



HOUSE OF REPRESENTATIVES

H. No. 8210

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AN ACT ESTABLISHING AN ACADEMIC RECOVERY AND ACCESSIBLE LEARNING PROGRAM AND APPROPRIATING FUNDS THEREFOR

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
2 and Accessible Learning (ARAL) Program Act.”
3

4 **SEC. 2. Declaration of Policy.** – The State recognizes its role to protect and
5 promote the right of all citizens to quality education at all levels and to take appropriate
6 steps to make such education accessible to all.
7

8 To this end, the State shall establish an academic intervention program in basic
9 education that shall ensure that all learners who are struggling in their lessons,
10 especially in mathematics, science, and reading comprehension, shall be able to attain

1 the competencies set by the Department of Education (DepEd) in their respective
2 levels.

3
4 **SEC. 3. Objective.** – It is the objective of the ARAL Program that the learners
5 enrolled therein shall have attained the most essential learning competencies covering
6 the subjects of reading, science, and mathematics as determined under the current
7 curriculum.

8
9 **SEC. 4. Coverage.** – This Act shall apply to the following learners under the
10 public school system of the DepEd:

- 11
12 (a) Those who are failing in the examinations and tests as assessed and
13 evaluated by the teachers;
14 (b) Those whose grades are at or marginally above the minimum level of
15 mastery required in the attainment of Most Essential Learning
16 Competencies (MELCs); and
17 (c) Those who have returned or are returning to school after a furlough.

18
19 Learners who want to take refresher courses may be allowed to enroll in the
20 ARAL Program during summer break only: *Provided*, That priority shall be given to the
21 learners referenced to in the previous paragraph.

22
23 Learners from private and other non-DepEd schools may enroll on voluntary
24 basis in the ARAL Program: *Provided*, That in case of limited slots for enrollment,
25 preference shall be given to beneficiaries of the Educational Service Contracting
26 Scheme and Senior High School Voucher programs.

27
28 **SEC. 5. Establishment of the ARAL Program.** – The ARAL Program is
29 hereby established as the national academic intervention program to address the
30 issues of learning loss and academic struggles of basic education learners and provide
31 specific solutions based on assessments, evaluation, and effective planning to bridge
32 the gap between the learners' current and expected competencies under the current
33 curriculum.

34
35 The ARAL Program shall be developed and implemented by the DepEd, that
36 may call upon various agencies such as the Department of Information and
37 Communications Technology (DICT), the Department of Labor and Employment
38 (DOLE), the Department of Science and Technology (DOST), the Commission on
39 Higher Education (CHED), and the Technical Education and Skills Development
40 Authority (TESDA) for the successful attainment of the objective of this Act.

41
42 **SEC. 6. MELCs in Language, Mathematics, and Science.** – The ARAL
43 Program shall cover the MELCs under the K to 12 Basic Education Curriculum covering
44 the subjects of Language and Mathematics for Grades 1 to 10, and Science for Grades
45 3 to 10.

46
47 The academic subject on Reading, which is included in the MELCs in Language,
48 shall be prioritized to develop the critical and analytical thinking skills of learners.

1 For Kindergarten learners, the ARAL Program shall focus on building
2 foundational skills aimed at strengthening their literacy and numeracy competencies.

3
4 **SEC. 7. Tutors Under the ARAL Program.** – The tutors under the ARAL
5 Program shall be responsible for conducting the lessons to ensure the learners’
6 attainment of the MELCs of the respective subjects. These tutors may come from the
7 following:

- 8
9 (a) Students of Teacher Education Institutions which may or may not be a part
10 of its curriculum;
11 (b) Government Internship Program of DOLE who meet the qualifications for
12 tutor as set by the DepEd;
13 (c) Students in Higher and Technical-Vocational Educational Institutions taking
14 up the Literacy Training Services under the National Service Training
15 Program;
16 (d) Volunteers from nongovernment organizations or civil society
17 organizations; and
18 (e) Individual volunteers.

19
20 The institution, agency, or organization shall guarantee the qualifications,
21 competence and character of each tutor it shall send to the DepEd for the
22 implementation of the ARAL Program. The DepEd shall assess the qualifications and
23 competence and scrutinize the character of volunteers. The tutors shall be supportive
24 and empathetic to the needs, motivation, and behavior of the learners.

