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Evaluation of the Learning Recovery and Acceleration Interventions of the International Philippine School in Alkhobar (IPSA): Basis for an Educational Transformation Plan

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Abstract

This dissertation evaluated the learning recovery and acceleration interventions of the International Philippine School in Al Khobar (IPSA) in response to the COVID-19 disruptions. Using the World Bank's RAPID framework, the study examined five dimensions: reaching every child, assessing learning levels, prioritizing fundamentals, improving instructional efficiency, and supporting psychosocial wellbeing. A qualitative case study gathered perspectives from administrators, faculty, students, and parents to assess alignment with global best practices. Findings highlighted strengths in instructional efficiency and student support, alongside areas for improvement in assessment and curriculum prioritization. Based on these results, an educational transformation plan is proposed to foster holistic, resilient student development, offering insights applicable to Philippine Schools Overseas and similar institutions.

Keywords: academic interventions, acceleration interventions, Educational Transformation Plan, learning recovery, RAPID Framework, learning gaps

INTRODUCTION

According to Clemens and Barksdale, "Academic interventions are not a sign of weakness, but rather as acknowledgement that we all have strengths and weaknesses and that seeking help is a sign of strength" (Shapiro & Clemens, 2023). This perspective underscores the importance of seeking support to enhance academic performance and frames intervention as a constructive means for achieving educational goals. Fuligni et al. (2020) similarly emphasize that academic interventions can effectively improve student outcomes and minimize learning disparities. Growing concerns about educational inequities, instructional quality, and the widening achievement gap—exacerbated by the COVID-19 pandemic—have intensified the call for targeted academic support. As Philippine Schools in the Eastern Region of Saudi Arabia transition back to full face-to-face learning, addressing learning deficits becomes an urgent priority, necessitating well-structured interventions that respond to the specific needs of students who have experienced significant learning loss.

The International Philippine School in Al Khobar has implemented a comprehensive approach to mitigating learning loss by collaborating with families, the Filipino community, and the Philippine Embassy to cultivate a supportive and development-oriented environment. Its curriculum integrates academic rigor with values formation, creativity, and research-based strategies, complemented by service-oriented activities that promote holistic student development. In adapting to pandemic-related disruptions, the school has leveraged technology for remote learning, offered additional support to struggling students, and prioritized socio-emotional well-being through targeted interventions and professional development for educators. As a school principal, the researcher plays a critical role in addressing disparities in student learning by fostering a shared vision of excellence, cultivating an inclusive and supportive school

climate, empowering staff through leadership opportunities, and strengthening instructional practices through evidence-based methods and continuous progress monitoring. Furthermore, the principal's administrative responsibilities—such as resource management and data-driven decision-making—ensure the institution's operational effectiveness and sustained commitment to student success.

Theoretical Framework. This study is anchored from the World Bank's (2022) RAPID Framework and OECD's Scenarios for the Future of Schooling (2020), which together guide the design of responsive and future-ready academic interventions. The RAPID Framework emphasizes maintaining access, using continuous assessments, prioritizing essential competencies, strengthening instruction, and supporting psychosocial well-being to address learning loss (World Bank, 2022). The OECD scenarios provide long-term lenses for understanding how education systems may evolve up to 2024 and the indicators that may sustain or shift these trajectories (OECD, 2020). Efforts to sustain school operations, facilitate returns, and assist at-risk learners align with Schooling Extended and Schools as Learning Hubs, while continuous assessments, flexible pathways, and adaptive instruction correspond to the Education Outsourced and Learn-as-You-Go models (OECD, 2020). The combined focus on foundational skills, instructional effectiveness, technology integration, and student welfare reflects the centrality of inclusive, resilient, and well-supported learning environments in both frameworks (World Bank, 2022; OECD, 2020).

This study examined stakeholders' experiences with the implementation of Learning Recovery and Acceleration Interventions at the International Philippine School in Al Khobar and addressed the following questions:

1. What programs or activities were done in International Philippine School in Al Khobar (IPSA) in terms of:
   1.1 reaching every child and keeping them in school;
   1.2 assessing learning levels regularly;
   1.3 prioritizing teaching the fundamentals;
   1.4 increasing the efficiency of instruction; and,
   1.5 developing psychosocial health and wellbeing?

2. What were the experiences of students and parents in International Philippine School (IPSA) in Al Khobar in terms of:
   2.1 safety in reopening of the school after COVID-19 pandemic;
   2.2 assessment of their learning;
   2.3 learning from each subject;
   2.4 effectiveness of the instruction of teachers; and,
   2.5 support of the school to their wellbeing?

3. What are the gaps between the programs implemented by the International Philippine School in Al Khobar (IPSA) and those experienced by the students and parents?

4. What Educational Transformation Plan may be created for International Philippine School in Al Khobar (IPSA) based on the following:
   4.1 results;
   4.2 future of education;
   4.3 future of jobs; and,
   4.4 MATATAG curriculum?

LITERATURES

Post-Pandemic Learning Recovery, Attendance, and Foundational Skills. Global education recovery efforts emphasize re-engaging learners, reducing dropout risks, and addressing learning losses worsened by COVID-19. Strategies such as home visits, surveys, early warning systems, second-chance programs, and financial incentives have been shown to increase student retention and reduce barriers to attendance (World Bank, 2022; UNICEF et al., 2022). Alongside re-engagement, regular assessments—including formative tools, national sample-based tests, and digital portfolios—enable teachers to adjust instruction and provide timely support (World Bank, 2022; UNICEF et al., 2022). Countries also prioritized fundamental skills, simplifying curricula and aligning resources and teacher training to strengthen reading and numeracy

(World Bank, 2022; UNICEF et al., 2022). These combined strategies highlight the need for systems that simultaneously retain students, diagnose learning gaps, and reinforce foundational competencies.

Instructional Efficiency, Technology Integration, and Learning Inequalities. Improving instructional efficiency has become central to learning recovery. Structured pedagogy—through aligned materials, lesson guidance, teacher training, and clear learning targets—has been shown to enhance teaching quality and learning effectiveness (World Bank, 2022; UNICEF et al., 2022). The pandemic also intensified learning inequalities linked to technology access, home environment, parental involvement, and socioeconomic factors, indicating the need for targeted interventions to promote equity (Alejo et al., 2023; Schneider, 2023; Kim et al., 2021; Moosa, 2021). Studies emphasize the importance of digital readiness: frameworks for teacher digital competency, sustained ICT training, and strong institutional support help improve technology adoption and instructional continuity, while gaps in resources and infrastructure continue to hinder equitable integration (Falloon, 2020; Hanifah et al., 2023; Macharia, 2022; Candia et al., 2023). Together, these findings show that instructional efficiency and digital preparedness are essential for reducing disparities and delivering high-quality learning experiences.

