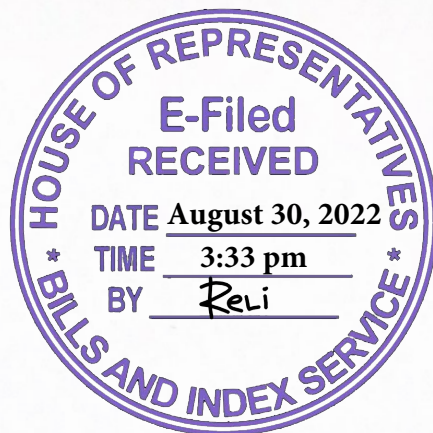


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

NINETEENTH CONGRESS
First Regular Session

HOUSE BILL NO. 4240



Introduced by Representative Roman T. Romulo

AN ACT
ESTABLISHING AN ACADEMIC RECOVERY AND ACCESSIBLE LEARNING PROGRAM,
APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES

EXPLANATORY NOTE

The 1987 Constitution mandates the State to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

The results of the various international assessments such as the 2018 Programme for International Student Assessment (PISA)¹ and the 2019 Southeast Asia Primary Learning Metrics (SEA-PLM)² revealed the current state of our learning challenges.

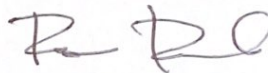
The challenges in the Philippine education system may have been aggravated during the coronavirus disease (COVID-19) pandemic by the closure of schools and the unplanned and compulsory use of alternative delivery modes of instruction to prevent the suspension of the academic year.

¹ Organisation for Economic Co-operation and Development, *Programme for International Student Assessment (PISA) Results from PISA 2018*, Country Note - Philippines, 2018, https://www.oecd.org/pisa/publications/PISA2018_CN_PHL.pdf (accessed 26 August 2022).

² The United Nations International Children's Emergency Fund (UNICEF), *SEA-PLM 2019 National Report of the Philippines*, Southeast Asia Primary Learning Metrics, 2019, <https://www.unicef.org/philippines/media/2556/file/Southeast%20Asia%20Primary%20Learning%20Metrics%202019%20National%20Report%20of%20the%20Philippines.pdf> (accessed 26 August 2022).

This proposed measure seeks to address and resolve the gap between the current and the expected learning competencies through the establishment of the Academic Recovery and Accessible Learning (ARAL) Program. This program shall strive to ensure that the learners attain the most essential learning competencies covering the subjects of reading, mathematics, and sciences through the tutors who shall conduct the lessons in the program. These tutors are composed of qualified college students, volunteers, teachers, and para-teachers under the supervision of the Head Subject Teachers who monitor the progress of learners. Further, even students from private schools may avail themselves of the ARAL Program.

In view of the foregoing, the approval of the proposed measure is earnestly requested.

A handwritten signature in dark ink, appearing to read 'R. Romulo', with a stylized flourish at the end.

ROMAN T. ROMULO

Lone District, Pasig City

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

NINETEENTH CONGRESS
First Regular Session

HOUSE BILL NO. 4240

Introduced by Representative Roman T. Romulo

AN ACT

**ESTABLISHING AN ACADEMIC RECOVERY AND ACCESSIBLE LEARNING PROGRAM,
APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES**

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

1 SECTION 1. *Short Title.* - This Act shall be known as "The Academic Recovery and
2 Accessible Learning (ARAL) Program Act".

3
4 SEC. 2. *Declaration of Policy.* - The State recognizes its role to protect and promote
5 the right of all citizens to quality education at all levels and to take appropriate steps to make
6 such education accessible to all.

7 Towards this end, the State shall establish an academic intervention program in basic
8 education that shall ensure that learners who are straggling in their lessons, especially in
9 mathematics, science, and reading comprehension, shall be able to attain the competencies
10 set by the Department of Education in their respective levels.

