

3
4 **IMPLEMENTING RULES AND REGULATIONS OF RA 12028 OR**
5 **THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING PROGRAM ACT**
6

7 **RULE I. GENERAL PROVISIONS**
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9 **SECTION 1. Short Title** – These rules and regulations shall be known as the
10 Implementing Rules and Regulations (IRR) of Republic Act No. 12028, otherwise
11 known as the Academic Recovery and Accessible Learning (ARAL) Program Act.
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13 **SECTION 2. Declaration of Policy and Objectives.** - It is the declared policy of
14 the State to protect and promote the right of all citizens to quality education at
15 all levels and shall take appropriate steps to make such education accessible to
16 all.

17 Towards this end, the State shall endeavor to support learners by establishing a
18 free and effective national learning intervention program to ensure that all
19 learners who are struggling in their lessons, especially in reading, mathematics,
20 and science, will be able to attain the competencies set by the Department of
21 Education in their respective levels.
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23 **SECTION 3. Definition Of Terms-** As used in this IRR, the following terms shall
24 be defined as:

- 25 (1) **Act** refers to Republic Act No. 12028 (RA 12028), also known as the
26 Academic Recovery and Accessible Learning (ARAL) Program Act.
- 27 (2) **Assessments** refer to classroom-based or system assessments, or the
28 process of identifying, gathering, organizing, and interpreting quantitative
29 and qualitative information about what learners know and can do.
- 30 (3) **Balik-Aral** refers to learners who finished a grade level, stopped schooling
31 and enrolled in the next grade level after a year or more as of the
32 enrollment cutoff date.
- 33 (4) **DepEd** refers to the Department of Education.
- 34 (5) **Examination** refers to either formative and summative assessments
35 administered to learners to measure their knowledge or proficiency in a
36 particular subject or learning area.
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- 1 (6) **Furlough** refers to a temporary, voluntary or involuntary absence from
2 the school by a learner which may be due to personal, family, health,
3 financial, or other significant reasons that hinder the learner's ability to
4 participate in formal education for a defined period.
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- 6 (7) **IRR** refers to the Implementing Rules and Regulations of Republic Act RA
7 12028 or the Academic Recovery and Accessible Learning (ARAL) Program
8 Act.
- 9 (8) **Learners** refer to individuals who attend classes in any level of the basic
10 education system, under the supervision and tutelage of a teacher, tutor
11 or facilitator.
- 12 (9) **Minimum proficiency level** refers to the benchmark of basic knowledge
13 and learning competencies in a learning area measured by assessments.
- 14 (10) **National Learning Camp** refers to the voluntary three-to-five-week
15 learning recovery program designed to benefit K to 12 learners in public
16 elementary and secondary schools.
- 17 (11) **Remedial** or remediation refers to any form of organized instructional
18 interventions given to a learner during summer class to address his or
19 her learning gaps or subject area deficiency. The remediation can be
20 made in the form of tutorial, mentoring, coaching, or other ways of
21 delivering organized learning experiences pursuant to existing DepEd
22 issuances.
- 23 (12) **Para-teachers** refer to those who have taken the Licensure Examination
24 for Teachers but were unable to qualify and have been issued by the
25 Board for Professional Teachers a special permit indicating their areas
26 of assignment.
- 27 (13) **Pre-service teachers** refer to students enrolled in a teacher education
28 degree program offered by Teacher Education Institutions (TEIs).
- 29 (14) **Pre-service teacher education programs** refer to undergraduate
30 degrees and certificates of teaching covering mandatory curriculum and
31 practicum specifications.
- 32 (15) **Teachers** refer to all persons engaged in teaching at the elementary and
33 secondary levels, whether on a full-time or part-time basis, including
34 technical-vocational teachers and all other persons performing
35 supervisory or administrative functions, or both, in all schools on the
36 aforesaid levels and qualified to practice teaching under existing laws.
- 37 (16) **Tutors** refer to persons who teach a single learner or a small group of
38 learners.

1 (17) **Summer Classes or End-of-School Year Classes** refer to tutorial
2 sessions conducted during the end-of-school year break.

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5 **RULE II. COVERAGE**
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7 **SECTION 4. Coverage.** - These rules shall apply to learners, from Kindergarten
8 to Grade 10, including those enrolled in the Alternative Learning System, under
9 the public basic education institutions of DepEd, enumerated as follows:

10 a) Those who have returned or are returning to school after a furlough.