Student Engagement, Learning Environments, and Psychosocial Well-Being. Pandemic-related disruptions significantly affected student engagement, motivation, and mental health. Research shows that supportive school environments, accessible psychosocial services, and strong teacher–student relationships foster emotional resilience, decrease anxiety, and enhance academic engagement (World Bank, 2022; UNICEF et al., 2022). Studies also identify how classroom design, spatial features, and instructional interactions influence learning experiences, particularly in active learning classrooms (Peng et al., 2022). Student participation remains a critical predictor of achievement across modalities, though online settings present greater challenges (Meade & Parthasarathy, 2024). Evidence from virtual STEM programs and adaptive learning environments demonstrates that well-designed digital or hybrid systems can sustain academic and socio-emotional development (Michel et al., 2021). Collectively, these findings underscore the need for holistic environments that integrate academic engagement with psychosocial support.

Academic Interventions, Effectiveness, and Implementation Challenges. A wide range of academic interventions—including tutoring, structured homework support, targeted instruction, gamified learning, physical activity programs, psychosocial counseling, and technology-assisted tools—have demonstrated varying degrees of effectiveness in improving student performance, attention, and behavioral outcomes (Fishstrom et al., 2022; Engell et al., 2020; Ferriz-Valero et al., 2020; Alkhateeb et al., 2021; Ledbetter-Cho et al., 2023). However, implementation challenges such as limited funding, logistical constraints, variable administrative support, low participation, and teacher preparedness can restrict impact (Carbonari et al., 2022; Al-Buraey, 2019). Interventions in GCC countries similarly show positive effects but highlight cultural and linguistic considerations for effective adoption (Al-Buraey, 2019; Alkhateeb et al., 2021). Evidence also stresses the importance of addressing mental health, supporting self-regulated learning, and developing multi-level community and school systems to meet learners' academic and socio-emotional needs (Hadwin et al., 2022; Asadi & Mede, 2024; Chen, 2024). Overall, interventions that are targeted, culturally responsive, and well-supported are most likely to succeed.

Learner Responses, Skill Development, and Organizational Outcomes. Research shows that students respond positively to interventions that are interactive, adaptive, and cognitively grounded. Digital simulations, data-based instruction, cognitive training, and robot-assisted tutoring significantly improve comprehension, retention, and behavior, especially when instruction is responsive to

performance data (Mohafa et al., 2022; Peng & Goodrich, 2020; Kim & Choi, 2021; Ramachandran et al., 2019). Gamified instruction also enhances academic performance, while structured cognitive models strengthen reading fluency and comprehension (Ferriz-Valero et al., 2020; Peng & Goodrich, 2020). On a broader scale, school-wide initiatives such as positive psychology integration, mentoring, and inclusive pedagogy contribute to organizational improvements in teacher efficacy, student achievement, and STEM persistence (Mosayebi et al., 2021; Fernandez et al., 2021). Findings also show that interventions can boost active knowledge acquisition but may influence long-term retention depending on prior skills (Lin & Powell, 2023). Design-thinking approaches further support resilience, tolerance for failure, and adaptive problem-solving (Repchick et al., 2020). These studies illustrate how academic interventions impact learner behavior, cognitive development, and larger institutional outcomes.

METHODS

Research Design. This study used phenomenological qualitative research design to explain the significance and real-world experiences of second career teachers' adherence to their vocation. With this design, the study gave light on the phenomena of why people chose to change their occupations to become teachers and cast light on various stages of their individual careers.

Population and Sampling. The study selected five International Philippine School in Al Khobar (IPSA) administrators, three faculty groups with ten members each from the Upper Grade School, Junior High School, and Senior High School, and five parent–student pairs from each corresponding level at the IPSA. Participants were identified through purposive sampling to ensure alignment with the research objectives and enhance data rigor and trustworthiness (Campbell et al., 2020) based on two criteria: (1) experience with implementing academic interventions and (2) willingness to discuss the benefits and challenges of such initiatives. Recruitment involved emailing the school governing board and academic heads with the study overview, informed consent, demographic form, and invitation letter, followed by individual coordination to confirm interview schedules. Semi-structured, face-to-face interviews were conducted with participants' permission, and recordings were transcribed for analysis. A complementary use of convenience sampling ensured the inclusion of available and willing participants, resulting in a total of 20 educators—a sample size adequate for data saturation and rich experiential insight (Merriam & Tisdell, 2019)—all of whom had at least one year of involvement in teaching or educational facilitation and roles in curriculum, coordination, or community outreach.

Instrumentation. The researcher employed a semi-structured interview questionnaire with composition of open-ended and probing questions aligned with the study objectives. This allowed the researcher a flexibility for unanticipated topics to emerge. Thorough pre-planning was also done to anticipate possible discussion paths.

Data Gathering Procedure. This study employed focus group discussions (FGDs) following a systematic data-gathering procedure. Participants were then selected through purposive sampling based on predefined characteristics and informed by the study purpose. They were also asked to provide consent. Prior to the interviews, schedules and venues were arranged to ensure comfort and confidentiality. This includes a careful monitoring of the environmental factors. Recording equipment was also tested, and ethical considerations were reviewed. During the interviews, the guide was used to facilitate but not to restrict discussion. Rapport was then established, maintained neutral verbal and nonverbal communication, used unbiased open-ended questions, and posed follow-up inquiries based on participants' responses. The interview sessions concluded with a summary of key points and an explanation of subsequent steps. All interviews were fully recorded, transcribed verbatim, and securely stored with backup copies to maintain confidentiality and safeguard the data.

Data Analysis. The data after it has been gathered, were systematically arranged and carefully considered (O'Connor & Gibson, 2003). In order to analyze the data collected from semi-structured interviews, the researcher employed thematic analysis. This method is commonly employed for the analysis of qualitative data. Thematic analysis is a highly useful approach for examining qualitative data, particularly obtained from unstructured interviews. Researchers can therefore utilize this tool to discern prevalent themes, patterns, and significances within the data (Caulfield, 2023). The subsequent instructions directed the researcher in doing thematic analysis. For the document analysis, relevant materials were obtained with proper authorization, digitized through scanning, and systematically organized using a researcher-developed Data Analysis Matrix.

RESULTS

Programs or activities done in International Philippine School in Al Khobar (IPSA) in terms of: (1) reaching every child and keeping them in school; (2) assessing learning levels regularly; (3) prioritizing teaching the fundamentals; (4) increasing the efficiency of instruction; and (5) developing psychosocial health and wellbeing.

