



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY

**Office of the Schools Division
Superintendent**

DIVISION MEMORANDUM
No. 503 , s. 2025

August 5, 2025

**DISSEMINATION OF IMPLEMENTING RULES AND REGULATIONS (IRR) OF RA 12028,
OTHERWISE KNOWN AS THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING
PROGRAM ACT**

To: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
Heads of Public and Private Elementary and Secondary Schools
All Others Concerned

1. This Office, through the Curriculum Implementation Division (CID), disseminates a copy of the Implementing Rules and Regulations (IRR) of the Republic Act (RA) No. 12028, otherwise known as the Academic Recovery and Accessible Learning (ARAL) Program Act.
2. In accordance with Section 32 of the IRR, these Rules and Regulations shall take effect 30 days after its publication in a newspaper of general circulation. The IRR was published in the Philippine Daily Inquirer (B3), Vol. 40 No. 10, on December 18, 2024. Consequently, it took effect on January 17, 2025.
3. All regional offices, schools division offices, and public and private schools are directed to implement the provisions of RA 12028, this IRR, and subsequent issuances under the foregoing.
4. Immediate dissemination of this Memorandum is desired.

WILFREDA D. BONGALOS PhD, CESO V
Schools Division Superintendent

WDB/JAAL/JTB/ata



Address: H. Zamora St., Dampas, Tagbilaran City, Bohol
Telephone Nos.: (038)427-1702; (038)427-2506; (038)422-8177
(038)427-6718; (038)544-2147
Email Address: tagbilarancity.division@depd.gov.ph

**IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 12028
TITLED "ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM
ACT"**

RULE I. GENERAL PROVISIONS

SECTION 1. Short Title - These rules and regulations shall be known as the Implementing Rules and Regulations (IRR) of Republic Act No. 12028, otherwise known as the Academic Recovery and Accessible Learning (ARAL) Program Act.

SECTION 2. Declaration of Policy and Objectives. - It is the declared policy of 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.

Towards this end, the State shall endeavor to support learners by establishing a free and effective national learning intervention program to ensure that all learners who are struggling in their lessons, especially in reading, mathematics, and science, will be able to attain the competencies set by the Department of Education (DepEd) in their respective levels.

SECTION 3. Definition Of Terms - As used in this IRR, the following terms shall be defined as:

- a) **Academic Recovery** refers to identification of learners' gaps and creation of programs to help them achieve the expected level of proficiency (Morton and Hashim, 2023; Carbonari, et. al, 2024).
- b) **Accessible Learning Recovery Program** refers to the creation and implementation of instructional experiences which guarantee that all learners will meet the essential learning competencies (World Bank, 2022).
- c) **Act** refers to Republic Act No. 12028 (RA 12028), also known as the Academic Recovery and Accessible Learning (ARAL) Program Act.
- d) **Assessments** refer to classroom-based or a system of assessment or the process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do.
- e) **Balik-Aral** refers to learners who went back to school and resume study after a year or years of dropping out or discontinuing study.
- f) **Block of time** refers to a time management strategy where a teacher, tutor or learning facilitator schedules out every part of the lesson or activity.
- g) **Data plan** refers to a subscription or package offered by a Public Telecommunications Entities, whether purchased via prepaid or postpaid modes of payment, that grants a user access to the internet through their mobile network.

