



Republic of the Philippines
QUEZON CITY COUNCIL
Quezon City
23rd City Council

PO23CC-064

51st Regular Session

ORDINANCE NO. SP- **3531**, S-2026

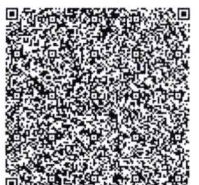
AN ORDINANCE ESTABLISHING THE EDUCATION EMPOWERMENT PROGRAM OF QUEZON CITY, INSTITUTIONALIZING THE ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM AS ITS LEARNING RECOVERY COMPONENT IN ALL PUBLIC SCHOOLS, IN SUPPORT OF REPUBLIC ACT NO. 12028, AND FOR OTHER PURPOSES

Introduced by Councilors **LUIGI D. PUMAREN**, **ALY MEDALLA** and **ATTY. VICENTE BELMONTE, JR.**

Co-Introduced by Councilors **Tany Joe "TJ" L. Calalay**, **Bernard R. Herrera**, **Dorothy A. Delarmente, M.D.**, **Joseph P. Juico**, **Charm Ferrer, CPA, MPA, JD**, **Nicole "Nikki" V. Crisologo**, **Mikey F. Belmonte**, **Atty. Voltaire Godofredo "Bong" Liban III**, **Dave C. Valmocina**, **Ranulfo "Tatay Rannie" Z. Ludovica**, **Atty. Christoffer Allan "Tope" Liquigan**, **Albert Alvin "Chuckie" L. Antonio III**, **Wencerom Benedict C. Lagumbay**, **Edgar "Egay" G. Yap**, **Nanette Castelo Daza**, **Imee Rillo**, **Atty. Jesus Miguel Suntay**, **Raquel S. Malañgen**, **Joseph Joe Visaya**, **Aiko Melendez**, **Alfred Vargas, MPA**, **Karl Edgar Castelo**, **Shaira "Shay" L. Liban**, **Ram V. Medalla**, **Maria Eleanor "Doc Ellie" R. Juan, O.D.**, **Emmanuel Banjo A. Pilar**, **Kristine Alexia Matias, RN**, **Victor "Vic" D. Bernardo**, **Erwin Rey "Cocoy" A. Medina**, and **Jhon Angelli "Sami" C. Neri**

WHEREAS, Section 1, Article XIV of the 1987 Constitution of the Republic of the Philippines provides that the State shall 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;

WHEREAS, less than twenty percent (20%) of Filipino students reach minimum proficiency in Reading and Math, placing the Country's basic education in "crisis" with a learning poverty rate of ninety percent (90%). This means that Filipino children, on the average, lag significantly behind their regional counterparts in acquiring crucial basic skills relevant to the contemporary world;



WHEREAS, according to the Philippines Country Brief: Learning Poverty released by the World Bank in June 2022, approximately 91 percent of children at late-primary age, including those who are out of school, are not yet able to read and understand a short, age-appropriate text by age 10, indicating a high level of learning poverty in the Country;

WHEREAS, a 2022 policy analysis by the Philippine Institute for Development Studies (PIDS) found that fewer than 20 percent of Filipino learners attain minimum proficiency levels in Reading and Mathematics in international large-scale assessments, further underscoring that around nine out of ten children continue to struggle in acquiring foundational skills essential for lifelong learning;

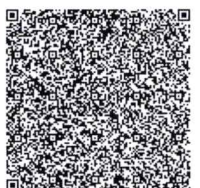
WHEREAS, approximately 18 million Filipinos who are graduates from the Country's basic education system could be functionally illiterate, according to data from the Functional Literacy, Education, and Mass Media Survey (FLEMMS) which was disclosed in a Senate Committee Hearing on Basic Education on April 30, 2025;

WHEREAS, recent assessments have identified a significant learning gap among students particularly in foundational subjects such as Reading, Writing, and Mathematics;

WHEREAS, the Special Education Fund (SEF), as provided under Republic Act No. 7160 and Joint Circular No. 1, s. 2025 issued by the Department of Education (DepEd), the Department of Budget and Management (DBM), the Department of the Interior and Local Government (DILG), and the Department of Finance (DOF) may be utilized to support learning recovery, literacy, and remedial programs consistent with national policy;

WHEREAS, the Second Congressional Commission on Education (EDCOM II), created under Republic Act No. 11899, has identified foundational literacy, early childhood care, and learning recovery as urgent national priorities requiring strong local government leadership and investment;

WHEREAS, the localization of the ARAL Program by local government units is not merely permissive but essential, as the success of national learning recovery efforts depends on the capacity of local government units to provide complementary resources, facilities, and community-based support that national agencies alone cannot fully deliver; and the Quezon City Government, as a highly urbanized city with a significant public school population, is uniquely positioned and duty-bound to lead this effort within its jurisdiction.