Table 1
Emerging Sub-themes and Main Themes on Reaching Every Child and Keeping Them in School

Sub-Themes	Main Theme
Supervised recess and lunch	Ensuring Student Safety
Dismissal routines and safety measures	
Monitoring Student Health	
Safety protocols during reopening	
Health and Safety Measures	
Simulation Drills for Safety Protocols	
Welcoming activities and clubs' introduction	Encouraging School Attendance
Promotion through social media	
Classroom preparation and facilities	
Engagement activities for students and parents	
Encouragement from peers and teachers for on-site attendance	Strategies to Keep Students in School

Table 1 highlights three core themes — student safety, school attendance, and retention strategies — demonstrating IPSA's comprehensive post-pandemic response. Ensuring safety involved supervised recess and lunch, organized dismissal, strengthened health monitoring, clinical referrals, and mandatory medical clearances, supported by safety orientations, parent communication, and simulation drills, consistent with recommended post-pandemic practices (Kar & Kar, 2023; Pudjiadi et al., 2022; Meghani et al., 2022; Candia et al., 2023; Kim et al., 2021; Amirazizi et al., 2024). Attendance and retention efforts included welcoming environments, orientation activities, club presentations, social media engagement, and extracurricular programs to foster school connectedness (Jose et al., 2022; World Bank, 2022; Haser et al., 2022), alongside peer support, individualized teacher-student interactions, and structured small-group activities that gradually reintroduced collaboration while maintaining safety (Meghani et al., 2022; Jose et al., 2022; Kim et al., 2021). IPSA Gazette documentation further reflects interactive, community-oriented events supporting psychosocial well-being and collective engagement (Lichand et al., 2021; World Bank, 2022), illustrating how IPSA effectively redesigned procedures and engagement strategies to support students during the transition from remote to in-person learning.

Table 2
Emerging Sub-themes and Main Themes on Assessing Learning Levels Regularly.

Sub-Themes	Main Theme
Use of diagnostic tests and pre-tests	Regular Assessment Practices
Identification of struggling students after the first quarter	
Pre-assessment through vertical and horizontal articulation	
GRACE/PASS assessments	Diagnostic and Formative Assessments
Diagnostic Exams	
Formative Assessments	
Individualized Diagnostic and Formative Assessments	
Mentoring sessions to gather teacher insights	Feedback-driven Assessment
Teachers' feedback on students' performance	
Collaborative Subject Discussions	
Continuous feedback for students' reflection	
Use of entrance and exit tickets	

Table 2 shows that IPSA employs a comprehensive, data-driven assessment system to address learning gaps and support post-pandemic recovery through three main strategies: regular assessment practices, diagnostic and formative assessments, and feedback-driven evaluation. Pre- and post-tests, baseline diagnostics, and vertical and horizontal articulation sessions enabled early identification of struggling students and targeted instructional support, reflecting evidence-based recommendations for continuous monitoring and structured evaluation (Kim et al., 2021; World Bank, 2022; Haser et al., 2022; Peng et al., 2022; Schneider, 2023; Engell et al., 2020; Fuligni et al., 2020). Tools like GRACE-PASS strengthened the identification of specific learning needs, particularly for new and international students, supporting equitable assessment practices (Schneider, 2023). Formative assessments—quizzes, performance tasks, and classroom activities—enabled real-time instructional adjustments consistent with data-based instruction (Kim & Choi, 2021; Engell et al., 2020). Feedback-driven practices, including mentoring, collaborative planning, reflective discussions, entrance and exit tickets, check-ins, and digital tools, promoted metacognition, self-reflection, and curriculum alignment across disciplines (Haser et al., 2022; Kim et al., 2021; Peng et al., 2022; Schneider, 2023; Meade & Parthasarathy, 2024; Falloon, 2020; Hanifah et al., 2023). School documents, such as the School Governing Board Report and IPSA Gazette, illustrate how assessment data informed academic initiatives, aligning with global frameworks like the OECD Learning Compass 2030 and World Bank (2022) guidelines for adaptive, feedback-oriented, and holistic student learning.

Table 3 shows that IPSA prioritized restoring foundational competencies in its post-pandemic learning recovery through two main strategies: focus on foundational skills and curriculum adjustments. Remedial programs targeting early literacy, numeracy, and socio-emotional learning addressed learning gaps, particularly in lower grades, recognizing that literacy deficiencies affect performance across subjects (Peng & Goodrich, 2020).

Table 3
Emerging Sub-themes and Main Themes on Prioritizing Teaching the Fundamentals

Sub-Themes	Main Theme
Use of remedial classes for basic skills	Focus on Foundational Skills
Focus on essential skills: numeracy and literacy	
Reading and numeracy intervention programs	
Integration of numeracy and literacy in activities	
Prioritizing numeracy, literacy, and socio-emotional skills	
Communication and Literacy Training (CLT)	
Curriculum fine-tuning to address learning loss	Curriculum Adjustments
Adoption of the MATATAG Curriculum	
Review of basic skills to serve as a springboard for new lessons	

Initiatives like Communication and Literacy Training (CLT) enhanced expressive and communicative competence, supporting confidence and academic performance (Michel et al., 2021; Heemskerk & Malmberg, 2020), while data-informed decision-making balanced literacy, numeracy, and socio-emotional development in line with Kim & Choi (2021) and Wiedermann et al. (2023). Curriculum adjustments, including streamlined content, scaffolding, and adoption of the MATATAG Curriculum, reinforced essential competencies in reading and mathematics and improved performance in standardized assessments (Schneider, 2023; World Bank, 2022; Lichand et al., 2021; Haser et al., 2022; Peng & Goodrich, 2020). Documented integrative academic initiatives and extracurricular activities further promoted cognitive and socio-emotional growth, reflecting OECD (2020) guidance for holistic, future-ready learning environments.

Table 4 highlights IPSA's instructional reforms aimed at enhancing teaching quality during post-pandemic learning recovery, with themes of instructional differentiation, engaging strategies, technology integration, teacher development, and curriculum enhancement.

Table 4
Emerging Sub-themes and Main Themes on Increasing the efficiency of instruction.