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

32
33 For purposes of this Act, the tutors under the ARAL Program shall not be
34 considered practicing the profession of teaching under Republic Act No. 7836,
35 otherwise known as the “Philippine Teachers Professionalization Act of 1994”, and
36 shall not receive any compensation from the DepEd.

37
38 Nothing in this Act prohibits the teachers from participating in the ARAL
39 Program as tutors. In the event that teachers and para-teachers, as defined under the
40 “Philippine Teachers Professionalization Act of 1994”, participate as tutors under the
41 ARAL Program, they shall be compensated accordingly subject to the existing laws,
42 rules and regulations.

43
44 **SEC. 8. Conduct of Tutor Sessions; Group Size of Learners.** – Unless the
45 DepEd deems it fit and implements these interventions for a limited period during
46 school hours, tutorial sessions on the ARAL Program may be held after school hours,
47 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. Learners may be grouped according to their assessed learning needs. One-on-one tutorials may also be provided to a learner taking into consideration one's particular learning needs.

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

SEC. 9. *Instructional Materials.* – The ARAL Program shall use high-quality instructional materials that are aligned with core classroom content or grade level standards to enable tutors to reinforce and support teachers' classroom instruction. The instructional materials shall address concepts and build foundational skills which are most critical to the improvement of learning outcomes.

SEC. 10. *Delivery Modes for Tutorial Sessions.* – Tutorial sessions shall be conducted using any of the following delivery modes to ensure that the sessions are accessible to or within the reach of learners:

- (a) Face-to-face tutorials where tutors and learners are physically present in the same place;
- (b) Online tutorials where tutors facilitate the tutorial sessions and engage the learners' active participation by using various technologies so that learning can be accessed anytime while they are geographically remote from each other; and
- (c) Blended learning where a specified number of tutorial sessions include online and face-to-face tutorials.

In determining the venue for the tutorial sessions, the DepEd shall consider accessibility, cost-effectiveness, and health-safety risk. The DepEd shall, in collaboration with the local government unit, provide a safe learning environment for face-to-face tutorials by investing in hygiene facilities and supplies and establishing safety health protocols therein.

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

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

SEC. 12. *Capability Building and Assessment of Tutors.* – To successfully attain the objective of the ARAL Program, the DepEd shall provide tutors with the appropriate training and seminars, focusing on innovative instructional techniques,

interpersonal skills, social-emotional learning, and cultural competency, among others, prior to their participation in the ARAL Program.

SEC. 13. *Campaigns for Learners to Return to School.* – The ARAL Program shall create mass awareness campaigns on media and through community engagement to encourage learners to re-enroll and return to school through the following strategies:

- (a) Flexible enrollment dates;
- (b) Accessible physical or digital enrollment forms. Digital enrollment forms shall be available on the website of the DepEd, while physical enrollment forms shall be made available at accessible locations to be established in schools and barangay halls;
- (c) Extension of deadlines for submission of required enrollment documents;
- (d) Presence of health and sanitation facilities;
- (e) Establishment of public health and safety protocols upon resumption of face-to-face classes; and
- (f) Continuous implementation of school feeding program.

SEC. 14. *Updated Learner Information System (LIS).* – The DepEd shall update its LIS which shall contain the following additional information:

- (a) Name and academic background of tutors;
- (b) Name, grade level, and school of learners and their corresponding scores and grades in their remedial subjects;
- (c) Performance of learners on tasks and activities administered during the tutorial sessions;
- (d) Assessment of learners; and
- (e) Tutorial materials, lectures, or modules used.

SEC. 15. *Free Access to All of DepEd’s Learning Platforms; Special Services for Learners and Tutors.* – Public telecommunications entities shall provide free access to all learning platforms of the DepEd, including online educational platforms, digital libraries, and other online knowledge hubs without any additional financial burden on all learners and tutors. No charges shall be incurred in the download of data from these sites and applications. Learners and tutors shall also be provided subsidized data plans by the DepEd for the use of these learning platforms.