11 Learners tagged as “Balik-Aral” under the Learners’ Information
12 System (LIS) of DepEd shall be included in this category.

13 Enrolled learners not yet listed or tagged as Balik-Aral in the
14 Learner’s Information System (LIS) may be accommodated under the
15 ARAL program, subject to the guidelines that shall be issued by
16 DepEd.

17 The learners’ previous enrollment status in duly recognized
18 academic institutions must be established and documented
19 accordingly, if the learner is not yet tagged as Balik-Aral.

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21 b) Those who are below the minimum proficiency levels required in
22 reading, mathematics, and science.

23 The minimum proficiency level, as mentioned in the Act and this
24 IRR, must be operationalized and consistent with other
25 assessments, including national assessments conducted by the
26 DepEd to ensure their reliability and effectiveness.

27 To determine who is below minimum proficiency levels, the DepEd
28 may issue guidelines to determine and assess the development of
29 learners for each key stage.

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31 c) Those who are failing in examinations and tests as assessed and
32 evaluated by the teachers during the course of the school year.

33 Learners who are failing in classroom assessments during the
34 course of the school year both in formative and summative tests or
35 assessment policies are also included in this category.

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2 Learners who meet the minimum proficiency levels may be allowed to enroll in
3 supplemental classes under the ARAL Program during the summer break:
4 Provided, that priority shall be given to the learners as enumerated in the
5 previous paragraph.

6 The minimum proficiency levels as mentioned in the Act, may be set by DepEd
7 based on existing guidelines determining the proficiency levels of learners as
8 mentioned in paragraph (b) of this Section.

9 Similarly situated learners who are enrolled in qualified private basic education
10 institutions shall be provided the same interventions under this Act upon their
11 request: Provided, that in case of limited slots for enrollment, preference shall be
12 given to beneficiaries of the Educational Service Contracting Scheme.

13 The DepEd shall issue the necessary guidelines to determine how learners from
14 private institutions may avail of the ARAL Program and other interventions
15 mentioned by the Act and this IRR and which private basic education institutions
16 shall qualify for these interventions, considering the relevant factors such as
17 size, type of incorporation, and other applicable criteria.

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19 **RULE III. ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL)**
20 **PROGRAM**

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22 **SECTION 5. Establishment of the ARAL Program.** – The ARAL Program is
23 hereby established to provide a national learning intervention program for
24 learners in Kindergarten to Grade 10 enrolled in public basic education,
25 including learners in the Alternative Learning System.

26 **SECTION 6. Objectives of the ARAL Program.** – The ARAL Program shall be
27 grounded on the following objectives:

28 (a) Well-systematized tutorial sessions which demonstrate higher
29 achievement gains.

30 (b) Well-designed intervention plans and learning resources developed in
31 consultation with curriculum and reading specialists, following a learner-
32 centered approach that is supportive and empathetic of the learner's
33 needs, motivation and behavior, including but not limited to one-on-one
34 or group tutorials.

35 (c) Effective and accessible delivery modes for tutors and learners.

36 (d) Careful determination and assessment of learners.

- 1 (e) Well-chosen and trained tutors and learning facilitators; and
- 2 (f) Alignment with existing DepEd policies for the development and provision
3 of nutritional, social and emotional, and mental health programs to
4 support and ensure the holistic well-being of learners, and for them to
5 prosper academically, build resilience against adversity, and be equipped
6 with skills and confidence to seek help for early intervention during their
7 educational journey.

8 The ARAL Program shall further ensure mastery of essential learning
9 competencies and make up for learning loss of learners.

10 The ARAL Program, as mentioned in this IRR, shall further strengthen and
11 institutionalize the existing National Learning Recovery Program and other
12 related learning recovery programs implemented by the DepEd.

13 To achieve the objectives of the ARAL Program and to implement this provision,
14 the DepEd will issue the necessary guidelines on systematized tutorial sessions,
15 intervention plans and learning resources to be developed, delivery modes for
16 tutors and learners, determination and assessment of learners, hiring, training
17 and remuneration of tutors and learning facilitators, alignment of policies and
18 such other matters related to the implementation of the ARAL Program, as
19 mentioned in the Act and in this IRR.