- h) **DepEd** refers to the Department of Education.
- i) **DepEd apps** refer to learner management systems applications apps that are exclusively hosted in DepEd's cloud infrastructure with a static and public internet protocol address.
- j) **Essential learning competencies** are competencies needed by the learners and are considered indispensable in the teaching-learning process in building skills and equipping learners for subsequent grade levels.
- k) **Foundational skills of learners** refer to the necessary skills and competencies for higher learning that learners need to develop, including basic literacy and numeracy skills.
- l) **Free access** refers to the use of all DepEd learning management systems apps without incurring any corresponding data charges.
- m) **Furlough** refers to a temporary, voluntary or involuntary absence from the school by a learner which may be due to personal, family, health, financial, or other significant reasons that hinder the learner's ability to participate in formal education for a defined period.
- n) **IRR** refers to the Implementing Rules and Regulations of Republic Act RA 12028 or the Academic Recovery and Accessible Learning (ARAL) Program Act.
- o) **Learners** refer to individuals who attend classes in any level of the basic education system, under the supervision and tutelage of a teacher, tutor or facilitator.
- p) **Learning Loss** refers to the reduction in knowledge and skills that learners may face, typically due to prolonged breaks or interruptions in their education. This phenomenon can arise from various factors, including summer vacations, extended absences, or major events like the COVID-19 pandemic (Harvard University Center for Education Policy Research, 2023).
- q) **Learner management systems applications (LMS apps)** refer to software platforms designed to manage, deliver, track, and assess educational or training content, including web-based applications, online educational platforms, digital libraries, and other online knowledge hubs.
- r) **Minimum proficiency level** refers to the benchmark of basic knowledge and learning competencies in a learning area measured by assessments.
- s) **National Learning Camp** refers to the end-of-the-school year break learning recovery program designed to target the learning needs of learners in public elementary and secondary schools.
- t) **Para-teachers** refer to those who have taken the Licensure Examination for Teachers but were unable to qualify and have been issued by the Board for

Professional Teachers a special permit indicating their area of assignment where there is shortage or absence of a professional teacher.

- u) **Pre-service teachers** refer to students enrolled in a teacher education degree program offered by Teacher Education Institutions.
- v) **Public Telecommunications Entity** refers to entities duly authorized by the National Telecommunications Commission to provide users or other entities with a data connection that allows access to the internet.
- w) **Remedial or remediation** refers to an instructional program designed to support learners not meeting academic expectations or have not yet achieved the required curricular competencies in their grade level. The remediation can be made in the form of tutorial, mentoring, coaching, or other ways of delivering organized learning experiences either before or after school, or on Saturdays pursuant to existing DepEd issuances.
- x) **Teachers** refer to all persons engaged in teaching at the elementary and secondary levels, whether on a full-time or part-time basis, including technical-vocational teachers and all other persons performing supervisory or administrative functions, or both, in all schools on the aforesaid levels and qualified to practice teaching under existing laws.
- y) **Tutors** refer to persons who teach a single learner or a small group of learners.
- z) **Tutorial sessions** refer to educational gatherings where a teacher or tutor engages with a small group of learners or an individual learner. These sessions aim to deliver personalized instruction, encourage in-depth discussions, and provide opportunities for learners to practice and apply the concepts they are learning (Bates, 2015).
- aa) **Subsidy grantees** refer to learners and tutors in financial need that are identified by DepEd, through separate guidelines, who are eligible to purchase subsidized data plans for the use of LMS apps.

RULE II. COVERAGE

SECTION 4. Coverage. - These rules shall apply to learners, from Kindergarten to Grade 10, including those enrolled in the Alternative Learning System, who are enrolled in public basic education institutions of DepEd, enumerated as follows:

- a) Those who have returned or are returning to school after a furlough. Learners who have undergone temporary, voluntary or involuntary absence from the school and have enrolled in the current school year and those tagged as “Balik-Aral” under the Learners’ Information System (LIS) of the DepEd shall be covered by this provision. The learners’ previous enrollment status in duly recognized academic institutions must be established and documented accordingly, if the learner is not yet tagged as Balik-Aral.

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

The minimum proficiency level for each key stage shall be determined pursuant to assessments approved by the DepEd and subject to guidelines to be issued for the purpose.

- c) Those who are failing in classroom assessments, both in formative and summative assessments, or other assessment policies as assessed and evaluated by teachers during the course of the school year.

Learners who meet the minimum proficiency levels may be allowed to enroll in supplemental classes such as the National Learning Camp (NLC), during the summer or end-of-the-school-year: Provided, that priority shall be given to the learners as enumerated in the previous paragraph.

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

The DepEd shall issue the necessary guidelines, including the necessary criteria, to determine how learners from private institutions may avail of the ARAL Program and which private basic education institutions shall qualify for these interventions, considering the relevant factors such as size, type of incorporation, and other applicable criteria.

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

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

SECTION 6. Premises of the ARAL Program. – The ARAL Program shall be grounded on the following:

- a) Well-systematized tutorial sessions which demonstrate higher achievement gains.
- b) Well-designed intervention plans and learning resources developed in consultation with curriculum and reading specialists, following a learner-centered approach that is supportive and empathetic of the learner's needs, motivation and behavior, including but not limited to one-on-one or group tutorials.
- c) Effective and accessible delivery modes for tutors and learners.