SEC. 16. *Allotment of Air Time for Educational Tutorial Programs.* – Pursuant to Republic Act No. 8370, otherwise known as the “Children’s Television Act of 1997”, a portion of the daily total air time of each broadcasting network shall be allotted for educational tutorial sessions within the regular programming of all networks granted franchises or as a condition of renewal of broadcast licenses, to be included as part of the responsibility of the network in serving the public.

In addition to the MELCs under the K to 12 Basic Education Curriculum covering the subjects of Language, Mathematics, and Science, the programs may include

1 Storytelling, Wellness, Mother Tongue-Based Multilingual Education, *Edukasyon sa*
2 *Pagpapakatao*, and Health for a comprehensive learning experience for all learners.

3
4 **SEC. 17. *Remuneration of Teachers and Para-teachers Who Serve as***
5 ***Tutors.*** – Teachers who serve as tutors shall be compensated subject to the existing
6 rules and regulations of the DepEd and the Department of Budget and Management.

7
8 Para-teachers who serve as tutors under this Act shall be compensated from
9 the budget of the DepEd and from the Special Education Fund of the Local School
10 Board of the local government unit where the schools of the learners are located.

11
12 **SEC. 18. *Incentives for Tertiary Level Students Who Serve as Tutors.***
13 – Tertiary level students who serve as tutors under the ARAL Program for two (2)
14 semesters shall be deemed to have completed the Literacy Training Service under the
15 National Service Training Program, in accordance with Republic Act No. 9163,
16 otherwise known as the “National Service Training Program (NSTP) Act of 2001”.

17
18 Under Republic Act No. 9163, the Literacy Training Service is a program
19 designed to train students to become teachers of literacy and numeracy skills to school
20 children, out-of-school youth, and other segments of society in need of their service.

21
22 **SEC. 19. *Parental Involvement.*** – Tutors shall develop linkages and
23 maintain regular communication with the parents of the learners. The parents, being
24 the primary resource and essential support in the education of their children, shall
25 enhance their parental roles by assisting their children through home learning activities
26 and making significant contributions to their educational development at home.

27
28 **SEC. 20. *Tax Exemption on Donations.*** – All grants, bequests, endowments,
29 donations and contributions made to the ARAL Program of the DepEd, and used
30 actually, directly and exclusively for its implementation, shall be exempt from donor’s
31 tax and the same shall be considered as allowable deductions from gross income in
32 the computation of the income tax of the donor in accordance with the provisions of
33 the National Internal Revenue Code of 1997, as amended.

34
35 **SEC. 21. *Mandatory Review and Impact Assessment.*** – The DepEd shall
36 conduct a mandatory review of the implementation of this Act, and submit an
37 assessment report to Congress on its impact and effectiveness, not later than one (1)
38 year from the effectivity of this Act.

39
40 **SEC. 22. *Appropriations.*** – The amount necessary for the initial
41 implementation of this Act shall be charged against the current year’s appropriations
42 of the departments and agencies concerned. Thereafter, the funding of which shall be
43 included in the annual General Appropriations Act.

44
45 The local government units concerned may provide the necessary funds for the
46 purpose charged against the Special Education Fund.

1 **SEC. 23. *Implementing Rules and Regulations.*** – Within sixty (60) days
2 from the effectivity of this Act, the DepEd shall, in consultation with the CHED, DICT,
3 DOST, TESDA, DOLE and other relevant government agencies and stakeholders, issue
4 the rules and regulations for its effective implementation. The rules and regulations
5 issued pursuant to this Act shall take effect thirty (30) days after its publication in a
6 newspaper of general circulation.

7
8 **SEC. 24. *Separability Clause.*** – If any provision of this Act or any part hereof
9 is declared unconstitutional or invalid, the same shall not affect the validity of the
10 other provisions of this Act.

11
12 **SEC. 25. *Repealing Clause.*** – All laws, decrees, orders, rules, and regulations
13 or parts thereof which are inconsistent with the provisions of this Act are hereby
14 repealed or amended accordingly.

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16 **SEC. 26. *Effectivity.*** – Notwithstanding the non-issuance of the implementing
17 rules and regulations, this Act shall take effect fifteen (15) days after its publication in
18 the *Official Gazette* or in a newspaper of general circulation.

Approved,