Sub-Themes	Main Theme
Differentiated instruction for diverse learners	Instructional Differentiation
Tailored lessons to address learning gaps	
Gamification and interactive teaching	
Use of manipulatives for math instruction	Engaging Instructional Strategies
Project-Based Learning	
Peer tutoring among students	
Science Investigatory Projects (SIPs)	
Use of digital tools and platforms	Technology Integration
Integration of technology like ACE Coding Education	
INSET and webinars for teachers	Teacher Development Programs
Teacher collaboration and sharing of strategies	
Teacher training and professional development	
Vertical alignment of lessons	Curriculum Enhancement
Immersion programs	
Teacher Collaboration	
Pacing adjustments for foundational skills	

Differentiated instruction tailored lessons to diverse student readiness levels, supporting targeted interventions and data-driven instruction (Fuligni et al., 2020; Fishstrom et al., 2022; Kim & Choi, 2021), while engaging strategies—gamification, manipulatives, project-based learning, peer tutoring, and Science Investigatory Projects—promoted motivation, collaboration, problem-solving, and real-world application (Michel et al., 2021; Haser et al., 2022; Ramachandran et al., 2019; Repchick et al., 2020; Engell et al., 2020; Macharia, 2022; Peng et al., 2022). Technology integration through coding programs, digital platforms, and interactive applications fostered 21st-century skills (Falloon, 2020; Candia et al., 2023; World Bank, 2022), complemented by teacher professional development via INSET sessions, webinars, demonstrations, and collaborative planning to strengthen instructional capacity (Falloon, 2020; Hanifah et al., 2023; Kim & Choi, 2021; Peng et al., 2022). Curriculum enhancements, including vertical alignment, immersion programs, and pacing adjustments, ensured mastery of foundational skills and coherent learning progression (Schneider, 2023; Peng et al., 2022; Ramachandran et al., 2019; OECD, 2019; Haser et al., 2022; World Bank, 2022), reflecting IPSA's commitment to culturally responsive, globally oriented education in line with OECD Learning Compass 2030 and Wiedermann et al. (2023). Collectively, these reforms underscore IPSA's strategic efforts to improve instructional efficiency and holistic student development.

Table 5
Emerging Sub-themes and Main Themes on Developing Psychosocial Health and Wellbeing

Sub-Themes	Main Theme
Social-emotional learning webinars for parents	Parent Involvement
Feedback sessions with parents on student behavior	
Regular teacher-student communication	Teacher-Student Interaction
Social-emotional check-ins	
Support system for teachers and staff	Teacher Professional Development and Wellbeing
Moral and workload support for teachers	
Incentives for teachers	
Experiential Learning for Teachers	
Work-life balance initiatives	
Guidance counselor/ Prefect of Discipline referrals for unresolved conflicts	Student Wellbeing and Support System
Addressing bullying through class orientation and policies	
Developing inclusive practices for special needs students	
Guidance counselors' involvement for students needing specialized services	
Social-emotional learning integrated into curriculum	
Diversionary and Wellness Programs	
Mental Health Support Programs	
Highly Functional Homerooms	

Table 5 revealed four interconnected themes—parent involvement, teacher–student interaction, teacher professional development and well-being, and student support systems—illustrating IPSA's holistic, community-based approach beyond classroom instruction. Parent-focused SEL webinars and feedback sessions strengthened home–school collaboration, reducing student anxiety and enhancing resilience (Amirazizi et al., 2024; Wiedermann et al., 2023; Jose et al., 2022; World Bank, 2022; Meghani et al., 2022), while routine teacher–student communication, emotional check-ins, and socio-emotional assessments created a responsive learning environment (Meghani et al., 2022; Jose et al., 2022; Wiedermann et al., 2023; Heemskerk & Malmberg, 2020). Teacher well-being was supported through financial and moral assistance, workload adjustments, incentives, leave, and professional development,

reinforcing instructional effectiveness (Meghani et al., 2022; Darling et al., 2021; Falloon, 2020; Hanifah et al., 2023; Michel et al., 2021; World Bank, 2022). Student support systems—including structured referrals, anti-bullying orientations, inclusion practices, SEL integration, and wellness programs like ZOOMustahan—demonstrated proactive mental health and behavioral guidance, with homerooms facilitating individualized monitoring, remediation, and peer interactions (Wiedermann et al., 2023; Jose et al., 2022; Norman, 2023; Darling et al., 2021; Heemskerk & Malmberg, 2020; World Bank, 2022; Engell et al., 2020). Collectively, these practices reflect IPSA's integrated commitment to an emotionally secure, socially connected, and academically supportive school environment.

Experiences of students and parents in International Philippine School in Al Khobar (IPSA) in terms of: (1) safety in reopening of the school after COVID-19 pandemic; (2) assessment of their learning; (3) learning from each subject; (4) effectiveness of the instruction of teachers; and (5) support of the school to their wellbeing.

Table 6
Emerging Sub-themes and Main Themes on Safety in Reopening of the School after the COVID-19 Pandemic

Sub-theme	Main Theme
Parent confidence in school safety	Safety in School Premises
Presence of security guards and teachers	
Parental perception of safety	
Vaccination and mask requirements	Assurance of Health Protocols
Parental perception of safety	
Preparedness in safety protocols	
Strict adherence to WHO and MOE guidelines	Effective Implementation of Protocols
Guidance from teachers on safety	
Maintenance of hygienic practices	

Table 6 highlighted three key themes in IPSA's school reopening: on-campus safety, adherence to health protocols, and effective implementation, reflecting the school's comprehensive efforts to ensure a secure, health-conscious environment post-pandemic. Visible measures—such as security personnel, CCTV, and vigilant faculty—increased parental trust and facilitated students' smooth reintegration, consistent with research showing that clear safety structures and transparent communication boost confidence (Meghani et al., 2022; Kar & Kar, 2023; Amirazizi et al., 2024). Compliance with vaccination requirements, mask mandates, sanitation practices, and government health clearances reassured families and aligned with national and international guidelines, supporting healthy school reentry (Kar & Kar, 2023; Meghani et al., 2022; World Bank, 2022; Candia et al., 2023). Teachers reinforced routines, modeled hygiene, and educated students on safety expectations, fostering shared responsibility and long-term health behaviors (Meghani et al., 2022). Systematic practices—including contact tracing, symptom monitoring, sanitation stations, and contingency planning—enhanced security and well-being, demonstrating that consistent institutional fidelity to WHO and MOE guidelines is vital for sustaining learning continuity and a safe return to face-to-face instruction (Kar & Kar, 2023; World Bank, 2022; Candia et al., 2023).

Table 7
Emerging Sub-themes and Main Themes on Assessment of their Learning

Sub-theme	Main Theme
Use of formative assessments	Focus on Assessments
Monitoring learning gaps and progress	
Pre-assessments during the first week	
Skill-based assessment focus	
Supportive teacher interventions	Assistance in overcoming academic challenges
Addressing struggles with additional help	
Assessments guide improvement	
Real-world application in tasks	Authentic assessments
Assessments tied to real-world applications	
Incorporation of real-world applications	
Practical application in programs	
Integration of technology for assessment	Digital tools enhance evaluation
Use of interactive apps like Canva	
Use of Google Classroom for assessment and tracking	

Table 7 identified four key themes in IPSA's assessment practices: emphasis on assessments, academic support, authentic evaluations, and digital tool integration, illustrating how assessment functions to

measure achievement, guide learning, and foster student agency. Formative assessments—including diagnostic tests, quizzes, and spontaneous checks—provided ongoing insight for timely feedback and instructional adjustments, aligning with data-driven instruction models (Kim & Choi, 2021) and the RAPID framework for post-pandemic learning recovery (World Bank, 2022; Haser et al., 2022; Engell et al., 2020). Pre- and post-tests established benchmarks for growth and targeted remediation, while performance-based assessments cultivated 21st-century skills like critical thinking, collaboration, and creativity, consistent with the OECD Learning Compass 2030 (Michel et al., 2021). Individualized support through one-on-one guidance, simplified explanations, and detailed feedback reinforced mastery and confidence (Fuligni et al., 2020; Fishstrom et al., 2022). Authentic assessments—such as coding projects, experiments, and business planning—encouraged real-world application and engagement (Ramachandran et al., 2019; Haser et al., 2022; Falloon, 2020), while digital platforms like Google Classroom and Canva enhanced communication, organization, multimodal expression, teacher competency, and parental involvement (Hanifah et al., 2023; Falloon, 2020; Michel et al., 2021; Candia et al., 2023), reflecting IPSA's progressive, learner-centered approach to assessment.