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

The ARAL Program shall further ensure mastery of essential learning competencies and make up for learning loss of learners. The National Learning Recovery Program and other related learning recovery programs implemented by the DepEd may form part of the ARAL Program.

The DepEd, through its Bureau of Learning Delivery (BLD), Bureau of Learning Resources, Bureau of Education Assessment (BEA), Human Resource and Organizational Development, National Educators' Academy of the Philippines (NEAP), Teachers Education Council Secretariat, Project Management Service - Project Management Division, Policy and Planning Service - Policy Research and Development Division, and other relevant offices shall issue the necessary guidelines on (a) systematized tutorial sessions, intervention plans and learning resources to be developed, (b) delivery modes for tutors and learners, (c) determination and assessment of learners, (d) hiring, training and remuneration of tutors and learning facilitators, (e) alignment of policies and (f) such other matters related to the implementation of the ARAL Program. The guidelines shall be issued within forty-five (45) working days from the issuance of this IRR.

RULE IV. IMPLEMENTATION OF THE ARAL PROGRAM

SECTION 7. Essential Learning Competencies in Reading, Mathematics, and Science. - The ARAL Program shall cover the essential learning competencies under the K to 12 Basic Education Curriculum, covering reading and mathematics for Grades 1 to 10 and science for Grades 3 to 10.

Reading, mathematics and science shall be prioritized in the ARAL Program. It shall also seek to develop the critical, analytical thinking, and 21st-century skills of learners.

The strategies, methodologies, and framework for the development of critical and analytical skills of learners under the ARAL Program will be embodied in separate guidelines to be issued by the DepEd.

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

SECTION 8. Determination and Assessment of Learners Under the ARAL Program.

- For purposes of identifying learners that will be part of the ARAL Program, the DepEd shall:

- a) Use its Learner Information System (LIS) to tag learners who have returned or are returning from a furlough;
- b) Conduct assessments at the start of the school year to determine the minimum proficiency level of learners; and
- c) Leverage the results of classroom-based assessments administered by the teachers.

To track the progress of learners in the ARAL Program, the DepEd, in addition to the regular administration of assessments, shall develop a Learners' Progress Tracking System to systematically monitor learners' progress and identify areas of learning gaps to inform specific interventions. National assessments should be considered as benchmarks for determining learners' present skills. The Learners' Progress Tracking System shall be developed by the Strategic Management Strand in close coordination with the Information Communication and Technology Service and other relevant strands.

In the determination and assessment of learners covered by the ARAL Program, priority shall be given to learners from Kindergarten to Grade 6.

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

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.

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

For teachers serving as tutors under the ARAL Program, the tutorial sessions shall be treated as teaching load and shall be integrated into their respective teacher's program.

The ARAL Program activities of schools shall 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.

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.

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

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

The DepEd in coordination with **CHED and TEC** shall set the minimum requirements, deployment, workload criteria and qualification standards for the pre-service teacher applicants under the ARAL Program. Provided that, the tutorial sessions shall be treated as separate from the practice teaching in their curriculum.

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

Except for teachers under paragraph (a) of this section, the tutors under the ARAL Program shall not be considered practicing the profession of teaching under Republic Act No. 7836 or the "Philippine Teachers Professionalization Act of 1994."

SECTION 12. Conditions on the Qualifications of Tutors. - Tutors hired for the ARAL Program must meet the following minimum qualifications:

- a) Professional or Educational background:
- i. Teachers, para-teachers, pre-service teachers and non-licensed education graduates;
 - ii. Retired professional teachers;
 - iii. Other licensed professionals;
 - iv. College graduates;
 - v. Others, as may be identified by the DepEd.
- b) Competency in Teaching: Tutors must demonstrate competency in the subject areas they will handle, as well as proficiency in the use of various teaching methods as assessed during the hiring process. Experience in tutoring, remedial instruction, or formal teaching shall be preferred.

