

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

FIFTEENTH CONGRESS
First Regular Session

HOUSE BILL NO. ~~3532~~

INTRODUCED BY
I-CARE PATRYLIST REPRESENTATIVE SALVADOR P. CABALUNA III

ARTICLE XI Section 1 of the 1987 Constitution 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.”

In addition, Section 2 of the same Article mandates that:

“Section 2. The State shall:

(1) Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society;

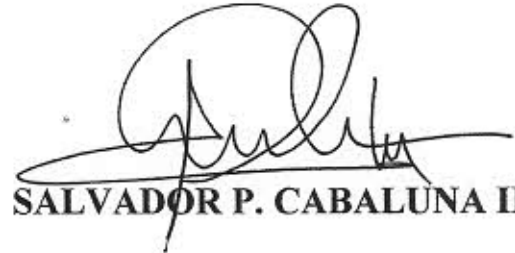
(2) Establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural rights of parents to rear their children, elementary education is compulsory for all children of school age;”

Ten years of basic education and a series of revisions to improve the same have been proven ineffective. In the Southeast Asian Region, our country is the only one with a 10-year basic educational set-up while our neighbors have at least 11 to 12 years. This effectively gave them the competitive edge over us.

Learning is a continuing process. Early childhood education has been adopted in industrialized countries on the premise that the child is a blank slate. This early education which continues up to the 12th year of basic learning forms the foundation with which college or university education can stand. If this foundation is weak, an ill-equipped graduate of tertiary education will be produced. On the other hand, a strong and quality 12-year basic education will definitely produce excellent tertiary education graduates. Should finances not warrant the pursuance of tertiary education by a student who graduates from the 12-year basic education, the technical-vocational skills that he/she learns during his/her senior high school years will definitely mold him/her to become the backbone of our economy.

Quality and accessible lifelong learning, from early childhood development to primary, secondary and tertiary learning are crucial elements for the nation to prosper and compete. The Filipino youth's capacity to actively participate in national development and rightfully claim opportunities for improving their quality of life can only be achieved through enhancement of their knowledge and skills and providing them with avenues to lead productive lives.

In view of the foregoing, the passage of this Bill is earnestly sought.



SALVADOR P. CABALUNA III

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**AN ACT REFORMING AND STRENGTHENING THE PHILIPPINE EDUCATIONAL
SYSTEM, APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES**

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

SECTION 1. *Short Title.* This Act shall be known as the “*Philippine Educational
System Reform Act of 2010.*”

SEC. 2. *Declaration of Principles.* Article XIV, Section 1 of the 1987 Constitution
mandates 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. In addition,
Section 10 of the same Article recognizes that “science and technology are essential for national
development and progress. Corollary to this, it is hereby declared the principle of the State that:

- a. Quality and accessible lifelong learning, from early childhood development to
primary, secondary and tertiary learning are crucial elements for the nation to prosper
and compete;
- b. The Filipino youth’s capacity to actively participate in national development and
rightfully claim opportunities for improving their quality of life can only be achieved
through enhancement of their knowledge and skills and providing them with avenues
to lead productive lives.

SEC. 3. *Definition of Terms.* The following are the operating definitions for the purpose
of this Act:

Accreditation – a rigid process of evaluating the readiness of a day care center and/or day
care worker in providing quality pre-school education to its pupils;

Agribusiness and Entrepreneurship Track – one of the two tracks in the secondary education curriculum where core subjects in agriculture, business, entrepreneurship and other related disciplines are taught for the purpose of preparing the students for higher education in line with the specific field of endeavor within this track;

Barangay Day Care Center – a barangay-based preschool facility which provides preschool education for 5-year-olds. It is under the auspice of the local government unit;

Bridge Program – a DepEd Program designed as a conduit of the elementary and high school education where background of students in English, Math and Science are reinforced to make them more adept to the aforesaid subjects in high school;

Day Care Worker – a teacher of preschool education who is equipped with the basic approaches in early childhood education and development;

Health and Nutrition Program – a preschool program designed to ensure the fitness of the child in terms of nourishment and his/her overall well-being. In this program, the health and nutritional status of a child is monitored and early intervention is instituted, if needed;

Kindergarten Education – an education offered to 6-year-old children in public elementary schools in order to prepare them for primary education;

No read, no move policy – a policy of the DepEd where a child is not allowed to be promoted to the next grade level if he/she is not able to read;

Reading and Arithmetic Proficiency – the capacity of a student to read independently and correctly perform the four (4) basic mathematical operations;

School Readiness Assessment – an assessment test designed to determine whether a child is prepared for primary education;

Secondary Education Curriculum – the present curriculum of the DepEd for high school students;

Standardized Day Care Instruction – a curriculum which shall be designed by the DepEd and shall be used by all day care centers nationwide in teaching preschool education;

TekBok Subjects – these are subjects which will be integrated in the secondary education curriculum in order to prepare students to become effective partners of the government in nation-building;

TekBok Track – One of the two tracks in the senior high school where core technical-vocational subjects are taught in order to hone students for the technical-vocational disciplines. This track shall be designed such that students graduating from this high school track are equipped with the necessary faculties in the specific field of endeavor which he/she may opt to choose when taking university education.