Table 8 showed three major themes—language adaptation challenges, technology integration in learning, and student development—highlighting how IPSA navigates subject-based instruction within a 21st-century framework following pandemic-related disruptions. Students who initially struggled with Filipino vocabulary benefited from scaffolded and contextualized language strategies, consistent with Norman's (2023) view that structured vocabulary immersion supports multilingual learners, while collaborative practices such as group recitations further enhanced confidence and second-language acquisition (Heemskerk & Malmberg, 2020). The school's strong emphasis on digital literacy, coding, and the continued use of tools like Google Classroom, Canva, and the Aralink Coding Education program reflects Falloon's (2020) assertion that early development of digital competencies—including programming and computational thinking—is essential for future-readiness, with hybrid learning models reinforcing long-term technological fluency (Candia et al., 2023; Hanifah et al., 2023).

Table 8
Emerging Sub-themes and Main Themes on Learning from Each Subject

Sub-theme	Main Theme
Challenges in Filipino language learning	Language Adaptation Challenges
Struggles with Filipino vocabulary	
Advanced technology-related subjects	Technology Integration in Learning
Technology Integration and Skills	
Technology and programming lessons	
Integration of technology during transitions	
Digital Literacy Development through ACE	
Programs like CLT building confidence and leadership	
Varied subjects helping prepare for the future	
Strong teacher-student engagement	Student Development
Supportive learning through clubs and activities	
Adjustments to face-to-face learning improving social skills	
Clubs fostering public speaking and leadership	

Student development was likewise advanced through programs such as the Communication and Leadership Training (CLT), entrepreneurship and performance-based learning, and experiential activities that strengthened communication, leadership, creativity, and adaptability, aligning with Michel et al. (2021) and Ramachandran et al. (2019). Positive teacher–student relationships further supported comprehension and emotional well-being (Heemskerk & Malmberg, 2020), while extracurricular clubs like Gavel and sports promoted confidence, social skills, and emotional regulation (Wiedermann et al., 2023), aiding students' re-engagement and socioemotional adjustment in the transition back to face-to-face learning (Meghani et al., 2022).

Table 9 highlighted three key themes—effective instructional approaches, instructional innovation, and curriculum flexibility—

demonstrating IPSA's efforts to enhance learning through real-world connections, differentiated strategies, and intentional pedagogy.

Table 9
Emerging Sub-themes and Main Themes on Effectiveness of the Instruction of Teachers

Sub-theme	Main Theme
Real-life situational teaching	Effective Instructional Approaches
Student-centered teaching approaches	
Detailed teacher feedback	
Teachers breaking down complex topics and offering extra help.	
Emphasis on interactive and project-based activities	
Responsive teaching approaches	Instructional Innovation
Technology integration enhancing education	
Use of technology for enhanced learning experiences	
Tailored instructional approaches	
Students' satisfaction with a balanced curriculum	
Incorporation of diverse teaching strategies	Curriculum Flexibility
Curriculum focused on critical thinking and problem-solving	

Teachers employed contextualized instruction, real-life examples, group work, hands-on tasks, and creativity-driven activities to foster comprehension, higher-order thinking, engagement, and metacognitive growth (Haser et al., 2022; Peng et al., 2022; Kim & Choi, 2021; Heemskerk & Malmberg, 2020). Instructional innovation included simplified explanations, personalized support, and additional resources, alongside project-based, inquiry- and game-based learning, interactive notebooks, and digital tools such as Google Classroom and Zoom, enhancing collaboration, retention, and digital fluency (Fuligni et al., 2020; Fishstrom et al., 2022; Ramachandran et al., 2019; Michel et al., 2021; Falloon, 2020; Candia et al., 2023; Hanifah et al., 2023). Curriculum flexibility allowed alignment with students' learning profiles, supported diverse cognitive preferences, balanced homework loads, and integrated varied instructional strategies for real-world application, critical thinking, and problem-solving, reflecting OECD Learning Compass 2030 goals and promoting sustainable, inclusive, and engaging learning experiences (Peng et al., 2022; Wiedermann et al., 2023; Ramachandran et al., 2019; Michel et al., 2021; Haser et al., 2022).

Table 10
Emerging Sub-themes and Main Themes on Support of the School to their Wellbeing

Sub-theme	Main Theme
Team-building activities	Programs for socialization and inclusion
Challenges in social interactions	
Teacher support for emotional wellbeing	Positive teacher-student relationship
Teachers accommodating student challenges	
Balancing academics and well-being	
Guidance counseling as emotional support	Strengthening emotional support systems
Guidance counselor's role in student wellbeing	
Personal development and confidence building	
Emotional and social support	
Anti-Bullying Initiatives	
Extracurricular activities to enhance skills	Student Enrichment Programs
Extracurricular programs for physical well-being	
Extracurricular Activities for Social Needs	

Table 10 identified four key themes—programs for socialization and inclusion, positive teacher-student relationships, strengthened emotional support systems, and student enrichment programs—highlighting IPSA's holistic approach to students' social and emotional well-being. Team-building activities facilitated post-pandemic reintegration by restoring communication, collaboration, and peer connections, supporting social confidence (Heemskerk & Malmberg, 2020; Wiedermann et al., 2023; Jose et al., 2022). Teachers fostered psychological safety and inclusivity through emotional support, adaptive instruction, and flexible academic expectations (Heemskerk & Malmberg, 2020; Peng et al., 2022; Wiedermann et al., 2023). Emotional support was further reinforced by proactive guidance counseling, timely parent-school communication, and accessible psychosocial services, including anti-bullying measures (Darling et al., 2021; Wiedermann et al., 2023; Jose et al., 2022; Heemskerk & Malmberg, 2020). Enrichment programs such as leadership training,

academic clubs, arts, robotics, and sports promoted confidence, socio-emotional skills, talent development, and peer relationships across grade levels, while offering creative and physical outlets that supported mental health and behavioral regulation (Michel et al., 2021; Wiedermann et al., 2023; Heemskerk & Malmberg, 2020). Collectively, these initiatives illustrate IPSA's comprehensive strategy to cultivate emotionally resilient, socially engaged, and holistically developed learners.