- c) Training: Tutors must undergo mandatory training, customized to their respective specializations, to be provided by DepEd or recognized and accredited training institutions. This includes training in learner-centered pedagogy, psychological first aid, handling learners with diverse needs, and the effective use of educational technologies and materials.
- d) Good Moral Character: Tutors must be individuals of good moral character, with no record of any criminal offense or behavior that would question their suitability to work with children.

As may be necessary, the DepEd may issue separate guidelines amending or modifying the minimum qualifications stated herein.

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

The NEAP shall assist in designing, development, quality assurance, and delivery of the Professional Development (PD) programs aimed at empowering teachers, tutors, and school leaders to effectively implement the ARAL Program. The BLD shall work with NEAP and other relevant DepEd bureaus and offices that can assist them with the content and other technical aspects of the PD programs.

The DepEd may enter into an agreement with the Teachers Education Council (TEC), other concerned agencies, teacher education institutions (TEIs) and other organizations for the training and capacity building of pre-service teachers, para-teachers and other individuals hired as tutors under the ARAL Program.

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

The DepEd may enter into an agreement with the Department of Social Welfare and Development (DSWD) to ensure alignment of capability building of the tutors for DSWD’s tutorial programs aligned with the ARAL Program.

SECTION 14. Remuneration of Teachers and Para-teachers Who Serve as Tutors. – Teachers who serve as tutors shall be given additional remuneration on top of their existing compensation, subject to the pertinent provisions of Republic Act No. 4670 or the “Magna Carta for Public School Teachers” and the existing rules and regulations of the DepEd and the Department of Budget and Management (DBM). Said compensation for teachers shall be granted, provided that they have already rendered the prescribed six (6) hours of actual classroom teaching, and the amount paid for the purpose shall not exceed the compensation for two (2) hours based on the Prime Hourly Teaching Rate consistent with DBM guidelines. The compensation of teachers shall be subject to existing guidelines on the payment of teaching overload and grant of vacation service credits.

CERTIFIED TRUE COPY
MCMC
MA. THERESA M. CASTRO
Administrative Officer V
Records Division - DepEd Central Office
DEC 19 2024

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

The DepEd shall enter into an agreement with TEIs and concerned LGUs as to the remuneration and incentives of the pre-service teachers and other trained qualified individuals hired as tutors.

The DepEd shall issue the pertinent guidelines on the remuneration of tutors hired under the ARAL Program, based on existing rules and issuances of the DepEd, Civil Service Commission (CSC), DILG, DBM and other concerned agencies.

SECTION 15. Incentives for Pre-service Teachers. - Services rendered by pre-service teachers who serve as tutors shall be considered relevant teaching experience when applying for a plantilla position in the DepEd, subject to relevant rules and regulations of the CSC and the Merit Selection Plan and hiring guidelines of the DepEd. The TEC shall monitor the implementation of this provision.

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

SECTION 16. Delivery Modes for Tutorial Sessions. - Tutorial sessions shall be conducted using the appropriate delivery modes as stated in this section, to ensure that the sessions are effective and accessible to or within the reach of learners.

The following appropriate delivery modes shall be conducted:

- a) face-to-face tutorials where tutors and learners are physically present in the school, home, or community learning spaces.
- b) synchronous 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 or on agreed schedules, while they are geographically remote from each other;
- c) blended learning where a specified number of tutorial sessions include synchronous online and face-to-face tutorials; and

In conducting the tutorial sessions, the learning needs of learners in particular circumstances, such as learners with disabilities and indigenous peoples, will be supported and guided by existing policies related to these learners.

In determining the venue for the tutorial sessions, the DepEd shall consider safety risks, security, health, accessibility and cost-effectiveness. As far as practicable, the tutorial sessions shall be conducted in public schools, learning centers and other appropriate facilities, where the learners are or were previously enrolled, where the DepEd shall

ensure the security and safety of all learners, tutors, and other parties involved pursuant to Republic Act No. 11313 or the "Safe Spaces Act".

SECTION 17. Duration of Tutorial Sessions. - 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.

SECTION 18. Campaigns for Learners to Return to School. - The ARAL Program shall create mass awareness campaigns through media and community engagement to encourage learners to re-enroll and return to school through strategies developed by the DepEd.

