

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

FIFTEENTH CONGRESS
First Regular Session

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HOUSE BILL NO. 328

Introduced by HONORABLE LUIS R. VILLAFUERTE

EXPLANATORY NOTE

The three main pillars of any education system as internationally structured are, CURRICULUM, INSTRUCTION, and ASSESSMENT, where all three pillars should be strongly linked and networked. The CURRICULUM, well defined, and ladderized, with every curricular subject duly described and particularized in measurable units; INSTRUCTIONS, aimed and strategized for learners to attain Required (as opposed to *desired*) pre-formulated Minimum Knowledge and competencies for every curricular subject in every grade and year of the Education Ladder; and ASSESSMENT of Learning Outputs duly calibrated and assiduously measured in every ladder step all the way up, such that when a student graduates or is promoted to the next higher ladder grade/year level, the learner is fully equipped with the Required Minimum Knowledge and Competencies (RMKC) and is learning-ready for the next level as his/her graduation certificate or diploma or report card should attest to. The herein proposed pre-formulated RMKC are designed to fully equip the students the RMKCs in order to improve the extraordinarily low cohort survival rate in elementary and in high school and to negate the need for costly and acrimonious Readiness Tests and Bridge Remedial Programs, like what happened in the controversial 2004 National Standardized High School Readiness Test with its companion HS Bridge One-year Extension Program, which metamorphosed without any logical explanation from the original concept of a mandatory HS Admission Test, then to becoming optional. Worst, judging from field situation reports the program is now drastically made un-enforced as most of the parents in the majority of Secondary Schools, notwithstanding a Department Policy Order mandating the contrary, have availed of the option to proceed to the regular first year high school rather than elect to participate in the Bridge Program. Thus, most of the

students reverted to the old system of a "Bridgeless" HS Regular Program; but only after leaving in its wake an ocean of ruffled nerves and unresolved issues which almost divided the nation as students, parents, even teachers and other stakeholders spilled out into making objections or protests.

To avoid another misadventure of this kind, which one national broadsheet editorial pooh-poohed as another weird experimentation in the likes of the infamous 2001 Revised Basic Education Curriculum or RBEC, which the same editorial ridiculed as a "Mishmash Curriculum". For verily, as one Written Questionnaire Survey in one Schools Division, confirmed: 85% of 8,375 of Elementary and Secondary Teachers; and 77.41% of 991 Principal respondents in 833 Elementary Schools and 152 High Schools rated the RBEC as "counter-productive". This bill seeks by enactment into law, a remedial system designed to improve the quality of Philippine Education; and in the process not unduly penalize our elementary graduates into going into a bridge program. This bill seeks to prescribe what specific learning outputs the students were expected to have acquired; and testing them on what they would have learned based on the RMKC and not what they have not been taught.

Corollary to this bill moreover, is the need to review and re-evaluate the RBEC with a view to integrating therein the RMKC in every subject in the public elementary and secondary school levels and reverting, if found practical, to a revised and improved PRODED and SEDP Curricula for Elementary and High School which a majority of teachers, students and parents surveyed and interviewed prefer over RBEC as it presently stands.

In view of the aforementioned intentions, the immediate passage of this bill is requested.



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**AN ACT PRESCRIBING REQUIRED MINIMUM KNOWLEDGE AND
COMPETENCIES (RMKC) FOR EVERY CURRICULAR SUBJECT
IN EVERY GRADE AND YEAR LEVEL IN BASIC EDUCATION IN
ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOLS; AND
FOR OTHER PURPOSES**

*Be it enacted by the Senate and House of Representatives in Congress
assembled:*

1 **SECTION 1. Short Title.** – this Act shall be known as the Required
2 Minimum Knowledge and Competencies in Basic Education, or the "RMKC
3 Act".

4 **SEC. 2. Declaration of Policy.** – It is hereby declared the Policy of
5 the Government that Students in Basic Education in Public Schools have
6 to acquire and/or be equipped with Required Minimum Knowledge and
7 Competencies for every grade and year level before qualifying for
8 promotion to the next higher grade or year.

9 **SEC. 3. Implementation of Policy.** – In order to ensure that the
10 declared policy of this Act shall be implemented in an appropriate and
11 efficient manner,

1 (a) The Department of Education (DepEd), not later than
2 December 31, 2007 shall formulate the Required Minimum
3 Knowledge and Competencies (RMKC) for every curricular
4 subject for every grade and year level in the public
5 elementary and high schools.

6 (b) The DepEd shall also, to incorporate in the textbooks
7 prescribed for every subject the RMKC and thereby make it
8 mandatory for every teacher in a given subject to teach and
9 the students shall be tasked to learn the RMKC corresponding
10 to the student's subject in the grade or year level to which the
11 student belongs.

12 (c) The DepEd furthermore, shall design and conduct a
13 training program for public school teachers that will ensure
14 the appropriate teaching method for teachers and the learning
15 style for students that will ensure that the RMKC shall be
16 absorbed. Accordingly, the necessary supporting tools and
17 equipment for the teaching and learning interaction shall be
18 provided.

19 **SEC. 4. RMKC Design and Formulation.** – The RMKC for every
20 curricular subject in basic education as provided under this Act shall be
21 formulated with specificity and particularity such that they are measurable
22 as to be coefficient to the learning level prescribed for students in every
23 curricular subject.

1 That while students may be taught to acquire knowledge, skills, and
2 competencies beyond the RMKC, the assessment and tests to be given
3 students to determine whether or not a passing score has been achieved
4 shall be based on test items within the relevant RMKC. Thus, lesson plans
5 to be formulated as teaching guides shall be confined to items within the
6 RMKC before additional components for knowledge, skills, and
7 competencies are introduced to students.

8 Reference materials for supplementary instruction in classrooms or
9 as assignments to students for self-study shall also be designed,
10 formulated and implemented.

11 **SEC. 5. Diagnostic and Performance Examinations.** – A national
12 standardized test shall be administered with such frequency within a
13 school year for every curricular subject for evaluation and diagnostic
14 purposes only, in order to determine and assess the learning progress of
15 the students in order that remedial measures can be introduced to
16 students not meeting the learning rate for the RMKC expected at the
17 various phases and periods of the school year.

18 **SEC. 6. Honors and Rewards System.** – While tests, quizzes and
19 examinations based on items from the RMKC shall provide the benchmark
20 passing scores or grades of students in basic education, supplementary
21 learning competencies shall also be prescribed to further upgrade the
22 quality of learning beyond the RMKC in order to reinforce and improve the
23 learning curve of students; to spur their spirit of competitiveness and
24 drive for higher levels of performance, and to instill in students proper

1 conduct, diligence, and discipline to aspire for greater levels of
2 achievement and/or drive for excellence.

3 And, accordingly, the DepEd shall also formulate, develop and
4 implement a system of honors, rewards and recognition to students with
5 exemplary performance or achievement.

6 In addition, an acceleration policy of promoting students to the next
7 higher grade or year within a school year shall also be adopted and
8 thereby provide inspirational models for excellence.

9 **SEC. 7. Repealing Clause.** – All laws, presidential decrees,
10 executive orders, rules and regulations contrary to or inconsistent with
11 the provisions of this Act are hereby repealed or modified accordingly.

12 **SEC. 25. Effectivity.** – This Act shall take effect immediately upon
13 its approval.

14 Approved,