Gaps between the programs implemented by the International Philippine School in Al Khobar (IPSA) and those experiences by the students and parents.

Table 11
Matrix of Gaps Between Programs and Experiences based on the RAPID Framework.

RAPID Domain	Activities Implemented	Experiences	Gaps	Literature Gaps
Reach Every Child and Keep Them in School	Safety protocols, supervised recess, health monitoring, social media promotion, clubs, peer support, and classroom preparations.	Students felt safe; parents trusted measures; smooth return	Limited outreach for absent students; some parent hesitation	Gaps in re-engaging learners (World Bank, 2022; Kar 2023)
Assess Learning Levels Regularly	Pre-tests, GRACE-PASS, formative assessments, mentoring, entrance/exit tickets	Personalized feedback, progress noticed by parents	Inconsistent use of assessment data	Diagnostic data inconsistencies (Kim & Choi, 2021; Haste, et al, 2022)
Prioritizing Teaching the Fundamentals	Remedial reading/math, CLT programs, basic skills integration, MATATAG curriculum	Progress in literacy/numeracy observed	Unequal CLT implementation; pacing varied	Consistency issues (Fulig I, et al, 2020; Norman, 2023)
Increase the Efficiency of Instruction	Differentiated instruction, gamification, tech (ACE Coding), PBL, SIPs, INSET, teacher collaboration	Engagement and motivation improved	Varied tech use; teacher dependent delivery	Tech integration disparities (Balloon, 2020; Hanifah, et al., 2023)
Develop Psychosocial Health and Wellbeing	Parent webinars, daily check-ins, guidance referrals, SEL, teacher support, functional homerooms	Emotional support felt; proactive mental health appreciated	No permanent support staff; informal shadow system	Challenges in inclusive support (Norman, 2023; Jose, et al., 2022)

Table 11 summarizes the alignment between IPSA's RAPID interventions and the actual experiences of parents and students, highlighting recurring implementation gaps consistent with broader literature. Under *Reach Every Child and Keep Them in School*, safety measures and peer support promoted a secure return, yet limited individualized outreach to absent learners mirrored gaps noted by World Bank (2022) and Kar & Kar (2023). In *Assess Learning Levels Regularly*, diagnostics and formative tools supported learning progress, though inconsistent use of assessment data reflected challenges identified by Kim & Choi (2021) and Haser et al. (2022). For *Prioritizing Teaching the Fundamentals*, remedial and foundational programs improved literacy and numeracy, but uneven implementation across teachers aligned with findings from Fuligni et al. (2020) and Norman (2023). Under *Increase the Efficiency of Instruction*, interactive and technology-supported strategies enhanced engagement, yet varied teacher readiness led to inconsistent tech integration, similar to patterns reported by Falloon (2020) and Hanifah et al. (2023). Lastly, in *Develop Psychosocial Health and Well-being*, students benefited from SEL initiatives and guidance support, though the absence of permanent specialized staff reflected issues also noted by Norman (2023) and Jose et al. (2022).

Educational Transformation Plan for International Philippine School in Al Khobar (IPSA) based on the following: (1) results; (2) future of education; (3) future of jobs; and (4) MATATAG curriculum.

Table 12
Educational Transformation Plan Based on Results

Results	Educational Transformation Plan					
	Focus Area	Intended Outcome	Metrics for Success	Key Activities	Timeline	Resources (Lead, Human, Finance, Physical)
Reaching every child and keep them in school	Ensuring Student Safety & Health	Safe, healthy learning environment	1. 100% fire/evacuation drill compliance 2. 100% safety issues resolved 3. 98% monthly attendance 4. 98% health/dental check-up participation	1. Emergency drills 2. Weekly safety checks 3. Attendance monitoring 4. Annual Health Week	SY 2025-2026	**Lead:** Principal **Human:** Governing Board, SMT, Community Partners **Finance:** 30,000 **Physical:** Clasrooms, Halls, Labs
Assess learning level regularly	Improving Assessment & Learning Outcomes	Improved academic performance	1. 0% at beginning/developing proficiency	1. Baseline and periodic assessments 2. Remediation 3. Differentiated instruction 4. Progress monitoring	SY 2025-2026	**Lead:** Principal **Human:** Supervisors, Teachers **Finance:** 10,000 **Physical:** Classrooms, Hall, Labs
Prioritize teaching the fundamentals	Developing Language & Digital Literacy	Strong language and digital literacy	1. 90% reading proficiency 2. 85% communication proficiency 3. 90% clear expression (oral/written/digital)	1. Reading initiative 2. Communication projects 3. Quarterly showcases	SY 2025-2026	**Lead:** Principal **Human:** SMT, Supervisors, Language Teachers **Finance:** 20,000 **Physical:** Classrooms, Hall
Increase the efficiency of instruction	Enhancing Instructional Efficiency	Enhanced teaching practice	1. 100% teachers rated proficient 2. 100% use innovative tools 3. 100% join monthly planning	1. Coaching program 2. Innovation integration 3. Monthly PLCs	SY 2025-2026	**Lead:** Principal **Human:** Governing Board, SMT, Partners **Finance:** 50,000 **Physical:** Classrooms, Halls, Labs
Develop psychosocial health and wellbeing	Enhancing Psychosocial & Emotional Well-being	Emotionally healthy, connected learners	1. 95% report wellbeing and belonging 2. 90% join SEL programs	1. School wide PBWP 2. Quarterly SEL Week	SY 2025-2026	**Lead:** Principal **Human:** Guiddance Counselors, SMT, Teachers **Finance:** 40,000 **Physical:** Classrooms, Hall, Guidance Office

Table 12 above shows that IPSA successfully supported students through the post-pandemic transition by ensuring safety, learning

continuity, and well-being, yet several areas—instructional effectiveness, assessment practices, technological integration, psychosocial services, and curriculum enhancement—require strengthened implementation. Guided by the RAPID Framework and aligned with DepEd's curriculum and the Future of Education framework, IPSA's Educational Transformation Plan outlines five interconnected focus areas that form a cohesive roadmap for improving learning outcomes, equity, and resilience. The plan emphasizes student safety through emergency drills, health monitoring systems, and attendance tracking; enhances assessment and remediation through differentiated instruction, baseline diagnostics, and continuous progress monitoring; and prioritizes foundational skills via school-wide reading initiatives, communication projects, and quarterly performance tasks. Instructional efficiency is advanced through coaching programs, provision of updated teaching tools, and monthly professional learning communities, while psychosocial health is strengthened through the School-wide Positive Behavior and Well-being Program integrating mindfulness, SEL sessions, and counseling services. These initiatives are supported by dedicated personnel, existing facilities, and financial allocations of 10,000–50,000 SAR, collectively positioning IPSA to create an inclusive, adaptive, and future-ready learning environment.

