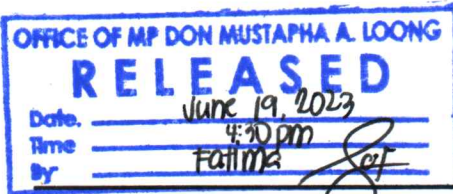


1 Republic of the Philippines  
2 Bangsamoro Autonomous Region in Muslim Mindanao  
3 **BANGSAMORO TRANSITION AUTHORITY**  
4 Cotabato City



**BTA PARLIAMENT**  
*Second Regular Session*

Parliament Bill No. 213



11  
12 Introduced by  
13 **MP Engr. Don Mustapha A. Loong, JD, MPSA, CESE**

14  
15 Co-authored by  
16 **MPs Atty. Laisa A. Alamia, Engr. Baintan A. Ampatuan, Atty. Rasol Y. Mitmug,**  
17 **Amilbahar S. Mawallil, Atty. Suharto M. Ambolodto, Rasol E. Ismael, Benjamin T.**  
18 **Loong, Jaafar Apollo Mikhail L. Matalam, Abdulkarim T. Misuari, Atty. Jose I.**  
19 **Lorena, Abdulaziz M. Amenoden, Diamila D. Ramos, Adzfar H. Usman, Mohammad**  
20 **Kelie U. Antao, Eddie M. Alih, Tawakal B. Midtimbang, Mudjib C. Abu, Suwaib L.**  
21 **Oranon, Bassir D. Utto, Bai Maleiha B. Candao, Michael E. Midtimbang, Albakil D.**  
22 **Jikiri, and Mosber E. Alauddin**

23  
24  
25 **AN ACT ESTABLISHING A SUPPLEMENTAL ACADEMIC LEARNING**  
26 **AMELIORATION PROGRAM (SALAP) FOR DISADVANTAGED LEARNERS,**  
27 **APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES**  
28  
29

30 **EXPLANATORY NOTE**

31  
32 Many studies point out the fact that the students in our region performed the least  
33 in almost all the required competencies, especially in Language, Science, and  
34 Mathematics.

35  
36 The Key Findings of the Basic Education Public Expenditure and Institutional  
37 Review (BE-PEIR) conducted in 2013 are undeniable:

38  
39 "ARMM suffers from extremely poor education outcomes (Chapter 2).  
40 Enrollment, completion, and attainment rates for elementary education lag behind  
41 most regions in the Philippines. These outcomes perpetuate "poverty traps" and  
42 decrease the prospects of children in the region enjoying better living standards  
43 and attaining secure employment.

1  
2 From 2011-12, only 23 percent of students in Grade 1 made it to Grade 6 against a  
3 national average of 73.5 percent. At the secondary level, around 45 percent of 1st  
4 Year students continued studying until 4th year, whereas the national average was  
5 78.8 percent. In other terms, only 1 out of every ten students who began primary  
6 education in ARMM will graduate from high school.

7  
8 Such low completion rates decrease the efficiency of a given level of education  
9 inputs, amplifying the impact of problems in the public expenditure management  
10 system. Due to the attrition of students leaving the system, it takes 32 percent more  
11 spending and effort to produce a single high school graduate in ARMM than  
12 elsewhere in the Philippines, and twice the effort to produce a Grade Six graduate  
13 in ARMM as elsewhere.”

14  
15 It proceeds to further say that:

16  
17 “Those who graduate from high school find it difficult to continue in tertiary  
18 education due to a combination of factors, including poverty. Only 11.5 percent of  
19 females and 9.2 percent of males in ARMM are likely to have some college  
20 education, compared with the national averages of 22.4 percent for females and  
21 19.0 percent for males.”

22  
23 To further illustrate, if we had 1,000 grade 1 students in School Year 2013, only 100  
24 would graduate from secondary school. Of these 100, only 20 (11 female and 9 male) will  
25 have some kind of college education.

26  
27 Aside from poverty, among the dominant factors for the steady increase in our  
28 dropouts, which in the 2016 report of the PSA was at 14%, is due to lack of interest in  
29 pursuing their basic education.

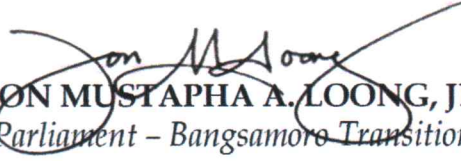
30  
31 Accordingly, the pandemic has exacerbated well-documented opportunity gaps  
32 that put low-income students at a disadvantage, in comparison to their better-off peers,  
33 due to a lack of access to learning resources.

