



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

April 21, 2025



DIVISION MEMORANDUM

NO. 245, s. 2025

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

TO: OIC-Assistant Schools Division Superintendent
Chief Education Supervisors
Division Education Program Supervisors/Coordinator
Public Elementary School Heads
All others concerned

1. Attached is Regional Memorandum No. 369, s. 2025 and DepEd Memorandum No. 033, s. 2025 dated April 16, 2025 titled **“Supplemental Guidelines on the Implementation of the Bawat Bata Makababasa Program.”**
2. The Bawat Bata Makababasa Program (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.
3. The BBMP Pilot Phase will focus on learners in **Region 9**, specifically those in Grades 1-3 this school year (Grades 2 to 4 in SY 2025-2026).
4. Immediate dissemination of and strict compliance with this Memorandum are desired.

PETER GALIMBA

Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Reference: Regional Memorandum No. 369, s. 2025

Enclosure: as stated

Allotment: 1-2-3-6-9

Perpetual Index:

TECHNICAL ASSISTANCE SCHOOL HEADS LEARNERS LEARNING RECOVERY TEACHERS

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

APR 16 2025

REGIONAL MEMORANDUM
No. **369**, s. 2025

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

To: Schools Division Superintendents
All Others Concerned

1. Attached is DepEd Memorandum No. 33, s. 2025 titled Supplemental Guidelines for the Implementation of the Bawat Bata Makababasa Program.
2. Immediate dissemination of and compliance with this Memorandum are desired.

RAMIR B. UYTICO EdD, CESO III
Regional Director

Encl.: None

Reference: As stated

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

CLASSES
CURRICULUM
LEARNERS
LITERACY
POLICY
PROGRAMS
SCHOOLS
TEACHERS

GCH/CLMD-RM- Supplemental Guidelines...
101/April 16, 2025



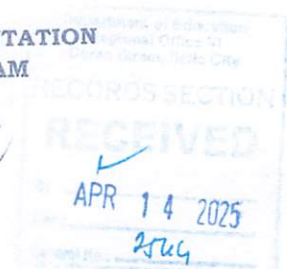
Republic of the Philippines
Department of Education

APR 12 2025

DepEd MEMORANDUM
No. 033, 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 (EoS) 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. FATMA 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