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21 **RULE IV. IMPLEMENTATION OF THE ARAL PROGRAM**

22 **SECTION 7. Essential Learning Competencies in Reading, Mathematics,**
23 **and Science.** - The ARAL Program shall cover the essential learning
24 competencies under the K to 12 Basic Education Curriculum covering reading
25 and mathematics for Grades 1 to 10, and science for Grades 3 to 10. Essential
26 learning competencies are competencies needed by the learners and are
27 considered indispensable in the teaching-learning process in building skills and
28 equipping learners for subsequent grade levels.

29 Reading and mathematics shall be prioritized in the ARAL Program to develop
30 the critical and analytical thinking and 21st Century skills of learners.

31 The necessary guidelines on how to develop the critical and analytical skills of
32 learners under the ARAL Program will be issued by the DepEd to implement this
33 provision.

34 For Kindergarten learners, the ARAL Program shall focus on building
35 foundational skills aimed at strengthening their literacy and numeracy
36 competencies. It shall likewise be integrated into the developmental domains
37 following the blocks of time.

1 **Foundational skills of learners** refer to basic literacy, numeracy, and
2 transferable skills, that are the building blocks for a life of learning. They
3 include reading, writing, oral communication, numeracy skills, learning,
4 problem solving, initiative and enterprise and teamwork skills.

5 **Block of time** refers to a time management strategy where a teacher, tutor
6 or learning facilitator schedules out every part of the lesson or activity.

7 **SECTION 8. Determination and Assessment of Learners Under the ARAL**
8 **Program.** - The Learner Information System (LIS) of the DepEd shall be used to
9 determine those who have returned or are returning to school after a furlough
10 for purposes of Section 3(a) of the Act and Rule II, Section 4 (a) of this IRR.

11 Consistent with existing policies on assessments, the DepEd shall determine the
12 learners to be covered under Section 3(b) of the Act and Rule II, section 4 (b) of
13 this IRR, based on the results of the assessment to be administered prior to the
14 start of the ARAL Program.

15 Classroom-based assessments, such as examinations and tests, shall be used
16 by teachers to determine the learners to be covered under Section 3(c) of the Act.

17 To assess the progress of learners, appropriate assessments shall be regularly
18 administered.

19 Assessments shall be conducted as a basis for determination of learners who will
20 qualify for the ARAL Program, subject to the conditions and requirements in the
21 conduct of assessments provided in the preceding sections of this IRR.

22 The DepEd shall develop Learners' Progress Tracking System to systematically
23 track and monitor learners' progress, identify areas of learning gaps to inform
24 instructions and specific interventions.

25 The DepEd will set the guidelines to assess the progress of learners and the
26 regular administration of appropriate assessments as mentioned by the Act and
27 this IRR.

28 Priority shall be given to learners from Kindergarten to Grade 6.

29 **SECTION 9. Period of Commencement and Culmination of the ARAL**
30 **Program for Every Academic Year** – The period of commencement and
31 culmination of the implementation of the ARAL Program for every academic year
32 will be determined by the DepEd consistent with the school calendar issued for
33 specific school year.

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SECTION 10. Integration of the Aral Program into the Teacher’s Program, School Improvement Plan, and Annual Implementation Plan. - To ensure effectiveness and sustainability, the ARAL Program and its activities shall be included in the School Improvement Plan and Annual Implementation Plan.

The tutorial sessions under the ARAL Program shall be integrated into the teacher’s program of teachers serving as tutors. These sessions may be scheduled during weekdays, weekends, or any available time within the school calendar,

The duration of tutorial sessions shall not exceed one hour for each learning area during weekdays and two hours for Reading, Mathematics and Science during weekends.

The ARAL Program activities of schools are encouraged to be aligned with existing remedial, enrichment, or recovery interventions as outlined by the current laws, policies, and DepEd issuances, to maximize learner engagement.

The schedule and additional manpower to implement this program shall be reflected in the School Form 7, which shall be submitted to the Schools Division Office for monitoring, evaluation and technical assistance.

RULE V. TUTORS UNDER THE ARAL PROGRAM

SECTION 11. Tutors Under the ARAL Program. - The following may be tutors under the ARAL Program:

- (a) Teachers and para-teachers: Provided that teachers shall not be tutors of their own learners.

