

Preparedness of Public Elementary School Teachers in Implementing the Academic Recovery and Accessible Learning Program in District I-B, San Carlos City Division

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Abstract

Learning gaps among primary grade learners remain a significant concern in public elementary schools, and the Academic Recovery and Accessible Learning (ARAL) Program was designed to support struggling learners and ensure continuity of learning. The preparedness of teachers in implementing the program is essential to its success.

This study assessed the level of preparedness of teachers in implementing the ARAL Program as perceived by teachers and school heads in public elementary schools for the school year 2025–2026. The study focused on four areas: pedagogical preparedness, availability and utilization of learning resources, classroom management and instructional strategies, and professional development and training. It also examined whether differences existed between the perceptions of teachers and school heads and identified the degree of seriousness of problems encountered in program implementation.

A descriptive-survey research design was employed, with teachers and school heads from eight public elementary schools selected through total enumeration. Data were collected using a validated structured questionnaire. Average Weighted Mean was used to determine levels of preparedness and seriousness of problems, while the independent samples t-test examined differences in perceptions.

Findings revealed that teachers' preparedness was generally high, with classroom management and pedagogical preparedness rated highest, while professional development and learning resources were moderate. No significant differences were found between the perceptions of teachers and school heads. Problems encountered were moderately serious, highlighting the need for support, resources, and professional development to strengthen ARAL implementation.

Keywords: *Academic Recovery and Accessible Learning Program, Teacher Preparedness, Pedagogical Preparedness, Availability and Utilization of Learning Resources, Classroom Management and Instructional Strategies, And Professional Development and Training.*



INTRODUCTION

Reading is a fundamental skill that significantly influences learners' academic success and lifelong learning. In the early grades, the development of reading proficiency is particularly crucial because it serves as the foundation for learning across all subject areas. Learners who struggle with reading comprehension, word recognition, and fluency often experience difficulty keeping pace with classroom instruction, which may eventually affect their academic performance and motivation to learn. These challenges highlight the importance of implementing effective remedial reading programs in public elementary schools to support struggling learners and ensure that no child is left behind.

In response to learning gaps among learners, the Department of Education has intensified its efforts to strengthen reading interventions through various initiatives, including the Academic Recovery and Accessible Learning (ARAL) Program. The ARAL Program emphasizes targeted learning recovery strategies designed to address foundational learning gaps, particularly in literacy and numeracy. Remedial reading programs implemented under this initiative involve structured and systematic approaches such as assessment-based instruction, multi-sensory teaching strategies, individualized instruction, small group learning sessions, and repeated practice to improve learners' reading skills.

Teachers and school heads play a vital role in ensuring the successful implementation of remedial reading programs. Teachers are primarily responsible for delivering appropriate interventions, monitoring learners' progress, and providing targeted instructional support. School heads, on the other hand, ensure the effective supervision, monitoring, and allocation of resources necessary for program implementation. Their collaborative efforts contribute significantly to the success of reading intervention programs in schools.

However, the effective implementation of remedial reading programs may be influenced by several factors, including the availability of instructional materials, teachers' training and competencies, time allocation for intervention sessions, and classroom conditions. Challenges in these areas may affect the consistency and effectiveness of reading remediation efforts. Therefore, understanding the extent to which remedial reading activities are implemented and identifying the problems encountered by teachers are essential steps toward improving literacy programs in schools.

In view of these concerns, this study was conducted to assess the extent of implementation of Remedial Reading Program Activities in public elementary schools in District V, Dagupan City Division. By examining the perceptions of teachers and school heads and identifying the challenges encountered in program implementation, the study aims to provide evidence-based information that may contribute to strengthening reading interventions and improving literacy outcomes among primary grade learners.



MATERIALS AND METHODS

Research Design

This study utilized a descriptive-survey research design to determine the extent of implementation of Remedial Reading Program Activities in public elementary schools in District V, Dagupan City Division. The descriptive design was appropriate because it allowed the researcher to systematically describe the existing conditions, practices, and challenges related to the implementation of remedial reading programs without manipulating variables.

Participants

The respondents consisted of 52 primary grade teachers and 3 school heads from three public elementary schools in District V, Dagupan City Division during the school year 2025–2026. The participating schools included Sabangan Elementary School, North Central Elementary School, and General Gregorio Del Pilar Elementary School.