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

In the conduct of mass awareness campaigns, the DepEd shall collaborate with concerned LGUs, other agencies, institutions or organizations to encourage learners to re-enroll and/or return to school under the ARAL Program.

SECTION 19. Free Access to All of DepEd's Learning Management Systems Applications; Subsidized Data Plans for Learners and Tutors in Need. - Public Telecommunications Entities shall provide free access to all of DepEd-exclusively hosted learning management systems applications with a static and public internet protocol address. The learning management systems applications shall include web-based applications, online educational platforms, digital libraries, and other online knowledge hubs exclusively hosted by DepEd. No data charges shall also be incurred in downloading from, or uploading to, these applications.

The DepEd shall also ensure that the subsidized data plans to be provided are suitable to the requirements of the online and blended mode of delivery of the tutorial sessions that may be conducted under the ARAL Program, subject to the issuance of separate guidelines by the DepEd. The appropriation and use therefore shall be contingent on the availability of funds and the existing budgeting, accounting, auditing, and procurement laws, rules and regulations. Further, the DepEd may work in partnership with the LGUs, other government agencies concerned, and other stakeholders for the implementation of free access to DepEd apps and subsidization of data plans for learners and tutors in need.

Free Access to all learning management systems applications shall only be limited to the platforms of DepEd. Additional data charges may apply outside of DepEd provided platforms.

The DepEd shall determine the learners and tutors in financial need and ensure that they are provided subsidized data plans for the use of these applications. A separate guideline for the targeting mechanism shall be developed by DepEd, in coordination with the PSA and DSWD.

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

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

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

The DepEd, NCCT, and broadcast television networks shall ensure that all materials for broadcast/airing are compliant with the Child-Friendly Content Standards (CFCS) of the NCCT.

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

RULE VII. SUPPORT FROM OTHER STAKEHOLDERS

SECTION 21. Local Government Support. - The DepEd shall collaborate with LGUs to provide a safe learning environment for face-to-face tutorials. They may also collaborate on other matters for the implementation of the ARAL Program, such as the promotion of the program to potential tutors in higher education institutions, identification, and referral of potential tutors to DepEd, and encouragement of parents and parent-substitutes to include their children in the ARAL Program.

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

SECTION 22. Parental Involvement. - Schools and tutors shall develop linkages and maintain regular communication with the parents of the learners, as well as their parent-substitutes as defined under Republic Act No. 11908 or "The Parent Effectiveness Service Program Act". The parents and parent-substitutes, being a primary resource and essential support in the education of their children, shall enhance their parental roles by assisting their children through home learning activities and making significant contributions to their educational development at home.

The DepEd, in partnership with concerned LGUs and DSWD, may initiate home learning and support activities, programs, or similar initiatives for parents and parent-substitutes of learners under the ARAL Program.

SECTION 23. Collaboration and Partnership with Other Agencies and Stakeholders. – The DepEd may collaborate or enter into partnership with other relevant government agencies or stakeholders not mentioned in this IRR, as deemed necessary. Provided that such partnership or collaboration shall aim to support efforts in uplifting academic learning recovery and development. All collaborations shall comply with applicable laws, regulations, and guidelines to ensure accountability and effectiveness.

RULE VIII. IMPLEMENTING AGENCIES AND THEIR ROLES AND RESPONSIBILITIES

SECTION 24. Roles and Responsibilities of Government Agencies. – For purposes of the Act, the different agencies shall have the following roles and responsibilities:

- 1) **DepEd** - The DepEd shall perform the following roles and responsibilities:
- a) act as the lead agency in the implementation and yearly review of the ARAL Program and such other campaigns, projects and activities provided by the Act and this IRR;
 - b) identify learners and tutors who may need support in accessing data plans and use of applications used in the implementation the ARAL Program;
 - c) ensure support to learners by establishing a free and effective national learning intervention program to ensure that all learners who are struggling in their lessons, especially in reading, mathematics, and science, will be able to attain the competencies in their respective levels;
 - d) ensure a sufficient workforce of competent tutors to provide the learners their needed instructional support under the ARAL Program;
 - e) provide comprehensive professional development and capacity building activities through training, seminars,
 - f) devise activities to promote and encourage the active participation of parents or parent-substitutes of the learners in all activities pertinent to this program;
 - g) guarantee that appropriate funds are allocated for the programs of the Act and this IRR;
 - h) coordinate with CHED, DICT, DILG, TEC, and other stakeholders in the implementation of the provisions of this Act;
 - i) Collaborate with the NCCT in the development and production of broadcast-ready video learning materials that adhere to the Child-Friendly Content Standards (CFCS); and
 - j) Issue the necessary guidelines and regulations supporting the implementation of the Act and this IRR.