Experienced teachers with relevant areas of specialization or those teachers who have years of actual experience in classroom management and a variety of teaching strategies, shall be given priority. Provided that such teachers shall not be tutors of their own learners.

1 Teacher applicants with relevant areas of specialization included in
2 the list of Comparative Assessment Result-Registry of Qualified
3 Applicants (CAR-RQA) may also be given priority in the hiring of
4 tutors.

5 (b) Pre-service teachers as defined under Republic Act No.11713 or the
6 "Excellence in Teacher Education Act".

7 The DepEd and CHED shall set the minimum requirements, criteria
8 and qualification standards for the pre-service teacher applicants
9 under the ARAL Program.

10 (c) Other trained individuals who are qualified, experienced, competent,
11 and of good character consistent on the conditions stated in the
12 succeeding paragraph of this IRR.

13 For purposes of this Act, teachers refer to all persons engaged in teaching at the
14 elementary and secondary levels, whether on full-time or part-time basis. Para-
15 teachers are those who have taken the Licensure Examination for Teachers but
16 were unable to qualify and have been issued by the Board for Professional
17 Teachers a special permit indicating their area of assignment. Pre-service
18 teachers refer to students enrolled in a teacher education degree program offered
19 by Teacher Education Institutions. Except for teachers under paragraph (a) of
20 this section, the tutors under the ARAL Program shall not be considered
21 practicing the profession of teaching under Republic Act No. 7836 or the
22 "Philippine Teachers Professionalization Act of 1994."

23 The DepEd may engage as tutors, other individuals deemed qualified, competent,
24 and of good character based on conditions stated under the implementing rules
25 and regulations (IRR) of this Act.

26 **SECTION 12. Conditions on the Qualifications of Tutors.** – Tutors hired for
27 the ARAL Program must meet the minimum qualifications to be set by DepEd in
28 separate guidelines to ensure the effective delivery of academic interventions and
29 support to learners.

30 **SECTION 13. Capability Building of Tutors.** - To successfully achieve the
31 objectives of the ARAL Program, the DepEd shall ensure that the tutors receive
32 sufficient training, as needed, focusing on effective pedagogies, interpersonal
33 skills, social-emotional learning, and cultural competency, among others.

34 The DepEd-NEAP shall lead in designing, development, quality assurance, and
35 delivery of the Professional Development (PD) programs aimed at empowering
36 teachers, tutors, and school leaders to effectively implement the ARAL Program.
37 The academy shall coordinate with other bureaus and offices that can assist
38 them with the content and other technical aspects of the PD programs.

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2 The DepEd may enter into an agreement with CHED, TEC, DSWD and other
3 concerned agencies, teacher education institutions (TEIs) and other
4 organizations relative to the training and capacity building of pre-service
5 teachers, para-teachers and other individuals hired as tutors under the ARAL
6 Program.

7 The DepEd and concerned LGU may enter into an agreement in relation to the
8 capacity building, home learning and support activities conducted for parents
9 and parents substitutes of learners under the ARAL Program Act, consistent with
10 Rule VII, Section 21 on “Support From Other Stakeholders” of this IRR.

11 **SECTION 14. Remuneration of Teachers and Para-teachers Who Serve as**
12 **Tutors.** - Teachers who serve as tutors shall be compensated, subject to the
13 pertinent provisions of Republic Act No. 4670 or the "Magna Carta for Public
14 School Teachers" and the existing rules and regulations of the DepEd and the
15 Department of Budget and Management (DBM). Said compensation for teachers
16 shall be granted: Provided, that they have already rendered the prescribed six (6)
17 hours of actual classroom teaching, and the amount paid for the purpose shall
18 not exceed the compensation for two (2) hours based on the Prime Hourly
19 Teaching Rate consistent with DBM guidelines.

20 Para-teachers who serve as tutors under this Act shall be compensated from the
21 budget of the DepEd or the Special Education Fund (SEF) of the Local School
22 Board of the local government unit (LGU) where the schools of the learners are
23 located.

24 The DepEd shall enter into an agreement with CHED, TEIs and concerned LGU
25 as to the remuneration and incentives of the pre-service teachers and other
26 trained qualified individuals hired as tutors under Section 11, par. (c) of this
27 IRR.