Total enumeration sampling was employed to include all teachers and school heads who were directly involved in the implementation and supervision of remedial reading program activities.

Instruments

Data were gathered using a validated structured questionnaire adapted from Marti (2023). The instrument consisted of two parts:

Part I measured the extent of implementation of remedial reading program activities across five areas:

assessment-based instruction

multi-sensory approach

individualized instruction

small group sessions

repetition and practice

Part II assessed the degree of seriousness of the problems encountered by teachers in the implementation of the remedial reading program.

A Likert-scale format was used to quantify the perceptions of the respondents.



Procedure

Permission to conduct the study was obtained from the Schools Division Office of Dagupan City and from the participating school heads. The researcher personally distributed and retrieved the questionnaires from the respondents. Participants were given adequate time to complete the instrument, and necessary clarifications were provided to ensure accurate responses.

Confidentiality of responses and voluntary participation were strictly observed throughout the data collection process.

Data Analysis

The Average Weighted Mean was used to determine the extent of implementation of remedial reading program activities and the degree of seriousness of the problems encountered by teachers.

The independent samples t-test was employed to determine whether significant differences existed between the perceptions of teachers and school heads regarding the implementation of the remedial reading program. All statistical tests were interpreted at the 0.05 level of significance.

RESULTS AND DISCUSSION

LEVEL OF PREPAREDNESS OF TEACHERS IN IMPLEMENTING THE ARAL PROGRAM AS PERCEIVED BY TEACHERS AND SCHOOL HEADS IN TERMS OF PEDAGOGICAL PREPAREDNESS

Table 2 shows that the total Average Weighted Mean of 3.86 indicates a generally high level of pedagogical preparedness of teachers in implementing the ARAL Program. Teachers are capable of understanding the objectives and requirements of the program, identifying learners who need intervention, and diagnosing learning gaps effectively. They also demonstrate the ability to address diverse learning needs and create remedial lessons aligned with the Most Essential Learning Competencies (MELCs).

The results further suggest that teachers can adjust instructional strategies according to learners' levels, set clear and achievable learning targets, and monitor and document learners' progress effectively. Their competence in implementing evidence-based remediation strategies and providing targeted academic support highlights their readiness to deliver structured and meaningful interventions.

Overall, the high level of pedagogical preparedness reflects teachers' ability to effectively support struggling learners in the ARAL Program. This preparedness ensures that learning recovery sessions are well-planned, responsive to individual learner needs, and capable of promoting academic growth and confidence among participants.

Table 2. Level of Preparedness of Teachers in Implementing the ARAL Program Along With Pedagogical Preparedness as Perceived by Teachers and School Heads

Pedagogical Preparedness	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Understand the objectives and requirements of the ARAL Program	3.45	H	4.46	H	3.96	H
2. Identify learners who need ARAL intervention	3.99	H	3.99	H	3.99	H
3. Diagnose learners' learning gaps effectively	3.98	H	3.98	H	3.98	H
4. Address diverse and differentiated learning needs	3.55	H	3.57	H	3.56	H
5. Create remedial lessons aligned with the MELCs	3.58	H	3.63	H	3.61	H
6. Adjust instructional strategies based on learners' levels	3.78	H	3.79	H	3.79	H
7. Set clear and achievable learning targets for ARAL learners	3.62	H	3.63	H	3.63	H
8. Monitor and document learners' progress effectively	3.98	H	3.98	H	3.98	H
9. Implement evidence-based remediation strategies	4.11	H	4.12	H	4.12	H
10. Provide targeted academic support to struggling learners	4.01	H	4.02	H	4.02	H
Total	3.81	H	3.92	H	3.86	H

LEVEL OF PREPAREDNESS OF TEACHERS IN IMPLEMENTING THE ARAL PROGRAM AS PERCEIVED BY TEACHERS AND SCHOOL HEADS IN TERMS OF AVAILABILITY AND UTILIZATION OF LEARNING RESOURCES

Table 3 shows that the total Average Weighted Mean of 2.85 indicates a moderate level of preparedness of teachers in the availability and utilization of learning resources for the ARAL Program. Teachers are able to access digital or printed modules, instructional tools, and assessment

materials, but the use and adaptation of resources are not consistently maximized across all sessions.

