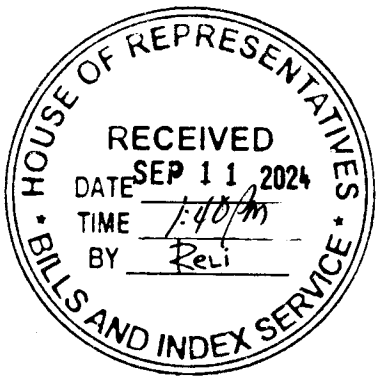
Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila



NINETEENTH CONGRESS
Third Regular Session

HOUSE BILL NO. 10898

Introduced by **Representative Jaime R. Fresnedi**

EXPLANATORY NOTE

This proposed legislation seeks to establish a National Tutoring Program to address learning gaps and losses that have continued to plague the public education sector. The establishment of this learning intervention is hoped to improve literacy and numeracy rates among our basic education learners as well as provide short-term employment for college students who are struggling financially.

According to data from the World Bank in 2022, at least 90% of Filipino children struggle to read or comprehend simple text and only 10% of students in the country meet the minimum reading standards expected at the end of primary education, as per the Southeast Asia Primary Learning Metrics 2019 (SEA-PLM). The Programme for International Student Assessment (PISA) for the year 2018 also reported that the Philippines scored the lowest in reading with only 340 points. Although the country increased in its reading literacy score in 2022 with 347 points, this rating, however, is still below the global average reading score of 476 points.

The same PISA results showed that the Philippines scored two points higher in mathematics, going from 353 in 2018 to 355 in 2022. While there may seem to be an improvement, after a careful analysis of the results, it indicates that 84% of Filipino students who took the test did not meet the basic or baseline level of proficiency in mathematics. This means that a majority of the students who took the exam did not meet the standard of proficiency in numeracy.

It was also noted that even before the COVID-19 pandemic, learning poverty in the country was already at 70% and in 2022, the World Bank reported that learning poverty was already at 91%. Learning poverty is defined by the World Bank as "being unable to read and understand short, age-appropriate text by age 10". This is a serious cause for concern as reading is a foundational skill in a student's academic life as it is one's gateway to learning and excelling in other areas in school.

As we continue to address the learning crisis in our country, it is imperative that we establish programs that cater to the needs of our learners. With the creation of this national tutoring program, we envision a future wherein the quality of education is improved and the socio-economic needs of students are supported.

In view of the foregoing, the immediate passage of this bill is earnestly sought.

JAIME R. FRESNEDI
Representative
Lone District, Muntinlupa City

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AN ACT
ESTABLISHING A NATIONAL TUTORING PROGRAM

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

SECTION 1. *Short Title.* – This Act shall be known as the "*National Tutoring Act.*"

Sec. 2. *Declaration of Policy.* – The State recognizes its role to protect and promote the right of all citizens to quality education at all levels and to take appropriate steps to make such education accessible to all. To this end, the State shall establish an academic intervention program in basic education that shall ensure that all learners who are struggling in their lessons, especially in literacy and numeracy, shall be able to attain the competencies set by the Department of Education (DepEd) in their respective levels.

Sec. 3. *Establishment of the National Tutoring Program.* – There is hereby established a "National Tutoring Program", hereinafter referred to as the Program, that shall serve as the national academic intervention program to address issues of learning loss and academic struggles of basic education learners. The Program shall have the following objectives:

a) Help elementary students who are struggling in literacy and numeracy competencies;
b) Provide short-term employment and educational opportunities for college students; and
c) Foster a collaborative environment for educational growth and development.

The Program shall be developed and implemented by the DepEd. It may call upon various agencies of the government for the successful implementation and attainment of the objectives of this Act.

Sec. 4. *Coverage.* - The primary beneficiaries of the Program shall be elementary students identified as struggling learners in literacy and numeracy. Priority shall be given to students from marginalized and underserved communities. Schools and local education authorities shall collaborate to identify the students in need of tutoring services.

Sec. 5. *Recruitment and Training of Tutors.* – The DepEd shall develop a criteria for the selection of qualified tutors and determine the appropriate allowance or compensation package, whichever maybe applicable for them. Qualified tutors shall undergo a training program to equip them

with the necessary skills and knowledge to effectively teach reading. Continuous professional development opportunities shall be provided to tutors to ensure continuous high-quality instruction.

Sec. 6. *Curriculum and Materials.* - A standardized curriculum developed in consultation with educational experts and aligned with national education standards shall be created by the DepEd. Learning materials, including textbooks, workbooks, and digital resources, shall also be provided to both tutors and students. Materials shall be designed to be engaging and appropriate for the target beneficiaries.

Sec. 7. *Delivery Methods.* - Tutoring sessions shall only be conducted in-person. These sessions shall take place in schools or community centers. Unless the DepEd deems it fit and implements these interventions for a limited period during school hours, tutorial sessions may be held after school hours, on weekends during the school year except on the day of worship following the beliefs or religion of the learner, or during semestral breaks, as may be deemed necessary.

Sec. 8. *Assessment and Monitoring.* - Regular assessments shall be conducted to monitor the progress of students and evaluate the effectiveness of the tutoring sessions. Data on student performance shall be collected and analyzed to improve instructional strategies and program improvements. Feedback from tutors, students and parents shall be collected to ensure continuous enhancement of the Program.

Sec. 9. *Employment and Educational Benefits for Tutors.* - College students who may qualify as tutors shall receive a stipend to support their financial needs and recognize their contribution to the Program. Students shall also receive academic credit or other educational benefits as determined by their respective institutions. The Program shall be integrated with a "cash for work" scheme, providing additional financial support and incentivizing participation.

Tertiary level students who serve as tutors under this Program for two (2) semesters shall be deemed to have completed the Literacy Training Service under the National Service Training Program, in accordance with Republic Act No. 9163, otherwise known as the "National Service Training Program (NSTP) Act of 2001".

Sec. 10. *Partnerships and Collaborations.* - The Program shall establish partnerships with educational institutions from both public and private schools, non-governmental organizations and community groups to support implementation and resource mobilization. Collaboration with local government units shall also be established to ensure community involvement and sustainability of the Program.

Sec. 11. *Program Management and Administration.* - A National Tutoring Program Office in the DepEd shall be established to oversee the implementation, coordination and evaluation of the Program. Local Program Coordinators shall be appointed to manage operations at the community level and ensure alignment with national goals.

Sec. 12. *Appropriations.* – The funds necessary for the initial implementation of this Act shall be charged against the current appropriations of the Department of Education and other relevant agencies. Thereafter, such sums as may be necessary for the continued implementation of this Act shall be included in the annual General Appropriations Act.

Sec. 13. *Implementing Rules and Regulations.* - The Department of Education, in consultation with relevant stakeholders, shall issue the necessary rules and regulations for the effective implementation of this Act within ninety (90) days from its effectivity.

SEC. 14. *Repealing Clause.* – All laws, decrees, executive orders, proclamations, rules and regulations and other issuances or part or parts thereof, which are inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SEC. 15. *Separability Clause.* – If for any reason, any provision of this Act is declared invalid or unconstitutional, the remaining provisions not affected thereby shall continue to be in force and effect.

SEC. 16. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,