28 To further implement the provisions of the Act on the remuneration of teachers,
29 para-teachers hired as tutors under the ARAL Program, the DepEd shall issue
30 guidelines, based on existing rules and issuances of the DepEd, CSC, DILG, DBM
31 and other concerned agencies.

32 **SECTION 15. Incentives for Pre-service Teachers.** - Services rendered by pre-
33 service teachers who serve as tutors shall be considered relevant teaching
34 experience when applying for a plantilla position in the DepEd, subject to
35 relevant rules and regulations of the Civil Service Commission and the Merit
36 Selection Plan and hiring guidelines of the DepEd.

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1 **RULE VI. STRATEGIES, DELIVERY MODES FOR TUTORIAL SESSIONS,**
2 **ACCESS TO DEPED LEARNING MANAGEMENT SYSTEM APPLICATIONS**
3 **AND SUPPLEMENTAL MATERIALS**

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5 **SECTION 16. Delivery Modes for Tutorial Sessions.** - Tutorial sessions shall
6 be conducted using the appropriate delivery modes to ensure that the sessions
7 are effective and accessible to or within the reach of learners.

8 The following appropriate delivery modes shall be conducted:

- 9 a) Face-to-face tutorials where tutors and learners are physically
10 present in the same place.

11 For purposes of this IRR, the phrase “in the same place” refers to
12 the school, home, or community learning spaces.

- 13 b) Synchronous online tutorials where tutors facilitate the tutorial
14 sessions and engage the learners' active participation by using
15 various technologies so that learning can be accessed anytime or on
16 agreed schedules, while they are geographically remote from each
17 other; and

- 18 c) blended learning where a specified number of tutorial sessions
19 include synchronous online and face-to-face tutorials.

20 In determining the venue for the tutorial sessions, the DepEd shall consider
21 accessibility, cost-effectiveness, and health safety risk. As far as practicable, the
22 tutorial sessions shall be conducted in the public schools, learning centers and
23 other appropriate facilities, where the learners are or were previously enrolled,
24 where the DepEd shall ensure the security and safety of all learners, tutors, and
25 other parties involved pursuant to Republic Act No. 11313 or the "Safe Spaces
26 Act".

27 **SECTION 17. Campaigns for Learners to Return to School.** - The ARAL
28 Program shall create mass awareness campaigns through media and community
29 engagement to encourage learners to re-enroll and return to school through
30 strategies developed by the DepEd.

31 Consistent with existing policies on early registration, the DepEd shall set the
32 guidelines for the conduct of the campaigns and relevant activities, schedules,
33 and reintegration processes or mechanisms to encourage the learners to re-
34 enroll and return to school under the basic education under the ARAL Program.

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1 The DepEd shall also collaborate with concerned LGUs and other agencies,
2 institutions or organizations in the implementation of this provision in
3 accordance with provisions on LGU support as mentioned in the succeeding
4 provisions of this IRR.

5 **SECTION 18. Free Access to All of DepEd's Learning Management Systems**
6 **Applications; Subsidized Data Plans for Learners and Tutors in Need.** - Public
7 Telecommunications Entities (PTEs) shall provide free access to all DepEd-
8 exclusively hosted learning management systems applications with a static and
9 public internet protocol (IP) address. The learning management systems
10 applications shall include web-based applications, online educational platforms,
11 digital libraries, and other online knowledge hubs exclusively hosted by DepEd.
12 No data charges shall also be incurred in downloading from, or uploading to,
13 these applications.

14 The DepEd shall also ensure that the subsidized data plans to be provided are
15 suitable to the requirements of the online and blended mode of delivery of the
16 tutorial sessions that may be conducted under the ARAL Program, subject to the
17 issuance of separate guidelines by the DepEd.

18 The DepEd-Information and Communications Technology Service (ICTS) may
19 explore procuring data plans through Public Telecommunications Entities (PTEs)
20 which will give all registered learners' and tutors' sim cards access to internet
21 connectivity, subject to existing guidelines of the department.