34  
35 This proposed bill is intended to improve the learning competencies of our  
36 students and boost their confidence to transition from one grade level to another. Unless  
37 we are able to do this, we can never truly say that we have quality education in the region.

38  
39 The supplemental academic learning program will be a remedial measure for  
40 disadvantaged students to become more confident to transition to the next education  
41 level and, hopefully, the wherewithal to finish college.

1 In view of the foregoing, this representation is seeking for the early passage of this  
2 bill into law.

3  
4  
5  
6  
7  
8

A handwritten signature in black ink, appearing to read "Don Mustapha A. Loong", is written over the printed name and title below.

**HON. ENGR. DON MUSTAPHA A. LOONG, JD, MPSA, CESE**  
*Member of Parliament - Bangsamoro Transition Authority*



1 Republic of the Philippines  
2 Bangsamoro Autonomous Region in Muslim Mindanao  
3 **BANGSAMORO TRANSITION AUTHORITY**  
4 Cotabato City

5  
6 **BTA PARLIAMENT**  
7 *Second Regular Session*

8  
9 Parliament Bill No. 213



12  
13 Introduced by  
14 **MP Engr. Don Mustapha A. Loong, JD, MPSA, CESE**

15  
16 Co-authored by  
17 **MPs Atty. Laisa A. Alamia, Engr. Baintan A. Ampatuan, Atty. Rasol Y. Mitmug,**  
18 **Amilbahar S. Mawallil, Atty. Suharto M. Ambolodto, Rasol E. Ismael, Benjamin T.**  
19 **Loong, Jaafar Apollo Mikhail L. Matalam, Abdulkarim T. Misuari, Atty. Jose I.**  
20 **Lorena, Abdulaziz M. Amenoden, Diamila D. Ramos, Adzfar H. Usman, Mohammad**  
21 **Kelie U. Antao, Eddie M. Alih, Tawakal B. Midtimbang, Mudjib C. Abu, Suwaib L.**  
22 **Oranon, Bassir D. Utto, Bai Maleiha B. Candao, Michael E. Midtimbang, Albakil D.**  
23 **Jikiri, and Mosber E. Alauddin**

24  
25  
26 **AN ACT ESTABLISHING A SUPPLEMENTAL ACADEMIC LEARNING**  
27 **AMELIORATION PROGRAM (SALAP) FOR DISADVANTAGED LEARNERS,**  
28 **APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES**

29  
30 *BE IT ENACTED by the Bangsamoro Transition Authority in Parliament assembled:*

31  
32 **SECTION 1. Short Title.** - This Act shall be known as the "Supplemental Academic  
33 Learning Amelioration Program Act (SALAP)" of 2023.

34  
35 **SECTION 2. Coverage.** - This Act shall apply to the following disadvantaged learners  
36 under the MBHTE: (a) incoming grade 1 and freshman secondary or college students; (b)  
37 those who are lagging academically; and (c) those who are at and marginally below the  
38 minimum level of mastery required in Language, Mathematics, and Science.

39  
40 **SECTION 3. Declaration of Policy and Objectives.** - Pursuant to Section 16, Article 1X  
41 of the Bangsamoro Organic Law, it shall be a top priority of the Bangsamoro Government  
42 to establish, maintain, and support a complete and integrated system of quality  
43 education, which shall be a subsystem of the national education system. It is the declared

1 policy of the Region to protect and promote the right of all its residents to quality  
2 education at all levels and shall take appropriate steps to make such education accessible  
3 to all. Towards this end, the Region shall endeavor to support learners by establishing a  
4 free and effective supplemental learning program to provide disadvantaged learners  
5 with supplemental lessons to close learning gaps and enable them to catch up to their  
6 cohorts.

7  
8 **SECTION 4. *Establishment of the Supplemental Academic Learning Amelioration***  
9 ***Program*** - The Supplemental Academic Learning Amelioration Program (SALAP) is  
10 hereby established to provide a regional learning intervention program that shall be  
11 grounded on the following areas:

- 12
- 13 a) Well-systematized tutorial sessions, which demonstrate higher achievement  
14 gains;
  - 15
  - 16 b) Well-designed remediation plans tailored-fit to the learning needs of learners;
  - 17
  - 18 c) Careful assessment and evaluation of the progress of learners; and
  - 19
  - 20 d) Well-chosen and trained remedial instruction facilitators;
  - 21

22 The program shall further ensure that learners shall be provided with optimal  
23 instructional time to ensure mastery of essential competencies and adequately prepare  
24 them for higher grade levels.