The findings suggest that while basic resources are available, there are limitations in terms of supplementation, modification, and integration of technology to fully support remedial teaching. Teachers may prepare supplementary materials and create instructional aids, but the overall utilization of resources is only moderately effective in ensuring smooth learning recovery.

Overall, the moderate rating highlights the need for more accessible and adequately prepared learning materials, as well as improved strategies for efficiently using available resources. Strengthening resource availability and utilization can enhance the effectiveness of ARAL sessions, ensuring that learners receive the necessary support to address learning gaps and achieve the program's objectives.

Table 3. Level of Preparedness of Teachers in Implementing the ARAL Program Along with Availability and Utilization of Learning Resources as Perceived by Teachers and School Heads

Availability and Utilization of Learning Resources	Teachers		School heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Ensure availability of learning materials for ARAL	2.67	M	2.68	M	2.68	M
2. Access digital or printed ARAL modules when needed	2.68	M	2.68	M	2.68	M
3. Utilize adequate instructional tools to support remedial teaching	2.99	M	2.99	M	2.99	M
4. Modify or supplement learning materials when necessary	3.21	M	3.22	M	3.22	M
5. Use resources to support smooth implementation of ARAL	2.72	M	2.71	M	2.72	M
6. Access assessment tools needed for ARAL sessions	2.89	M	2.87	M	2.88	M
7. Integrate technology effectively to enhance instruction	2.67	M	2.67	M	2.67	M

8. Prepare supplementary materials when resources are insufficient	2.99	M	3.01	M	3.00	M
9. Create simple instructional aids appropriate for ARAL learners	2.86	M	2.87	M	2.87	M
10. Utilize available resources efficiently to support learning recovery	3.01	M	3.02	M	2.85	M
Total	2.87	M	2.87	M	2.85	M

LEVEL OF PREPAREDNESS OF TEACHERS IN IMPLEMENTING THE ARAL PROGRAM AS PERCEIVED BY TEACHERS AND SCHOOL HEADS IN TERMS OF CLASSROOM MANAGEMENT AND INSTRUCTIONAL STRATEGIES

Table 4 shows that the total Average Weighted Mean of 3.87 indicates a high level of preparedness of teachers in classroom management and instructional strategies for implementing the ARAL Program. Teachers are able to manage learners effectively, adjust pacing according to individual progress, and apply learner-centered approaches during remedial sessions.

The findings suggest that teachers consistently implement a variety of instructional strategies, maintain a positive classroom climate, and provide clear instructions to engage learners effectively. Strategies to encourage active participation and deliver immediate feedback further support the learning recovery process, ensuring that struggling learners receive targeted assistance.

Overall, the high rating demonstrates that teachers possess strong classroom management skills and instructional competence, which are critical for the successful delivery of ARAL sessions. This preparedness contributes to maximizing learning time, addressing diverse learner needs, and fostering a supportive environment for academic recovery.

Table 4. Level of Preparedness of Teachers in Implementing the ARAL Program along with Classroom Management and Instructional Strategies as Perceived by Teachers and School Heads

Classroom Management and Instructional Strategies	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Manage learners effectively during ARAL sessions	4.02	H	4.02	H	4.02	H

2. Use strategies to engage struggling learners	3.42	H	3.43	H	3.43	H
3. Adjust pacing based on learners' individual progress	4.18	H	4.19	H	4.19	H
4. Apply learner-centered approaches in ARAL sessions	4.04	H	4.05	H	4.05	H
5. Maintain a positive classroom climate conducive to remediation	3.62	H	3.63	H	3.63	H
6. Provide clear instructions and expectations during sessions	3.78	H	3.79	H	3.79	H
7. Implement a variety of instructional strategies to meet learners' needs	3.87	H	3.89	H	3.88	H
8. Minimize disruptions to maintain productive learning time	3.78	H	3.77	H	3.78	H
9. Encourage active participation among ARAL learners	3.99	H	4.01	H	4.00	H
10. Provide immediate and constructive feedback to learners	3.92	H	4.01	H	3.97	H
Total	3.86	H	3.88	H	3.87	H

LEVEL OF PREPAREDNESS OF TEACHERS IN IMPLEMENTING THE ARAL PROGRAM AS PERCEIVED BY TEACHERS AND SCHOOL HEADS IN TERMS OF PROFESSIONAL DEVELOPMENT AND TRAINING

Table 5 shows that the total Average Weighted Mean of 3.19 indicates a moderate level of preparedness of teachers in professional development and training related to the ARAL Program. While teachers participate in trainings, collaborate with colleagues, and apply strategies learned, the overall rating suggests that these activities are not yet fully optimized to maximize program effectiveness.