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

- a) enter into an agreement with DepEd by conducting training, seminars, and workshops for potential tutors under the ARAL Program to ensure the quality of the delivery and to focus on the building of foundational skills.

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

- a) coordinate with DepEd and concerned LGUs, and issue relevant policies and guidelines supporting the implementation of the Act and this IRR;
- b) monitor that all hired para-teachers are properly compensated through the SEF of the Local School Board of the LGU where the schools are located; and
- c) issue advisories and memorandum to LGUs for the conduct of information drives, schemes, strategies and community mapping activities to support the mechanisms and campaigns encouraging the learners to join and participate in the ARAL Program of DepEd.

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

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

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

- a) Enter into an agreement with DepEd and concerned LGUs to initiate home learning and support activities, programs or similar initiatives for parents and parent-substitutes of learners under the ARAL Program; and
- b) Collaborate with DepEd to identify potential areas of partnership within existing programs such as the *Tara, Basa! Tutoring Program* and other future programs, campaigns, and activities to support learners' academic recovery and development.

6) **NTC** - The NTC shall perform the following roles and responsibilities:

- a) incorporate compliance with the ARAL Program Act as a factor in the issuance and renewal of licenses for PTEs and broadcast networks;
- b) ensure that PTEs meet the requirements of DepEd and the provisions in the Act regarding (1) free access to all DepEd-hosted learning platforms and education materials without data plans for eligible tutors and learners in financial need as defined under Sec. 11 of the Act;
- c) develop, together with DepEd, the NCCT, and the broadcast network, the system on the daily airtime allocation for the programming of the video lesson materials to be aired; and
- d) provide the necessary support to DepEd in implementing the provisions of the Act, particularly in areas involving compliance and coordination with PTEs and broadcast networks.

SECTION 25. Collaboration and Partnership with other Agencies and Stakeholders.

- The DepEd may collaborate or enter into partnership with other relevant government agencies or stakeholders as may be deemed necessary. Provided that such partnership or collaboration shall aim to support efforts in uplifting academic learning recovery and development. All collaborations shall comply with applicable laws, regulations, and guidelines to ensure accountability and effectiveness.

RULE IX. MISCELLANEOUS PROVISIONS

SECTION 26. Mandatory Review and Impact Evaluation. - An annual evaluation shall be designed to collect comparable data for the purpose of determining the impact of the program.

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

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

SECTION 27. Tax Incentives. - Any donation, contribution, or grant, in cash or in kind, made by individuals or organizations, public or private, local or foreign, to the ARAL Program through the DepEd, shall be exempt from donor's tax and considered an allowable deduction from the gross income of the donor in accordance with the provisions of the National Internal Revenue Code of 1997, as amended, and revenue issuances of the Bureau of Internal Revenue (BIR).

SECTION 28. Updated 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 pre- and post-assessment scores in standardized measures of program effectiveness and grades in the subjects taken under the ARAL Program; and
- c) Assessment of learner performance on tasks and activities administered during the tutorial sessions.

The DepEd-Policy and Planning Service or the concerned office handling the LIS, in collaboration with the BEA, Bureau of Learning Delivery and Bureau of Human Resources and Organizational Development (BHROD), Information, Communication and Technology Service (ICTS) and other concerned offices in the Department, shall keep the records and other relevant details and information mentioned in the preceding paragraphs of this section, subject to the provisions of the RA 10173 or the Data Privacy Act of 2012.

SECTION 29. Guidelines. – The DepEd may formulate and implement additional guidelines to implement the components of the ARAL Program, as may be necessary.

SECTION 30. 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 31. 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 32. Effectivity. – This IRR Act shall take effect thirty (30) days after its publication in a newspaper of general circulation.

Done, in the City of Pasay, this 16th day of December, 2024.



SONNY ANGARA
Secretary