NOW, THEREFORE,

BE IT ENACTED BY THE CITY COUNCIL OF QUEZON CITY IN
REGULAR SESSION ASSEMBLED:

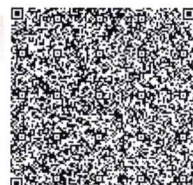
SECTION 1. SHORT TITLE. – This Ordinance shall be known as the
“Quezon City Education Empowerment Program Ordinance.”

SECTION 2. DECLARATION OF POLICY. – It is hereby declared the
policy of the Quezon City Government to prioritize the educational welfare of
its youth by providing supplementary academic support to students and that
every child enrolled in its public schools has the right to quality, accessible,
and recovery-oriented education. Recognizing the urgency of the learning
crisis and the City’s responsibility under Republic Act No. 12028 and the
Local Government Code of 1991, Quezon City commits to localizing the ARAL
Program through a comprehensive Education Empowerment Program that
addresses learning gaps, strengthens foundational skills, and ensures that
no learner is left behind.

SECTION 3. OBJECTIVES. – The Ordinance aims to:

- a. institutionalize the ARAL Program under Republic Act No. 12028 as
the City’s core learning recovery component;
- b. address learning gaps arising from environmental, nutritional,
mental health, and other circumstances affecting the educational
development of Quezon City’s youth;
- c. foster a supportive, inclusive, and accessible learning environment
in all public schools;
- d. integrate nutrition, health, and socio-emotional support as
preconditions for effective learning recovery;
- e. empower students to achieve their full academic potential and align
them with expected learning competencies; and
- f. strengthen coordination among the local government unit,
Department of Education (DepEd), and partner institutions for
sustained and measurable learning recovery outcomes.

SECTION 4. COVERAGE. – This Ordinance shall apply to all learners,
from Kindergarten to Grade 12 (Senior High School), enrolled in public basic
education institutions within the jurisdiction of the local government unit,
particularly:



- a. Learners below minimum proficiency in Reading, Mathematics, and Science;
- b. Balik-Aral learners; and
- c. Learners identified through DepEd assessments and classroom-based evaluations pursuant to Republic Act No. 12028.

SECTION 5. ESTABLISHMENT OF THE EDUCATION EMPOWERMENT PROGRAM. – It is hereby established the Education Empowerment Program (EEP) under the joint supervision of the Schools Division Office of Quezon City (SDO-QC) and the Education Affairs Unit (EAU) of the Quezon City Government. The EEP shall serve as the City's comprehensive local education intervention framework, within which the ARAL Program is institutionalized as the primary learning recovery component.

SECTION 6. PROGRAM COMPONENTS. – The EEP shall include the following components:

- a. **ARAL Learning Recovery Component.** – As the core of the EEP, the ARAL Program shall be implemented in accordance with Republic Act No. 12028 and its Implementing Rules and Regulations. The Program shall conduct standardized and school-based pre- and post-assessments in English, Reading, Science, Writing, and Mathematics at the start of every school year to identify individual learning needs and target interventions accordingly. Based on assessment results, the Program shall deliver one-on-one and small-group tutoring sessions, structured literacy programs, and subject-specific workshops in English, Reading, Writing, Science and Mathematics through face-to-face, online, or blended modalities. After-school and summer programs may be instituted as necessary. Support shall include provision of reading materials, assessment tools, and tutor training;
- b. **Integration into School and Local Education Plans.** – All EEP interventions shall be integrated into School Improvement Plans (SIPs), Annual Implementation Plans (AIPs), Local School Board education priorities, and Local Education Development Plans. The SDO-QC, in coordination with the Local School Board (LSB), shall ensure all City-funded ARAL activities are reflected in these plans for policy alignment and effective outcome monitoring;



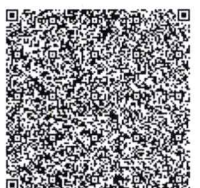
- c. *Foundational Reform Integration.* – The EEP shall adopt an integrated foundational reform strategy, which shall ensure functional and adequately resourced Child Development Centers; support Kindergarten-to-Grade-1 transition programs; align early literacy development with ECCD standards under Republic Act Nos. 10410 and 12199; complement ARAL implementation with school-based feeding and First 1,000 Days strategies; and integrate nutrition data into the ARAL beneficiary targeting mechanisms;
- d. *Volunteer and Mentor Program.* – The SDO-QC, in coordination with the Bayanihang QC, shall facilitate the participation of qualified school volunteers, community mentors, and pre-service teachers from higher education institutions to assist in tutoring sessions; and
- e. *Student-Parent Engagement.* The program shall actively involve parents and guardians to foster ownership and motivation toward learning improvement, including goal-setting, progress tracking, and regular communication on home support strategies.