The findings imply that teachers engage in professional growth opportunities and seek to improve their ARAL teaching practices; however, there is room to enhance participation in targeted training and learning communities that directly support remedial instruction. Continuous reflection on teaching practices and staying updated with ARAL guidelines are observed, yet the moderate rating highlights the need for more consistent and structured professional development.

Overall, the results suggest that strengthening professional development initiatives, providing more focused training aligned with ARAL implementation, and promoting ongoing

peer collaboration would further enhance teachers' capacity to deliver effective learning recovery interventions and improve learner outcomes.

Table 5. Level of Preparedness of Teachers in Implementing the ARAL Program Along with Professional Development and Training as Perceived by Teachers and School Heads

Professional Development and Training	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Attend trainings aligned with ARAL implementation	3.01	M	3.02	M	3.02	M
2. Feel adequately prepared through professional development received	3.21	M	3.22	M	3.22	M
3. Seek ways to improve ARAL teaching practices continuously	3.04	M	3.04	M	3.04	M
4. Collaborate with colleagues to enhance ARAL delivery	3.23	M	3.24	M	3.24	M
5. Stay updated on DepEd issuances and ARAL guidelines	3.25	M	3.27	M	3.26	M
6. Participate in learning communities that support remediation	3.04	M	3.05	M	3.05	M
7. Apply strategies learned from training sessions confidently	3.21	M	3.22	M	3.22	M
8. Attend additional training to improve ARAL implementation	3.22	M	3.24	M	3.23	M
9. Reflect on teaching practices to improve learner outcomes	3.38	M	3.39	M	3.39	M
10. Explore resources and innovations relevant to ARAL	3.24	M	3.26	M	3.25	M
Total	3.18	M	3.20	M	3.19	M

SUMMARY OF THE LEVEL OF PREPAREDNESS OF TEACHERS IN IMPLEMENTING THE ARAL PROGRAM AS PERCEIVED BY TEACHERS AND SCHOOL HEADS

Table 6 shows that the overall Average Weighted Mean of 3.71 reflects a generally high level of preparedness of teachers in implementing the ARAL Program. Teachers demonstrate strong pedagogical skills and effective classroom management and instructional strategies, which are essential for delivering successful learning recovery sessions.

The moderate ratings for availability and utilization of learning resources and professional development and training indicate areas where improvement is needed. While teachers are capable in planning and delivering instruction, limited access to instructional materials and opportunities for targeted professional growth may affect the consistency and quality of program implementation.

Overall, the results suggest that teachers possess a solid foundation to implement the ARAL Program effectively, but enhancing resource availability and strengthening professional development initiatives would further support teachers in delivering high-quality remedial instruction and improving learning outcomes for students.

Table 6. Summary of the Level of Preparedness of Teachers in Implementing the ARAL Program as Perceived by Teachers and School Heads

	Teachers		School Heads		Overall	
	Mean	DE	Mean	DE	AWM	DE
1. Pedagogical Preparedness	3.81	H	3.92	H	3.86	H
2. Availability and Utilization of Learning Resources	2.87	M	2.87	M	2.85	M
3. Classroom Management and Instructional Strategies	3.86	H	3.88	H	3.87	H
4. Professional Development and Training	3.18	M	3.20	M	3.19	M
Total	3.71	H	3.72	H	H	H

SIGNIFICANT DIFFERENCES IN THE LEVEL OF PREPAREDNESS OF TEACHERS IN IMPLEMENTING THE ARAL PROGRAM BETWEEN TEACHERS AND SCHOOL HEADS

Table 7 indicates that there is no significant difference between the perceptions of teachers and school heads regarding the level of preparedness of teachers in implementing the ARAL Program. The computed t-value is lower than the critical value, leading to the acceptance of the null hypothesis.