11
12 SEC. 3. *Establishment of the Academic Recovery and Accessible Learning Program.* -
13 The ARAL Program is hereby established as the national academic intervention program to

1 address the issues of learning loss and academic struggles of basic education learners and
2 provide specific solutions based on assessments and evaluation and effective planning to
3 bridge the gap between the learners' current and expected competencies.

4 The ARAL Program shall be developed and implemented by the Department of
5 Education (DepEd) that may call upon various agencies such as the Department of
6 Information and Communications Technology (DICT), the Department of Labor and
7 Employment (DOLE), the Department of Science and Technology (DOST), the Commission on
8 Higher Education (CHED), and the Technical Education and Skills Development Authority
9 (TESDA) for the successful attainment of the objective of the ARAL Program.

10 Unless the DepEd deems it fit and implements these interventions for a limited period
11 during school hours, the ARAL Program shall be enforced during the school year after school
12 hours of the learner or during weekends, except on the learner's day of rest or worship in
13 accordance with the beliefs or religion of the learner, and during the period between school
14 years, also known as the summer break.

15 As far as practicable, the ARAL Program shall be conducted in the public schools where
16 the learners are or had previously been enrolled. It may use any delivery mode that is
17 appropriate and effective in improving the learning competencies of the learners.

18
19 *SEC. 4. Objective of the ARAL Program.* – It is the objective of the program that the
20 learners enrolled therein shall have attained the most essential learning competencies
21 covering the subjects of reading, science, and mathematics as determined under the current
22 curriculum.

23
24 *SEC. 5. Learners under the ARAL Program.* – The following learners shall be required
25 to enroll in the ARAL Program during the school year and summer vacation:

- 26 a. Those who are failing in the examinations and tests as assessed and
27 evaluated by the teachers;
28 b. Those whose grades are at and marginally above the minimum level of
29 mastery required in the attainment of MELCs; and

1 c. Those who have returned or are returning to school after a furlough.

2 Learners who want to take refresher courses may be allowed to enroll in the ARAL
3 Program during summer break only; Provided that priority shall be given to learners in the
4 previous paragraph.

5 Learners from private schools may enroll in the ARAL Program, Provided that, in case
6 of the limited number of slots for enrollment, preference shall be given to beneficiaries of
7 Educational Service Contracting and financial scholarships, and holders of Senior High School
8 vouchers.

9
10 SEC. 6. *Tutors under the ARAL Program.* – The tutors under the ARAL Program shall be
11 responsible for conducting the lessons to ensure the learners' attainment of the MELCs of the
12 respective subjects. These tutors may come from the following:

- 13 a. Students of Teacher Education Institutions which may or may not be a part of its
14 curriculum;
15 b. Government Internship Program (GIP) of DOLE;
16 c. Students in Higher and Technical-Vocational Educational Institutions taking up the
17 National Service Training Program under the Literacy Training Services;
18 d. Volunteers from non-government organizations or civil society organizations; and
19 e. Individual volunteers.

20 The institution, agency, or organization guarantees the qualifications, competence,
21 and character of each tutor it shall send to the DepEd for the implementation of the ARAL
22 Program. The DepEd shall assess the qualifications and competence and scrutinize the
23 character of individual volunteers. The tutors shall be supportive and empathetic to the
24 needs, motivation, and behavior of the learners.

25 The tutors shall report to the head subject teacher who is assigned to monitor the
26 progress of each learner. The head subject teacher shall employ the best methods and
27 arrangements in pairing a learner or group of learners with a suitable tutor for the facilitation
28 and promotion of positive tutor-learner relationships and a stronger understanding of the
29 learners' learning needs resulting in greater academic, social, and motivational outcomes.

1 For purposes of this Act, the tutors under the ARAL Program shall not be considered
2 to practice the profession of teaching.

3 Nothing in this Act prohibits the teachers from participating in the ARAL Program as
4 tutors. In the event that teachers and para-teachers as defined under Republic Act No. 7836,
5 otherwise known as the Philippine Teachers Professionalization Act participate as tutors
6 under the ARAL Program, they shall be compensated accordingly subject to the existing rules
7 and regulations of the Department of Budget and Management.