22 Payment of expenses on data plans may be charged to the local funds of
23 Implementing Units (IUs) subject to Department of Budget and Management
24 (DBM) Budget Circular No. 2024-2 or the Guidelines on the Payment of
25 Communication Expenses of Certain Government Personnel. However, only
26 DepEd teachers that will serve as tutors may avail this. Para-teachers and pre-
27 service teachers may be provided with similar incentives; however, they expenses
28 shall be charged to their Local Government Unit's (LGU) Special Education Fund
29 (SEF).

30 Program Support Funds (PSF) may be provided using the DepEd's available
31 funds of the bureau, service, or office assigned as the principal implementer of
32 the ARAL Program. The PSF may be used for the payment of communication
33 expenses of DepEd teachers that serve as tutors and shall be given through
34 reimbursement modality subject yet again to the DBM Budget Circular
35 mentioned in option b. Similarly, only DepEd teachers may benefit from this
36 incentive while para-teachers' and pre-service teachers' may be shouldered by
37 the LGU's SEF.

38 The DepEd shall determine the learners and tutors in financial need and ensure
39 that they are provided subsidized data plans for the use of these applications.

1 For purposes of this IRR, learners in financial need are those learners tagged as
2 Conditional Cash Transfer (CCT) or Pantawid Pamilyang Pilipino Program (4Ps)
3 Recipients in the LIS of DepEd, while tutors in financial need are those tutors
4 included in the “Listahanan Program” of the DSWD.

5 Learners & tutors not included in the abovementioned lists, but below the
6 poverty thresholds set by the Philippine Statistics Authority (PSA) and the
7 DSWD, may seek certification from the concerned LGUs, to avail of the
8 subsidized data plans provided under the ARAL Program.

9 As used in the Act and IRR, (1) PTEs shall refer to entities duly authorized by the
10 National Telecommunications Commission to provide users or other entities with
11 data connection allowing access to the internet; and (2) free access shall refer to
12 the use of all learning management systems applications without incurring any
13 corresponding data charges.

14 **SEC. 19. Allotment of Airtime for Supplemental Tutorial Video Materials.** -
15 Pursuant to Republic Act No. 8370 or the "Children's Television Act of 1997", a
16 portion of the mandated allotment in the daily total airtime of each broadcasting
17 network shall be utilized for supplemental tutorial video materials within the
18 regular programming of all networks granted franchises or as a condition of
19 renewal of their broadcast licenses hereinafter, to be included as part of the
20 responsibility of the network in serving the public.

21 The DepEd will issue guidelines to determine appropriate allotted daily airtime
22 and supplemental video materials for learners under the ARAL Program.

23 The DepEd, in coordination with NCT, NCCT and the concerned broadcasting
24 network may enter into an agreement on how the supplemental video materials
25 for learners under the ARAL Program will be produced and aired.

26 The materials shall cover the essential learning competencies under the Basic
27 Education Curriculum, covering reading, mathematics, and science.

28 The applicable provisions of the legislative franchises of the broadcasting
29 networks shall be used as the basis to require them to provide additional airtime
30 for the tutorial videos under the ARAL Program.

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32 **RULE VII. SUPPORT FROM OTHER STAKEHOLDERS**

33 **SECTION 20. Local Government Support.** - The DepEd shall collaborate with
34 the LGU concerned to provide a safe learning environment for face-to-face
35 tutorials. They may also collaborate on other matters for the implementation of
36 the ARAL Program, such as the promotion of the program to potential tutors in
37 higher education institutions, identification, and referral of potential tutors to

1 DepEd, and encouragement of parents and parent-substitutes to include their
2 children in the ARAL Program.

3 The initiatives of an LGU in implementing learning recovery strategies may be
4 added as one of the performance indicators under the criterion on Programs for
5 Sustainable Education under Section 7(e) of Republic Act No. 11292 or "The Seal
6 of Good Local Governance Act of 2019".

7 **SECTION 21. Parental Involvement.** - Schools and tutors shall develop
8 linkages and maintain regular communication with the parents of the learners,
9 as well as their parent-substitutes as defined under Republic Act No. 11908 or
10 "The Parent Effectiveness Service Program Act". The parents and parent-
11 substitutes, being a primary resource and essential support in the education of
12 their children, shall enhance their parental roles by assisting their children
13 through home learning activities and making significant contributions in their
14 educational development at home.

15 The DepEd, in partnership with concerned LGU and Department of Social
16 Welfare and Development (DSWD), may initiate home learning and support
17 activities, programs or similar initiatives for parents and parent-substitutes of
18 learners under the ARAL Program.