25  
26 **SECTION 5. *Most Essential Learning Competencies in Language, Mathematics, and***  
27 ***Science***. - The Supplemental Academic Learning Amelioration Program (SALAP) shall  
28 cover the most essential learning competencies under the K to 12 Basic Education  
29 Curriculum covering the subjects of Language and Mathematics for Grades 1 to 12,  
30 Science for Grades 3 to 12.

31  
32 Reading, which is included in the most essential learning competencies in Language,  
33 shall be prioritized to develop the critical and analytical thinking skills of learners.  
34 For Kindergarten learners, the Program shall focus on building foundational skills aimed  
35 at strengthening their literacy and numeracy competencies.

36  
37 **SECTION 6. *Determination of Learners under the Program***. - The MBHTE, through the  
38 school principal and in consultation with the advisory or classroom teachers, shall  
39 determine the learners to be covered by this program using its Learner Information  
40 System (LIS) and other relevant databases.



1 The MBHTE may likewise use the learners' academic performance to determine those  
2 who are at and marginally below the minimum mastery requirements of the subjects  
3 covered by this Act.

4  
5 Priority shall be given to non-readers, younger learners, and incoming secondary and  
6 college students.

7  
8 **SECTION 7. *Tutors under the Supplemental Academic Learning Amelioration Program.***

9 - Teachers with mastery in Language, Science, and Mathematics, as identified by the  
10 school principal, shall be responsible for tutoring learners under this program. Graduates  
11 of any degree in education, tertiary level students, and other professionals who have  
12 acquired mastery in Language, Science, and Mathematics may volunteer as tutors  
13 provided that they can show proof of mastery of the subject that they will be teaching  
14 and have passed a mock tutoring session to be administered by the Schools Division  
15 Offices of the MBHTE.

16  
17 For purposes of this Act, teachers refer to all persons engaged in teaching at the  
18 elementary and secondary levels, whether full-time or part-time performing supervisory  
19 or administrative functions, or both, in all schools in the aforesaid levels and qualified to  
20 practice teaching under existing laws.

21  
22 **SECTION 8. *Conduct Tutorial Sessions; Group Size of Learners.*** - Tutorial sessions may  
23 be held on weekends during the school year or semester breaks, as may be deemed  
24 necessary. For graduates of elementary and secondary schools, tutorial sessions shall be  
25 held during the summer break. Learners may be grouped according to their assessed  
26 learning needs. One-on-one tutorials may also be provided to learners, taking into  
27 consideration their particular learning needs.

28  
29 **SECTION 9. *Instructional Materials.*** - The Program shall use high-quality  
30 instructional materials that are aligned with core classroom content or grade-level  
31 standards to enable tutors to reinforce and support teachers' classroom instruction. The  
32 instructional materials shall address concepts and build foundational skills which are  
33 most critical to the improvement of learning outcomes.

34  
35 **SECTION 10. *Delivery Modes for Tutorial Sessions.*** - Tutorial sessions shall be  
36 conducted using any of the following delivery modes to ensure that the sessions are  
37 accessible to or within the reach of learners:

- 38  
39 a) Face-to-face tutorials where tutors and learners are physically present in the same  
40 place;

1 b) Online tutorials where tutors facilitate the tutorial sessions and engage the  
2 learners' active participation by using various technologies so that learning can be  
3 accessed anytime while they are geographically remote from each other; and  
4

5 c) Blended learning, where a specified number of tutorial sessions include online and  
6 face-to-face tutorials.  
7

8 In determining the venue for the tutorial sessions, the MBHTE shall consider accessibility,  
9 cost-effectiveness, and health-safety risk.  
10

11 The Ministry of Basic, Higher & Technical Education, in collaboration with the local  
12 government unit, shall provide safe learning supplies and shall establish safety health  
13 protocols therein.  
14

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

19 In addition to pre-and post-assessments, tutors shall conduct formative assessments of  
20 their learners to allow them to provide timely feedback on each learner and effectively  
21 tailor their instruction based on the learners' individual learning needs.  
22

23 **SECTION 12. *Capacity Building and Assessment of Tutors.*** - To successfully improve  
24 learning outcomes as envisioned by the Program, tutors shall receive adequate training  
25 which shall focus on innovative instructional techniques, interpersonal skills, social-  
26 emotional learning, and cultural competency, among others, as may be deemed  
27 necessary.  
28