TITLE I. EARLY CHILDHOOD EDUCATION

SEC. 4. *Barangay Day Care Center and Day Care Worker Accreditation.* The Department of Education, in coordination with the Department of Social Welfare and Development, shall device a mechanism for the accreditation of all barangay day care centers in the country. *Provided*, however, that all barangay day care workers shall, upon fulfillment of the necessary ECCD teaching requirements to be set forth by the DepEd or upon passing the qualifying examination to be administered by the DepEd and the Civil Service Commission for the purpose, be absorbed to become part of the teaching force of the Department of Education and shall enjoy the same benefits as provided for by the government to any other civil servant of equal status. *Provided, further*, that BDCWs who have previously been civil service eligible or who have passed licensure examinations in line with their professions are exempted from taking such examination. *Provided, however*, that all BDCW who shall be absorbed into the teaching force of the DepEd shall undergo retraining in order to fully equip them with the necessary aptitude and skills in early child care and education.

SEC. 5. *Standardized Day Care Instruction.* The Department of Education, DSWD, LGUs and other stakeholders are hereby mandated to develop an effective standardized day care curriculum/instruction.

SEC. 6. *Mandatory Pre-School Education for All.* The DepEd and DSWD are hereby mandated to encourage all 5 year old children to attend preschool education prior to enrolment to grade 1. Five (5) years after the implementation of this Act, no child shall be enrolled to grade 1 if he/she has not passed the requirements of a preschool education in a government-accredited preschool institution.

SEC. 7. *Mandatory Kindergarten Education.* All public elementary schools are hereby required to establish a standardized kindergarten education curriculum. The DepEd shall

endeavor to bring in at least 20% more 6-year-olds into kindergarten until 100% of the age group are enrolled by the end of four (4) years of implementation of this Act, after which, all 6-year-old children shall be mandatorily required to attend kinder school prior to enrolment to grade 1.

SEC. 8. *Adoption of Standard School Readiness Assessment.* The DepEd shall adopt the Standard School Readiness Assessment which shall be comprised of the ECCD Checklist and School Readiness Tool. The ECCD Checklist shall cover the identification of developmental delays of the child using the seven (7) domains, namely gross motor skill, fine motor skill, self-help, receptive language, expressive language, cognitive skill and social and emotional coping skills with the ultimate purpose of providing early intervention for the child to cope with the any delay. The School Readiness Tool shall be used to measure the cognitive and mental functioning of the child and shall cover the areas the subject areas of reading, writing and language. The Standard School Readiness Assessment shall be used as basis for the promotion of the child to the next grade level.

SEC. 9. *Free Preschool Health and Nutrition Program.* In coordination with the Department of Health, LGUs and NGOs, the DepEd shall institutionalize free health and nutrition programs in public day care centers and preschools.

TITLE II. ELEMENTARY & SECONDARY EDUCATION

SEC. 10. *No read, no move policy.* The “no read, no move” policy of the Department of Education is hereby made mandatory for all children enrolled in grades 1 and 2. The Department of Education shall provide the appropriate testing method to effectively carry out the provision of this section.

SEC. 11. *Reading and Arithmetic Proficiency by the End of Grade III.* Every child must be an independent reader and must perform the four (4) basic arithmetic operations with proficiency before he/she can be promoted to Grade IV. In order for the provision of this section to be effectively and efficiently implemented, the Department of Education, in coordination with the National Education Testing and Research Center (NETRC), shall hereby implement an assessment mechanism which will be nationwide in scope to determine the proficiency of every child in reading and in the four (4) fundamental mathematical operations.

SEC. 12. *Reintroduction of the Bridge Program.* A year after the implementation of this Act, the Department of Education must reintroduce the Bridge Program with focus on the enhancement of English, Science and Math proficiency of elementary graduates and the same shall become part of the high school curriculum. For the purpose of implementation of this

section, all elementary graduates shall be subjected to a unified assessment examination to be devised by the Department of Education in coordination with the NETRC. Graduates who fail to take at least 75% of the total number of items in the said assessment test shall automatically be enrolled in the Bridge Program while those who pass the said examination shall be promoted to First Year High School.