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20 **RULE VIII. IMPLEMENTING AGENCIES AND THEIR ROLES AND**
21 **RESPONSIBILITIES**

22

23 **SECTION 22. Roles and Responsibilities of Government Agencies.** -For
24 purposes of the Act, the different agencies shall have the following roles and
25 responsibilities:

26 **1) DepEd** - The DepEd shall perform the following roles and responsibilities:

27 a) Act as the lead agency in the implementation and yearly review of
28 the ARAL Program and such other campaigns, projects and activities
29 provided by the Act and this IRR;

30 b) identify learners and tutors who may need support in accessing data
31 plans and use of applications used in the implementation the ARAL
32 Program;

33 c) ensure support to learners by establishing a free and effective
34 national learning intervention program to ensure that all learners
35 who are struggling in their lessons, especially in reading,
36 mathematics, and science, will be able to attain the competencies in
37 their respective levels;

- 1 d) ensure a sufficient workforce of competent tutors to provide the
2 learners their needed instructional support under the ARAL
3 Program;
- 4 e) provide comprehensive professional development and capacity
5 building activities through training, seminars, and workshops to
6 develop and enhance teaching competencies of teachers serving as
7 tutors;
- 8 f) devise activities to promote and encourage the active participation
9 of parents or parent-substitutes of the learners in all activities
10 pertinent to this program;
- 11 g) guarantee that appropriate funds are allocated for the programs of
12 the Act and this IRR;
- 13 h) coordinate with CHED, DICT, DILG, and other stakeholders in the
14 implementation of the provisions of this Act; and
- 15 i) Issue the necessary guidelines and regulations supporting the
16 implementation of the Act and this IRR.

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18 **2). CHED** – The CHED shall perform the following roles and responsibilities:

- 19 (a) forge a partnership with DepEd through a memorandum of
20 agreement to support of the implementation of the ARAL Program
21 and encourage the TEIs for the participation, identification and
22 referral of potential tutors to DepEd;
- 23 (b) enter into an agreement with DepEd by conducting training,
24 seminars, and workshops for potential tutors under the ARAL
25 Program to ensure the quality of the delivery and to focus on the
26 building of foundational skills that aim to strengthen the literacy
27 and learning competencies and the development of the critical and
28 analytical thinking skills of learners; and
- 29 (c) monitor the implementation and issue the corresponding guidelines
30 on hiring of pre-service teachers as tutors under the ARAL Program.

31 **3) DILG** – The DILG shall perform the following roles and responsibilities:

- 32 a) coordinate with DepEd and concerned LGUs, and issue relevant
33 policies and guidelines supporting the implementation of the Act
34 and this IRR;

- 1 b) monitor that all hired para-teachers are properly compensated
2 through the SEF of the Local School Board of the LGU where the
3 schools are located; and
- 4 c) issue advisories and memorandum to LGUs for the conduct of
5 information drives, schemes, strategies and community mapping
6 activities to support the mechanisms and campaigns encouraging
7 the learners to join and participate in the ARAL Program of DepEd.

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9 **4) DICT-** The DICT shall perform the following roles and responsibilities:

- 10 a) enter partnership with DepEd to ensure the effective implementation
11 of the ARAL program and to strengthen the delivery of basic
12 education using the tools of broadcast and communications
13 technology under the DICT to facilitate the tutorial sessions and to
14 provide appropriate educational access even in geographically
15 remote areas through the Public Education Network (PEN), DepEd
16 TV, DepEd Commons, and other learning platforms used by DepEd,
17 and
- 18 b) support DepEd in the development of digital and supplemental
19 learning materials for the learners under the ARAL Program, by
20 providing resources for the training of tutors, and integration of
21 technology into basic education curriculum.

22 **5. NTC -** The NTC shall perform the following roles and responsibilities:

- 23 (a) incorporate compliance with the ARAL Program Act as a factor in
24 the issuance and renewal of licenses for PTEs and broadcast
25 networks;
- 26 (b) Ensure that PTEs meet the requirements of DepEd and the
27 provisions in the Act regarding (1) free access to all DepEd-hosted
28 learning platforms and education materials without data charges
29 and (2) provision of subsidized data plans for eligible tutors and
30 learners in financial need as defined under Sec. 11 of the Act;
- 31 (c) Develop a system, together with DepEd, the National Council for
32 Children's Television (NCCT) and the broadcast networks, regarding
33 the daily airtime allocation for the programming of the video lesson
34 materials to be aired; and

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1 (d) Provide necessary support to DepEd in implementing the provisions
2 of the Act, particularly in areas involving compliance and
3 coordination with PTEs and broadcast networks.