SECTION 7. EXPANDED MANDATE OF THE LOCAL SCHOOL BOARD TECHNICAL WORKING GROUP. – The implementation of this Ordinance shall be lodged with the existing Technical Working Group (TWG) under the Local School Board (LSB). In addition to its current composition and functions, the LSB TWG is hereby expanded to include the following representatives, as necessary, to effectively oversee the EEP:

- i. *Education Affairs Unit (EAU), Quezon City Government;*
- ii. *City Health Department;*
- iii. *Social Services Development Department; and*
- iv. *Representatives from civil society organizations or higher education institutions engaged in tutoring or literacy initiatives.*

In addition to its existing functions, the LSB TWG shall, with respect to this Ordinance:

- i. *coordinate implementation of EEP and ARAL interventions across all participating public schools in Quezon City;*
- ii. *recommend Special Education Fund (SEF) allocations for learning recovery programs under the EEP;*



- iii. identify priority learners and schools using assessment and nutrition data;
- iv. facilitate partnerships with higher education institutions and volunteer organizations; and
- v. monitor program implementation and submit an Annual Local Learning Recovery Report to the LSB and the Sangguniang Panlungsod.

SECTION 8. FUNDING. – The amount necessary for the initial implementation of this Ordinance shall be drawn from the SEF or any other available funds, subject to existing accounting and auditing rules and regulations.

Furthermore, pursuant to Republic Act No. 7160 and the Joint Circular No. 1, s. 2025 issued by Department of Education (DepEd), Department of Budget and Management (DBM), Department of the Interior and Local Government (DILG), and Department of Finance (DOF), the LSB may allocate the SEF for:

- a. compensation of para-teachers serving as ARAL facilitators;
- b. procurement of learning resources, reading materials, and assessment tools;
- c. training and capacity building of tutors and EEP Implementers;
- d. connectivity support consistent with Republic Act No. 12028 provisions on Learning Management System access; and
- e. support for school-based nutrition and foundational literacy programs directly linked to learning recovery outcomes.

All SEF utilization shall comply and abide by the DBM's auditing rules, the Commission on Audit (COA)'s auditing standards, and applicable DepEd-DILG-DBM Joint Circulars.

SECTION 9. PARTNERSHIP MECHANISMS. – The Quezon City Government may enter into partnerships with:

- a. DepEd Schools Division Office of Quezon City;
- b. Higher Education Institutions for pre-service teacher-tutors;



- c. Civil society organizations supporting literacy and learning recovery;
- d. The Department of Information and Communications Technology (DICT) for connectivity support; and
- e. The Department of Social Welfare and Development (DSWD) for parent support initiatives consistent with the ARAL Act and its Implementing Rules and Regulations.

SECTION 10. MONITORING AND EVALUATION. – The LSB, in coordination with the Schools Division Office, shall establish a monitoring and evaluation system for the ARAL Program in the locality. The monitoring system shall include:

- a. number of learners participating in ARAL interventions;
- b. baseline and post-intervention assessment results in Reading, Mathematics, and Science;
- c. improvement in learner proficiency levels;
- d. tutor deployment and training data; and
- e. utilization of Special Education Fund allocations for learning recovery programs.

An Annual Local Learning Recovery Report shall be presented to the LSB and the Sanggunian.

SECTION 11. IMPLEMENTING BODY. – The Schools Division Office of Quezon City, in coordination with the Education Affairs Unit (EAU) and other relevant offices, shall implement and oversee the programs set forth in this Ordinance.

SECTION 12. IMPLEMENTING RULES AND REGULATIONS. – The Schools Division Office of Quezon City, in coordination with the Education Affairs Unit (EAU) and other relevant offices, shall implement and shall promulgate the necessary rules and regulations for the effective implementation of this Ordinance, not later than sixty (60) days upon the effectivity of this Ordinance.

SECTION 13. SEPARABILITY CLAUSE. – If any provision or part of this Ordinance is declared invalid or unconstitutional, the remaining provisions or parts not affected thereby shall remain in full force and effect.



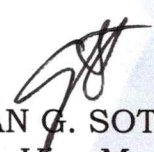
SECTION 14. REPEALING CLAUSE. – All ordinances, rules and regulations, or parts thereof, inconsistent with the provisions of this Ordinance are hereby repealed or modified accordingly.

SECTION 15. EFFECTIVITY. – This Ordinance shall take effect fifteen (15) days after its complete publication in a newspaper of general circulation and its posting in two (2) conspicuous places within Quezon City.

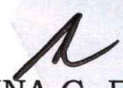
ENACTED: June 8, 2026.

CERTIFICATION

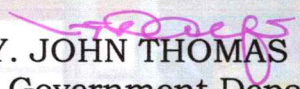
This is to certify that this Ordinance was ENACTED by the City Council on Second Reading on June 8, 2026 and was PASSED on Third/Final Reading on July 9, 2026.


GIAN G. SOTTO
City Vice Mayor
Presiding Officer

APPROVED: JUL 27 2026


MA. JOSEFINA G. BELMONTE
City Mayor

ATTESTED:


ATTY. JOHN THOMAS S. ALFEROS, III
City Government Department Head III
(Secretary to the Sanggunian)