SEC. 13. *Mandatory Review of the Secondary Education Curriculum.* The DepEd is hereby required to review the Secondary Education Curriculum and shall device a curriculum based on the outcome of its review within two years after the implementation of this Act: *Provided*, that the curriculum content for secondary education shall include, among others:

- a. Integrative science, including among others, application and integration of physics, chemistry, biology, environmental and earth science including history of science and contribution of Filipino scientists and technologists in the development of Philippine and world science and technology;
- b. Applied mathematics, including among others, application of mathematics in physics, chemistry, biology, business and logical thinking;
- c. Communication skills, including among others, competence in the spoken and written language, business English, argumentation and debate, group discussion and oral presentation; and
- d. Values education, including among others, modules on peace, cultural heritage, human rights, gender equity/equality, environment and other concerns that are strongly linked with values and achievement of development goals.

SEC. 14. *Madrasah Education.* The DepEd shall, within one (1) year of implementation of this Act, formulate and implement a standard curriculum for madaris that is culturally-sensitive, gender-responsive and rights-based and appropriate for the Muslim population based not only in Mindanao, but also in other areas of the country where there are significant Muslim Population: *Provided*, that the DepEd shall develop and produce instructional materials on the delivery and assessment of the standard curriculum; *Provided, further*, that madras teachers and supervisors shall be trained on the delivery and assessment of the standard curriculum especially with regard to improving their English and Filipino language skills; *Provided, in addition*, that in collaboration with all stakeholders, the DepEd shall prepare and implement a catch-up plan for madaris students that will enable them to actively participate in societal development.

SEC. 15. *Indigenous Peoples (IP) Education.* The DepEd, National Commission on Indigenous Peoples and other concerned institutions shall, within one (1) year of implementation of this Act, develop and promote a curriculum that will preserve the cultural heritage of indigenous cultural communities, produce instructional materials and train teachers in IP schools on the use and requirements of the IP curriculum, include IP materials and documents in public school libraries to permit information sharing/exchange between culture. The DepEd shall, likewise, accommodate IP students in all education programs for children/students and IP teachers in in-service training programs.

TITLE III. TWELVE-YEAR BASIC EDUCATION CURRICULUM

SEC. 16. *Expanding the Basic Education.* The present public elementary and high school set-up is hereby reformed and expanded, the implementation of which shall be done in an incremental manner within a period of 5 years as provided for in the previous sections of this Act.

SEC. 17. *Five (5) Year Secondary Education Curriculum.* Four (4) years after the implementation of this Act, the regular four (4) year secondary education curriculum is hereby expanded to five (5) years with the Bridge Program as the first year curriculum. The first to fourth year high school curriculum is hereby renamed to the next higher level.

SEC. 18. *Primary and Secondary Education Curriculum Renamed.* Five (5) years after the implementation of this Act, the primary education curriculum is hereby renamed with the kindergarten curriculum becoming Grade 1 curriculum and the subsequent grade level curriculum renamed to the next higher level.

The Secondary Education curriculum is likewise renamed with the first year curriculum as Grade 8 curriculum and the subsequent curricula as grades 9 to 12, respectively. Provided, however that grades 8 to 10 are the junior high school curricular years and grades 11 to 12 are the senior high school curricular years.

SEC. 19. *Integration of TekBok, Agribusiness and Entrepreneurship Subjects in the Grades 8 to 10 Curriculum.* TekBok, Agribusiness and Entrepreneurship subjects are hereby integrated in the junior high school curriculum. *Provided*, that the manner of integration shall be an overview of all disciplines in the TekBok, Agribusiness and Entrepreneurship and shall form part of the Home Economics, Industrial Arts, Agriculture, Technology and Livelihood Education and Entrepreneurship subjects. *Provided, further*, that the said offerings shall prepare the students for the two (2) tracks of the senior high school curriculum.

SEC. 20. *Diploma at the End of Grade 10.* At the end of grade 10, all students who have fulfilled all requirements for graduation shall be given diploma for the purpose of employment. *Provided*, that only students who have taken and passed the grades 11 and 12 curriculum shall be allowed to take college or university education.

SEC. 21. *Student Options in Grades 11 and 12.* Grades 11 and 12 curricula shall be designed so that students are given the option to take either the TekBok or the Agribusiness and Entrepreneurship tracks.