29 **SECTION 13. *Remuneration of Teachers and Volunteers Who Serve as Tutors.*** - Teachers  
30 and volunteers who serve as tutors shall be compensated subject to the existing rules and  
31 regulations of the MBHTE and the Ministry of Finance.  
32

33 **SECTION 14. *Parental Involvement.*** - Tutors shall develop rapport and maintain  
34 regular communication with the parents of the learners. The parents, being a primary  
35 resource and essential support in the education of their children, shall enhance their  
36 parental roles by assisting their children through home learning activities and making  
37 significant contributions to their educational development at home.  
38

39 **SECTION 15. *Mandatory Review and Impact Assessment.*** - The MBHTE shall conduct  
40 a mandatory review of the implementation of this Act, and submit an assessment report  
41 to Parliament on its impact and effectiveness, not later than one (1) year from the  
42 effectivity of this Act.  
43



1 **SECTION 16. *Parliament Oversight Committee.*** - There is hereby created Oversight  
2 Committee to oversee, monitor and evaluate the implementation of this Act. The  
3 Oversight Committee shall be composed of five (5) members, one (1) from each province,  
4 plus the Minister of the MBHTE as the Chairman.

5  
6 **SECTION 17. *Appropriations.*** - The amount necessary for the implementation of this Act  
7 shall be included in the annual budget of the MBHTE on the Bangsamoro Appropriations  
8 Act of every fiscal year.

9  
10 **SECTION 18. *Implementing Rules and Regulations.*** - Within sixty (60) days from the  
11 effectivity of this Act, the MBHTE, in consultation with other relevant government  
12 agencies and private stakeholders, shall issue the necessary rules and regulations for its  
13 effective implementation. The rules and regulations issued pursuant to this section shall  
14 take effect thirty (30) days after its publication in a newspaper of general circulation.

15  
16 **SECTION 19. *Separability Clause.*** - If any provision or part of this Act is declared invalid  
17 or unconstitutional, the remaining provisions or parts not affected shall remain in full  
18 force and effect.

19  
20 **SECTION 20. *Repealing Clause.*** - All other regional laws, rules and regulations,  
21 issuances, or parts thereof inconsistent with or contrary to the provisions of this Act are  
22 hereby repealed, amended, or modified accordingly.

23  
24 **SECTION 21. *Effectivity.*** - This Act shall take effect fifteen (15) days after its publication  
25 in the Regional Gazette or in a newspaper of general circulation in the region.

26  
27 **APPROVED,**

28  
29  
30 Author:

31   
32  
33 **HON. MP ENGR. DON MUSTAPHA A. LOONG, JD, MPSA, CESE**

34  
35  
36 Co-authors:

37  
38 **HON. MP ATTY. LAISA A. ALAMIA**

39  
40 **HON. MP ENGR. BAIN TAN A. AMPATUAN**

41  
42 **HON. MP ATTY. RASOL Y. MITMUG**



1 HON. MP AMILBAHAR S. MAWALLIL  
2  
3 HON. MP ATTY. SUHARTO M. AMBOLODITO  
4  
5 HON. MP RASOL E. ISMAEL  
6  
7 HON. MP BENJAMIN T. LOONG  
8  
9 HON. MP JAAFAR APOLLO MIKHAIL L. MATALAM  
10  
11 HON. MP ABDULKARIM T. MISUARI  
12  
13 HON. MP ATTY. JOSE I. LORENA  
14  
15 HON. MP ABDULAZIZ M. AMENODEN  
16  
17 HON. MP DIAMILA D. RAMOS  
18  
19 HON. MP ADZFAR H. USMAN  
20  
21 HON. MP MOHAMMAD KELIE U. ANTAO  
22  
23 HON. MP EDDIE M. ALIH  
24  
25 HON. MP TAWAKAL B. MIDTIMBANG  
26  
27 HON. MP MUDJIB C. ABU  
28  
29 HON. MP SUWAIB L. ORANON  
30  
31 HON. MP BASSIR D. UTTO  
32  
33 HON. MP BAI MALEIHA B. CANDAO  
34  
35 HON. MP MICHAEL E. MIDTIMBANG  
36  
37 HON. MP ALBAKIL D. JIKIRI  
38  
39 HON. MP MOSBER E. ALAUDDIN  
40

41 Certified Correct:  
42  
43

44 PROF. RABY B. ANGKAL

*Secretary General*

1  
2  
3  
4  
5  
6  
7  
8  
9

Attested:

**HON. ATTY. PANGALIAN M. BALINDONG**

*Speaker*