The future of education (Table 13) is increasingly shaped by digital innovation, competency-based learning, and the integration of socio-emotional development into everyday instruction. IPSA has begun modernizing its curriculum through digital tools, adaptive practices, and learner-centered approaches, yet a more comprehensive strategy is required to sustain leadership in innovation, well-being, and equity. Guided by global frameworks—including the OECD's Future of Education and the World Bank's RAPID Framework—IPSA's transformation plan focuses on Access and Inclusion, Quality of Instruction, Student Well-being, and Digital Readiness. The plan advances co-agency and supportive relationships through peer mentorship, co-agency forums, and triad conferences, targeting at least 95% of students reporting strong peer and adult support and full participation in conferences.

Table 13

Educational Transformation Plan Based on Future of Education

OECD's Future of Education	Educational Transformation Plan					
	Focus Area	Intended Outcome	Metrics for Success	Key Activities	Timeline	Resources (Lead, Human, Finance, Physical)
Reach Every Child and Keep Them in School	Co-Agency & Collaborative Culture	Strong student-teacher-family-community collaboration	1. 95% of students report peer/adult support' 2. 100% triad conference attendance	1. Triad conferences 2. Co-agency forums 3. Peer mentoring	SY 2025-2026 to 2026-2027	**Lead:** Principal **Human:** Teachers, parents **Finance:** 25,000 **Physical:** Classrooms, Multipurpose Hall
Assess Learning Levels Regularly	Anticipation-Action-Reflection Cycle	Students reflect, plan, and adapt consistently	1. 98% complete 4 reflection cycles per year 2. 95% improve adaptability	1. Reflection protocols 2. Digital portfolios 3. Action research	SY 2025-2026 to 2026-2027	**Lead:** Class Advisers **Human:** Teachers, ICT, Homeroom Advisers **Finance:** 25,000 **Physical:** Classrooms, LMS, Laptops
Prioritize Teaching the Fundamentals	Student Agency & Voice	Students demonstrate autonomy and ownership of learning	1. 98% set goals each term 2. 95% report strong ownership	1. Student-led conferences 2. Goals setting journals 3. Self-assessment portfolios	SY 2025-2026 to 2027-2028	**Lead:** Academic Supervisor **Human:** Management team, Teachers, Staff **Finance:** 30,000 **Physical:** Classrooms, Journals, Digital Platforms
Increase the Efficiency of Instruction	Competency-Based, Interdisciplinary Curriculum	Curriculum is personalized, interdisciplinary, and competency-based	1. 100% of subjects revised using OECD lenses 2. 95% proficiency in interdisciplinary tasks	1. Designing for complexity 2. Teacher training 3. Thematic unit pilots	SY 2025-2026 (July- April)	**Lead:** Academic Supervisor **Human:** Management team, Teachers, Staff **Finance:** 60,000 **Physical:** Classrooms, Multipurpose Hall
Develop Psychosocial Health and Wellbeing	Transformative Competencies	Learners apply creativity, critical thinking, and ethics to real issues	1. 85% complete a project yearly 2. 95% show empathy and problem-solving	1. Ethical problem-solving 2. Challenge-based learning 3. Service learning	SY 2025-2026 to 2026-2027	**Lead:** Academic Supervisor **Human:** Teachers, Community Partners **Finance:** 60,000 **Physical:** Classrooms, Multipurpose Hall

Learning adaptability is strengthened through action-research, digital portfolios, and structured reflection cycles, with goals of 95% adaptability and 98% participation. Student agency is further emphasized by goal setting, student-led conferences, and portfolio assessments, while interdisciplinary, competency-based instruction aims for full curriculum redesign and 95% proficiency in cross-disciplinary tasks. Finally, psychosocial development is promoted through challenge-based and service-learning projects, fostering empathy, creativity, and ethical decision-making, with targets of 95% demonstrated competencies and 85% annual completion of innovation or community projects, supported by dedicated staffing, digital resources, and budgets ranging from 25,000 to 60,000 SAR.

Table 14

Educational Transformation Plan Based on Future of Jobs

Future of Jobs	Educational Transformation Plan					
	Focus Area	Intended Outcome	Metrics for Success	Key Activities	Timeline	Resources (Lead, Human, Finance, Physical)
Integrating Technology	Technology Integration & Digital Literacy	Students gain AI, coding, robotics, and digital skills	1. 98% proficient in coding by Grade 12 2. 100% tech integration daily	1. Progressive coding program (Gr. 1-12) 2. School wide blended learning with LMS, apps, multimedia	July 2025 - April 2026	**Lead:** Supervisors **Human:** Teachers, ICT Team **Finance:** 200,000 **Physical:** Classrooms, Labs, Computers, Software
Curriculum Enhancement	STREAM (Science, Technology, Research, Architecture, and Mathematics) Curriculum Enhancement	Strengthened STREAM for global job demands	1. 50% increase in STREAM performance 2. 70% student participation in STREAM projects	1. STREAM problem solving curriculum and PBL 2. Annual STREAM expo for design/prototype presentations	July 2025 - April 2026	**Lead:** Supervisors **Human:** Teachers, Science/Computer Teachers **Finance:** 30,000 **Physical:** Classrooms, Labs
Financial Literacy	Entrepreneurship & Financial Literacy	Students develop entrepreneurship and financial skills	1. 85% participate in entrepreneurship/financial activities 2. 90% complete viable project	1. Entrepreneurship and financial literacy program with simulations and themed weeks 2. Student start-up challenge with mentorship and pitch event	July 2025 - April 2026	**Lead:** Supervisor **Human:** Social Studies Teachers **Finance:** 20,000 **Physical:** Classrooms
21st Century Skills	21st-Century Skills & Leadership	Students improve communication, leadership, collaboration	1. 80% proficient in group/communication activities 2. 90% take leadership role 3. 70% join CLT program	1. Collaborative tasks with rubrics, peer evaluation so 2. Student leadership rotation and portfolio 3. CLT workshops, simulations, public speaking	July 2025 - April 2026	**Lead:** Supervisor **Human:** Language Teachers **Finance:** 50,000 **Physical:** Classrooms, Hall
Future Readiness	Industry & Career Readiness	Students gain real-world career exposure	1. 98% participate in job shadowing/real-world experience 2. Two career activities per grade	1. Career immersion program with industries and mentorship 2. Grade level career exploration series, workshops, virtual field trips	July 2025 - April 2026	**Lead:** Supervisor **Human:** Teachers, Partner Industries **Finance:** 50,000 **Physical:** Classrooms, Hall, Industry workplaces

