be delivered to the participating DepEd schools. The ROs, SDOs, or schools shall undertake the necessary procurement in the implementation of the program in accordance with the applicable provisions of Republic Act (RA) No. 9184 or the Government Procurement Reform Act and its Implementing Rules and Regulations (IRR) or RA No. 12009 or the New Government Procurement Act and its IRR.
- 5.0. The utilization of the funds herein shall be in accordance with the existing budgeting, accounting, auditing, and procurement rules and regulations.
- 6.0. The budget allocation for the authorized activities under the DepEd Summer Learning Programs is indicative. The Regional Offices are authorized to make necessary adjustments in the allocation for the effective implementation of the Program.
- 7.0. The ROs or SDOs shall ensure the obligation and disbursement of FY 2024, and the FY 2025 program support funds are in accordance with the Cash-Based Budgeting System and consistent with the National Budget Circular No. 595 s. 2025 (Guidelines on the Release of Funds for Fiscal Year 2025 dated January 20, 2025).
- 8.0. The Statement of Expenditures (SOEs) shall be submitted to Office of the Assistant Secretary of Curriculum of Teaching - Bureau of Curriculum Development (BCD), and Bureau of Learning Delivery (BLD) through email: oascta@deped.gov.ph copy furnish epmo@deped.gov.ph at the **end of every month** until the said fund has been fully utilized.
- 9.0. The attached are as follows:
 - 9.1. Annex A - Matrix of Allowed Expenses per Summer Learning Program
 - 9.2. Annex B - Budget Allocation per Learning Program

11.0. Technical Specifications will be provided by the program leads to each Region subsequently.

For your guidance and strict compliance.

cc: **USEC. ROWENA CANDICE M. RUIZ**, Procurement and Finance Oversight
USEC. WILFREDO E. CABRAL, Human Resource and Development
ASEC. EDSON BYRON K. SY, Finance

ANNEX A - MATRIX OF ALLOWED EXPENSE PER SUMMER LEARNING PROGRAM

ALLOWED ITEMS/EXPENSES	BAWAT DATA MAKABABASA PROGRAM (BBMP)	LEARNING REMEDIATION PROGRAM (LRP)	SUMMER ACADEMIC REMEDIAL PROGRAM	2025 LEARNING CAMP
1. Provision of Teaching-Learning Resources	Allowed	Allowed	Not Applicable	Allowed
2. Supplies and Other Material	Allowed	Allowed	Allowed	Allowed
3. Travel Expense	Allowed	Allowed	Not Applicable	Allowed
4. Meal Expense	Allowed	Allowed	Allowed	Allowed
5. Board and Lodging	Allowed	Allowed	Allowed	Allowed
6. Honoraria	Allowed	Allowed	Not Applicable	Not Applicable
7. Other program-related expenses in compliance with the provision of the program guidelines, subject to the existing budgeting, accounting, auditing, and procurement rules and regulations	Allowed	Allowed	Allowed	Allowed

ANNEX B - BUDGET ALLOCATION PER LEARNING PROGRAM

REGIONS	BBM (Grades 1-3)	LRP (Grade 3 Only)	SUMMER REMEDICATION (Grades 4-12)	NLC (Pilot Schools)	TOTAL REQUIREMENT
Region I	-	31,178,041	3,466,400	2,445,960	37,090,401
Region II	-	28,582,535	2,887,200	3,307,370	34,777,105
Region III	-	51,068,549	6,002,171	-	57,070,720
Region IV-A	-	50,424,044	11,582,057	-	62,006,101
Region IV-B	-	27,544,029	3,592,571	-	31,136,600
Region V	-	47,286,051	16,224,343	-	63,510,394
Region VI	-	44,784,048	4,212,000	-	48,996,048
Region VII	-	36,744,055	8,594,629	2,276,860	47,615,544
Region VIII	-	34,745,938	5,784,114	-	40,530,052
Region IX	87,192,300		12,729,486	-	99,921,786
Region X	-	29,035,836	15,226,857	-	44,262,693
Region XI	-	35,167,440	9,953,714	-	45,121,154
Region XII	-	35,940,441	5,013,819	4,463,460	45,417,720
NCR	-	13,988,000	14,893,143	1,642,870	30,524,013
CAR	-	7,799,500	2,548,457	2,432,240	12,780,197
CARAGA	-	23,075,000	4,941,143	1,118,150	29,134,293
NIR					-
CO		1,909,000			1,909,000
TOTALS	87,192,300	499,272,507	127,652,104	17,686,910	731,803,821