8
9 SEC. 7. *Assessment of the ARAL Program and its Learners.* – To ensure the effectiveness
10 and success of the ARAL Program, the determination of the learning status and progress of
11 learners, the establishment of appropriate tutoring strategies and interventions, and the
12 evaluation of teaching effectiveness shall be grounded on evidence-based practices.

13 In addition to pre- and post-assessments, tutors shall conduct formative assessments
14 of their learners to allow them to provide timely feedback on each learner and effectively
15 tailor their instruction based on the learners' individual learning needs.

16
17 SEC. 8. *Capability Building and Assessment of Tutors.* – To successfully attain the
18 objective of the ARAL Program, the DepEd shall provide the tutors with the appropriate
19 training and seminars, focusing on innovative instructional techniques, interpersonal skills,
20 social-emotional learning, and cultural competency, among others, prior to their participation
21 in the ARAL Program.

22
23 SEC. 9. *Updated Learner Information System (LIS).* – The DepEd shall update its LIS
24 which shall contain the following additional information:

- 25 a. Name and academic background of tutors;
26 b. Name, grade level, and school of learners and their corresponding scores and
27 grades in their remedial subject;
28 c. Performance of learners on tasks and activities administered during the tutorial
29 sessions;
30 d. Assessment of learners; and

1 e. Tutorial materials, lectures, or modules used.

2
3 SEC. 10. *Free Access to All DepEd's Learning Platforms; Special Services for Learners*
4 *and Tutors.* – Public Telecommunications Entities (PTEs) shall provide free access to all
5 learning platforms of the DepEd, including online educational platforms, digital libraries, and
6 other online knowledge hubs without any additional financial burden on all learners and
7 tutors. No charges shall be incurred in the download of data from these sites and applications.
8 Learners and tutors shall also be provided subsidized data plans by the DepEd for the use of
9 these learning platforms.

10
11 SEC. 11. *Parental Involvement.* – Tutors shall develop linkages and maintain regular
12 communication with the parents of the learners. The parents, being the primary resource and
13 essential support in the education of their children shall enhance their parental roles by
14 assisting their children through home learning activities and making significant contributions
15 to their educational development at home.

16
17 SEC. 12. *Tax Incentives.* – Any donation, contribution, or grant, in cash or in kind, made
18 by individuals or organizations, public or private, local or foreign, shall be exempt from the
19 donor's tax and the cost of which shall be considered as an allowable deduction from the
20 gross income of the donor in accordance with the provisions of the National Internal Revenue
21 Code of 1997, as amended.

22
23 SEC. 13. *Mandatory Review and Impact Assessment.* – The DepEd shall conduct a
24 mandatory review of the implementation of this Act and submit an assessment report to
25 Congress on its impact and effectiveness, not later than one (1) year from the effectivity of
26 this Act.

1 SEC. 14. *Appropriations.* – The DepEd shall immediately include in its budget the
2 amount necessary for the effective implementation of this Act which shall be included in the
3 annual General Appropriations Act.

4
5 SEC. 15. *Implementing Rules and Regulations.* – Within sixty (60) days from the
6 effectivity of this Act, the DepEd, in consultation with CHED, DICT, DOST, TESDA, DOLE and
7 other relevant government agencies and stakeholders, shall issue the necessary rules and
8 regulations for its effective implementation. The rules and regulations issued pursuant to this
9 section shall take effect thirty (30) days after its publication in a newspaper of general
10 circulation.

11
12 SEC. 16. *Separability Clause.* - If any provision of this Act or any part hereof is declared
13 unconstitutional or invalid, the same shall not affect the validity of the other provisions of this
14 Act.

15
16 SEC 17. *Repealing Clause.* – All laws, decrees, orders, rules and regulations or parts
17 thereof which are inconsistent with the provisions of this Act are hereby repealed, amended
18 or modified accordingly.

19
20 SEC. 18. *Effectivity.* – Notwithstanding the non-issuance of the IRR, this Act shall take
21 effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general
22 circulation.

23
24 Approved,