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5 6. **DSWD** - The DSWD shall perform the following roles and responsibilities:

6 (a) Enter into an agreement with DepEd and concerned LGU to initiate
7 home learning and support activities, programs or similar initiatives
8 for parents and parent-substitutes of learners under the ARAL
9 Program; and

10 (b) Integrate into the ARAL Program the TARA BASA and any existing
11 program and campaign initiated and designed to support academic
12 recovery and learning development of learners.

13
14 **RULE IX. MISCELLANEOUS PROVISIONS**

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16 **SECTION 23. Mandatory Review and Impact Evaluation.** - An annual
17 evaluation shall be designed to collect comparable data for the purpose of
18 determining the impact of the program

19 The impact evaluation report shall be submitted to Congress not later than six
20 (6) months after the end of every school year of implementation.

21 The DepEd shall lead the conduct of monitoring and evaluation of the
22 implementation of ARAL program through coordination and collaboration with
23 its field offices, partner government agencies and private sector. DepEd shall
24 gather necessary data requirements from its stakeholders and program
25 beneficiaries in accordance with the existing policies.

26 **SECTION 24. Tax Incentives.** - Any donation, contribution, or grant, in cash or
27 in kind, made by individuals or organizations, public or private, local or foreign,
28 to the ARAL Program through the DepEd, shall be exempt from donor's tax and
29 considered an allowable deduction from the gross income of the donor in
30 accordance with the provisions of the National Internal Revenue Code of 1997,
31 as amended, and the relevant rules and regulations of Bureau of Internal
32 Revenue.

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1 For full deductibility from gross income purposes, the donation, contribution, or
2 grant, in cash or in kind, made by individuals or organizations, public or private,
3 local or foreign to the ARAL Program through the DepEd must also be included
4 in the National Economic and Development Authority's (NEDA) National Priority
5 Planning.

6 **SECTION 25. Updated LIS.** - The DepEd shall update its LIS which shall contain
7 the following additional information:

8 (a) Name and academic background of tutors;

9 (b) Name, grade level, and school of learners and their corresponding pre- and
10 post-assessment scores in standardized measures of program
11 effectiveness and grades in the subjects taken under the ARAL Program;
12 and

13 (c) Assessment of learner performance on tasks and activities administered
14 during the tutorial sessions.

15 The DepEd-Planning Service or the concerned office handling the LIS, in
16 coordination with the Bureau of Education Assessment (BEA) Bureau of
17 Learning Delivery and Bureau of Human Resources and Organizational
18 Development (BHRD), Information, Communication and Technology Service
19 (ICTS) and other concerned offices in the Department, shall keep the records and
20 other relevant details and information mentioned in the preceding paragraphs of
21 this section, subject to the provisions of the RA 10173 or the Data Privacy Act
22 of 2012.

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24 **RULE X. FINAL PROVISIONS**

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26 **SECTION 26. Appropriations.** - The amount necessary for the implementation
27 of this Act shall be charged against those authorized in the current
28 appropriations of the DepEd. Thereafter, the amount necessary for its
29 continuous implementation shall be included in the annual General
30 Appropriations Act.

31 The LGUs concerned may provide the necessary funds for the purpose charged
32 against the SEF.

33 **SECTION 27. Guidelines.** - The DepEd may formulate and implement additional
34 guidelines to implement the components of the ARAL Program, as may be
35 necessary.

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SECTION 28. Separability Clause. - If any provision or part of this IRR is declared invalid or unconstitutional, the remaining provisions or parts not affected shall remain in full force and effect.

SECTION 29. Repealing Clause. - All other rules, orders, regulations, issuances, or parts thereof inconsistent with or contrary to the provisions of the Act and this IRR are hereby repealed or amended accordingly.

SECTION 30. Effectivity. - This IRR Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

SONNY ANGARA
Secretary