The rapid growth of industry, driven by technology and globalization, demands that education equips students with digital literacy, critical thinking, socio-emotional skills, and leadership to thrive in future careers. IPSA's Future of Jobs Educational Transformation Plan aligns its curriculum, teaching practices, and student support systems with these global trends, focusing on technological integration, STREAM enhancement, financial literacy, 21st-century skills, and career readiness (Table 14). Through a school-wide blended learning model, coding program, and digital tool integration, 98% of students are expected to achieve basic coding proficiency and fully utilize technology by Grade 12, supported by a 200,000 SAR digital infrastructure budget. STREAM subjects are strengthened via interdisciplinary project-based learning, real-world problem-solving, and an annual expo, targeting 70% student participation and a 50% academic improvement with a 30,000 SAR allocation. Financial literacy and entrepreneurship initiatives, including start-up challenges and simulations, aim for 90% project completion and 85% annual participation, using a 20,000 SAR budget. Leadership, teamwork, and communication are fostered through structured CLT programs, group projects, and rotating student roles, with targets of 70% CLT enrollment, 90% leadership engagement, and 80% proficiency, supported by 50,000 SAR. Finally, career readiness is developed through grade-level career activities, panels, virtual tours, and job-shadowing, achieving 98% student participation and a 50,000 SAR budget, ensuring IPSA students are prepared, adaptable, and competitive in a rapidly evolving global labor market.

Table 15

Educational Transformation Plan Based on MATATAG Curriculum

Based on MATATAG Curriculum	Educational Transformation Plan					
	Focus Area	Intended Outcome	Metrics for Success	Key Activities	Timeline	Resources (Lead, Human, Finance, Physical)
Context	Contextualized and Relevant Learning	Students apply knowledge to real-life, local/global, and culturally relevant situations	1. 98% of lessons include local/global context per month. 2. 98% of performance tasks are real world/project based. 3. 98% of students rated proficient	1. Integrate local/global contexts 2. Use real-world scenarios and projects 3. Include cultural responsiveness	July 2025 - April 2026	**Lead:** School Principal **Human:** Academic Supervisors, Teachers **Finance:** 20,000 **Physical:** Classrooms, industry sites
Connection	Interdisciplinary Connections and Curriculum Integration	Stronger links across subjects and between theory and practice.	1. Two integrated tasks per grade per quarter 2. One complaining session per quarter 3. 98% student outputs proficient	1. Implement integrated tasks 2. Organized complaining sessions 3. Link concepts to practice	July 2025 - April 2026	**Lead:** Supervisors **Human:** Teachers **Finance:** 10,000 **Physical:** Classrooms
Collaboration	Strengthening Stakeholder Collaboration	Enhanced collaboration with teachers, students, parents, community	1. Four student forums per year 2. One PTC per quarter 3. 98% students in group tasks 4. Less than or equal to 5 partnerships.	1. Set-up student/parent feedback and teacher collaboration 2. Develop peer/group work 3. Build external partnerships	July 2025 - April 2026	**Lead:** Principal **Human:** Supervisors, Teachers **Finance:** 30,000 **Physical:** Classrooms, Halls
Creativity	Fostering Creativity and Innovation in Learning	Students show creative thinking, problem solving, innovation	1. 98% open-ended/inquiry activity per subject per quarter 2. 70% produce 1 multimedia/creative project per year 3. 100% subjects have innovative assessment 4. One student-led exhibition per year	1. Design open-ended/inquiry tasks 2. Integrate arts, multimedia, digital tools 3. Innovative assessment and student showcase	July 2025 - April 2026	**Lead:** Supervisors **Human:** Teachers **Finance:** 40,000 **Physical:** Classrooms, Hall

The International Philippine School in Al Khobar (IPSA) is advancing its educational framework to align with the DepEd Curriculum and the MATATAG principles of Context, Connection, Collaboration, and Creativity, addressing post-pandemic learning gaps and fostering holistic student development (Table 15). While IPSA has effectively implemented health protocols, digital resources, and instructional innovations, the MATATAG Curriculum-based Educational Transformation Plan emphasizes contextualized learning through project-based and culturally relevant assignments (Context, 20,000 SAR), interdisciplinary integration via thematic units and co-planning sessions

(Connection, 10,000 SAR), and stakeholder engagement through student forums, parent-teacher conferences, group projects, and community partnerships (Collaboration, 30,000 SAR). Creativity is promoted through student-led showcases, multimedia projects, inquiry-based activities, and performance-based assessments (Creativity, 40,000 SAR). Led by the school principal with support from academic supervisors, teachers, parents, and community partners, and utilizing classrooms, multipurpose halls, and external learning sites, this integrated plan ensures learning is meaningful, connected, collaborative, and innovative, equipping students to excel in both local and global contexts during the 2025–2026 academic year.

DISCUSSION

The International Philippine School in Al Khobar (IPSA) has implemented comprehensive post-pandemic interventions to ensure student safety, attendance, and learning continuity. These included structured dismissal and recess protocols, safety drills, health monitoring, diagnostic and formative assessments, and the integration of digital tools such as Google Classroom and Canva. Instruction was enhanced through differentiated teaching, project-based learning, and targeted interventions in reading, math, and social-emotional learning (SEL), while psychosocial support was fostered through counseling, homeroom initiatives, and SEL programs. These strategies, aligned with the RAPID Framework, successfully restored academic progress, emotional well-being, and trust among students and parents, though gaps in personalization, communication, and equitable access to enrichment activities were noted.

To address these gaps, the Educational Transformation Plan emphasizes holistic and future-ready learning. Anchored in the MATATAG principles of Context, Connection, Collaboration, and Creativity, the plan promotes contextualized and interdisciplinary instruction, stakeholder engagement, student agency, and creative expression. Key initiatives include career-readiness programs, coding and entrepreneurship training, collaborative learning teams, and wellness-focused interventions. By combining instructional innovation with psychosocial support and data-informed decision-making, IPSA aims to foster inclusive, adaptable, and resilient learners equipped with foundational, digital, and socio-emotional skills (OECD Learning Compass 2030; RAPID Framework).

Recommendations based on the RAPID evaluation target multiple beneficiaries. For students, it encourages equitable access to support, active involvement in shaping learning environments, and consistent skill development in SEL, math, and reading. Teachers are advised to enhance differentiated instruction and utilize feedback loops, while administrators should strengthen curriculum coherence, monitoring, and reflective practices. Parents are recommended to participate actively in feedback and SEL programs, and policymakers are encouraged to adopt IPSA's model for broader Philippine Schools Overseas, including mandates for mental health services and differentiated instruction. The broader educational community can benefit from sharing IPSA's best practices, and future researchers are urged to examine long-term impacts of these interventions on student preparedness and global competencies.

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