This finding suggests that both teachers and school heads share a similar understanding of teachers' readiness in areas such as pedagogical preparedness, classroom management, utilization of learning resources, and professional development. The alignment in perceptions reflects a consistent awareness of the competencies, strengths, and areas needing improvement among teachers, which is essential for coordinated program implementation and monitoring.

The results imply that interventions or support measures for the ARAL Program can be designed with confidence that both implementers and supervisors have a shared perspective on teacher preparedness. This shared understanding facilitates collaborative planning, targeted professional development, and effective allocation of resources to enhance the quality and impact of learning recovery sessions.

Table 7. Significant Differences in the Level of Preparedness of Teachers in Implementing the ARAL Program between Teachers and School Heads

	Teachers		School Heads	
	Mean	DE	Mean	DE
1. Pedagogical Preparedness	3.81	H	3.92	H
2. Availability and Utilization of Learning Resources	2.87	M	2.87	M
3. Classroom Management and Instructional Strategies	3.86	H	3.88	H
4. Professional Development and Training	3.18	M	3.20	M
Total	3.81	H	3.92	H

Computed t-value: 0.1264@ df 3

Alpha: @ 0.05 level of significance

Critical Value: 1.193, df 3

Decision: accept the null hypothesis

Interpretation: No significant difference

DEGREE OF SERIOUSNESS OF PROBLEMS ENCOUNTERED BY TEACHERS IN IMPLEMENTING THE ARAL PROGRAM

Table 8 shows that the problems encountered by teachers in implementing the ARAL Program are moderately serious, with an overall average weighted mean of 2.30. The most pressing issues include addressing varied learner abilities, inadequate stakeholder support, and insufficient training on ARAL teaching and remediation strategies.

These findings indicate that teachers face challenges that can hinder the effective delivery of learning recovery interventions. Varied learner abilities require differentiated instruction, which can be difficult to manage without sufficient training and classroom resources. Similarly, limited support from stakeholders—such as school administrators, parents, and the community—can affect the smooth implementation of ARAL activities. Other moderately serious problems, such as large class sizes, low learner engagement, and heavy workload, further underscore the need for structured support mechanisms.

The results imply that addressing these challenges is critical to improving the effectiveness of the ARAL Program. Providing additional professional development, ensuring adequate instructional materials, offering strategies for managing diverse learners, and enhancing collaboration with stakeholders are necessary steps to mitigate the problems and strengthen the program's implementation.

Table 8. Degree of Seriousness of Problems Encountered

Indicators	Teachers		Rank
	Mean	DE	
1. Lack of instructional materials such as books, worksheets, and visual aids	2.31	S	5
2. Insufficient training on effective ARAL teaching and remediation strategies	2.47	MS	3
3. Large class sizes making individualized instruction difficult	2.25	MS	6
4. Limited classroom time for implementing ARAL sessions effectively	2.06	MS	9
5. Low learner motivation and engagement during ARAL activities	2.41	MS	4
6. Varied learner abilities creating challenges in delivering differentiated instruction	2.59	S	1

7. Inadequate support from stakeholders affecting ARAL implementation	2.53	S	2
8. Difficulty integrating multiple teaching and remediation strategies in lessons	2.23	S	7
9. Challenges in monitoring and documenting learner progress consistently	1.89	MS	10
10. Heavy workload limiting preparation and delivery of ARAL sessions	2.21	MS	8
Total	2.30	MS	

Conclusion

Based on the findings of the study, it can be concluded that teachers in public elementary schools demonstrate a generally high level of preparedness in implementing the ARAL Program, indicating that they possess the essential pedagogical skills, classroom management strategies, and instructional competence necessary for effective delivery of learning recovery sessions. Both teachers and school heads shared similar perceptions of this preparedness, reflecting a consistent understanding of teachers' capabilities and the requirements of the program. Despite this, the implementation of the ARAL Program is affected by moderately serious challenges, particularly in the areas of differentiated instruction, limited stakeholder support, insufficient teacher training, low learner engagement, and inadequate resource availability, which can hinder the smooth and effective delivery of remedial interventions. To address these challenges, an action plan was formulated to strengthen program implementation by promoting effective teaching strategies, ensuring the provision and utilization of adequate instructional resources, and enhancing professional development opportunities for teachers, thereby supporting the overall goal of improving learner outcomes through structured and well-supported academic recovery efforts.

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