TITLE IV TEKBOK TRACK

SEC. 22. *Curriculum.* The TekBok curriculum of TESDA shall be adopted by the DepEd as one of the two (2) offerings in the senior high school curriculum. *Provided*, that it shall be improved to strengthen the foundation skills of students, namely: communication skills, quality and productivity skills, computer literacy, problem-solving skills and to an extent entrepreneurial skills. *Provided, further*, that the curriculum shall also promote non-traditional trades and jobs for both men and women and shall be adjusted to changing labor demands. *Provided, in addition*, that the science, math and language content of TekBok subjects shall also be enhanced to produce knowledge-based graduates.

SEC. 23. *Values and Ethics Incorporated in the Curricula.* Appropriate work values and ethics and gender-sensitive principles and practices shall be incorporated in the TekBok curricula.

SEC. 24. *Industry Immersion Prior to Graduation.* Industry immersion and apprenticeship shall be required of grade 12 students prior to graduation where practical and hands-on experience in occupations-related trainings are taught.

SEC. 25. *Oversight Function of TESDA.* In order to ensure that TekBok school offerings are responsive to the needs of the market and effectively carried out to meet global standards, TESDA shall oversee the implementation of the TekBok Track. TESDA, in coordination with DepEd, shall mandatorily review all TekBok offerings every five (5) years to ensure that it meets global market demands.

SEC. 26. *Accreditation of TekBok Curriculum Offerings.* TekBok offerings in the senior high school curriculum shall be accredited by TESDA prior to implementation. TESDA shall also provide guidelines for the monitoring and evaluation of TekBok offerings.

TITLE V. AGRIBUSINESS TRACK

SEC. 27. Curriculum. The Agribusiness curriculum shall be adopted by the DepEd as one of the two (2) offerings in the senior high school curriculum. *Provided*, that it shall be improved to strengthen the foundation skills of students, namely: communication skills, quality and productivity skills, computer literacy, problem-solving skills and entrepreneurial skills. *Provided, further*, that the curriculum shall also promote non-traditional agribusiness endeavors for both men and women and shall be adjusted to changing labor demands. *Provided, in addition*, that the science, math and language content of Agribusiness subjects shall also be enhanced to produce knowledge-based graduates.

SEC. 28. Values and Ethics Incorporated in the Curricula. Appropriate work values and ethics and gender-sensitive principles and practices shall be incorporated in the TekBok curricula.

SEC. 29. Industry Immersion Prior to Graduation. Immersion and apprenticeship shall be required of grade 12 students prior to graduation where practical and hands-on experience in occupations-related trainings are taught.

TITLE VI. GENERAL/TRANSITORY PROVISIONS

SEC. 30. Authority to Expand Personnel Complement. — In view of the expanded scope of the operations of the DepEd, it is hereby authorized to reorganize and expand its personnel complement, in consultation with the Civil Service Commission and in accordance with Section 4 hereof, in order to achieve efficiency and effectiveness in the delivery of its mandated services. The DepEd shall hire at least 60,000 teachers annually for five (5) years to ensure that the necessary teaching force for the 12-year basic education curriculum shall be addressed

SEC. 31. Construction of 36,000 Classrooms Annually. The DepEd is hereby mandated to undertake the construction of at least thirty-six thousand (36,000) classrooms annually for five (5) years to accommodate the increasing number of enrollees of this expanded 12-year basic education.

Sec. 32. Amendment of RA 7880. Republic Act 7880, otherwise known as the Fair and Equitable Access to Education Act of 1994, is amended in order to allow the construction of school buildings by entities other than the Department of Public Works and Highways and permit completion of all construction activities before classes start in June of every year.

SEC. 32. *Appropriation.* An amount of thirty billion pesos (P30,000,000,000.00) is hereby appropriated to effectively carry out the provisions of this Act upon its effectivity and shall be automatically appropriated in the General Appropriations Act every year thereafter for four (4) years or until all provisions of this Act have been effectively carried out. The said yearly appropriation shall, however, be refined by DepEd on a year-to-year basis based on actual enrolment.

SEC. 33. *Separability.* — Any portion or provision of this Act that may be unconstitutional or invalid shall not have the effect of nullifying other portions or provisions hereof as long as such portions or provisions can still subsist and be given legal force and effect in their entirety.

SEC. 34. *Repeal.* — All laws, ordinances, rules, regulations and other issuances or parts thereof, contrary to or inconsistent herewith, are hereby repealed or modified accordingly.

SEC. 35. *Effectivity.* — This Act shall take effect upon its approval.

Adopted,