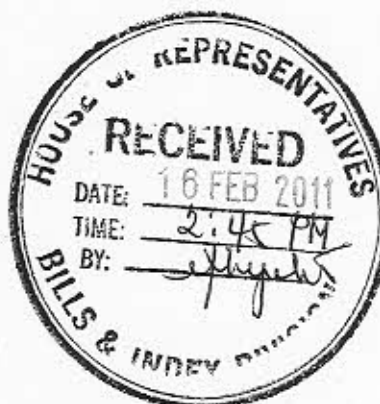




Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

Fifteenth Congress
First Regular Session

HOUSE BILL NO. **4219**



Introduced by :

**HON. FELICIANO R. BELMONTE JR.,
HON. SALVADOR ESCUDERO III, HON. JUAN EDGARDO M. ANGARA,
HON. MARIANO U. PIAMONTE JR., HON. JULIETA R. CORTUNA,
HON. JOSEPH EMILIO A. ABAYA, HON. THELMA Z. ALMARIO,
HON. BERNADETTE R. HERRERA-DY, HON. ANTONIO L. TINIO
HON. MARIA ISABELLE G. CLIMACO**

EXPLANATORY NOTE

Enhancing the quality of basic education in the Philippines is urgent and critical. Thus, we have to come up with a proposal to enhance our basic education program in a manner that is least disruptive to the current curriculum, most affordable to government and families, and aligned with international practice.

The poor quality of basic education is reflected in the low achievement scores of Filipino students. Many students who finish basic education do not possess sufficient mastery of basic competencies. One reason is that students do not get adequate instructional time or time on task. The National Achievement Test (NAT) for grade 6 in SY 2009-2010 passing rate is only 69.21%. Although this is already a 24% improvement over the SY 2005-2006 passing rate, further reforms are needed to achieve substantial improvement. The NAT for secondary is 46.38% in SY 2009-2010, a slight decrease from 47.40% in SY 2008-2009.

International tests results like 2003 TIMSS (Trends in International Mathematics and Science Study) rank the Philippines 34th out of 38 countries in HS II Math and 43rd out of 46 countries in HS II Science; for grade 4, the Philippines ranked 23rd out of 25 participating countries in both Math and Science. In 2008, even with only the science

secondaries participating in the Advanced Mathematics category, the Philippines was ranked lowest.

The congested curriculum partly explains the present state of education. The current basic education is designed to teach a 12-year curriculum, yet it is delivered in just 10 years.

This quality of education is reflected in the inadequate preparation of secondary graduates for the world of work or entrepreneurship or higher education. Secondary graduates also do not possess the basic competencies or emotional maturity essential for the world of work. About 70.9% of the unemployed are at least secondary graduates and 80% of the unemployed are 15-34 years old. While the availability of economic opportunities contributes to this, it also illustrates the mismatch in the labor and education markets. The World Bank Philippines Skills Report in 2009 reveals, based on a survey of employers, serious gaps in critical skills of graduates such as problem-solving, initiative and creativity, and, to a lesser extent, gaps in jobs specific technical skills.

Further, most graduates are too young to enter the labor force. This implies that those who do not pursue higher education would be unproductive or be vulnerable to exploitative labor practices. Those who may be interested to set up business cannot legally enter into contracts. The current system also reinforces the misperception that basic education is just a preparatory step for higher education. For most parents, basic education is usually seen as a preparation for college education. Even this misperception falls short of expectations as most students usually have to take remedial and secondary level classes in colleges and universities.

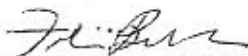
The short duration of the basic education program also puts the millions of overseas Filipino workers (OFWs), especially the professionals, and those who intend to study abroad at a disadvantage. Our graduates are not automatically recognized as professionals abroad. Filipinos face mutual recognition problem in other countries that view the 10-year education program as insufficient. The Philippines is the only country in Asia and among the three remaining countries in the world that has a 10-year basic education program. The Washington Accord prescribes 12-years basic education as an

entry to recognition of engineering professionals. The Bologna Accord requires 12 years of education for university admission and practice of profession in European countries.

More importantly, the short basic education program affects the human development of the Filipino children. A Filipino is legally a child before he or she turns 18 years old. Psychologists and educators say that children under 18 are generally not emotionally prepared for entrepreneurship or employment or higher education disciplines.

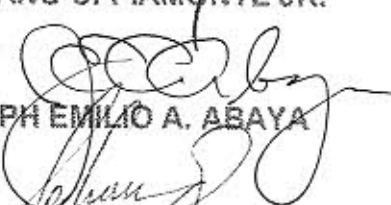
This bill seeks to provide for a quality 12-year basic education program that each Filipino is entitled to. This is consistent with Article XIV, Section 2(1) of the 1987 Philippine Constitution which states that *"The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society."*

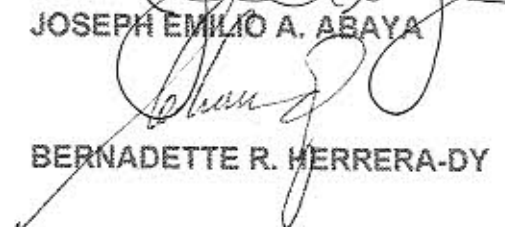
Hence, urgent consideration and approval of this bill is earnestly sought.


FELICIANO R. BELMONTE JR.

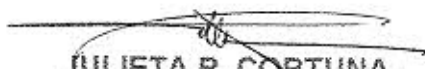
SALVADOR ESCUDERO III

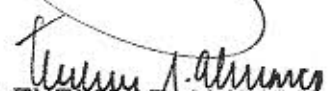

MARIANO U. PIAMONTE JR.

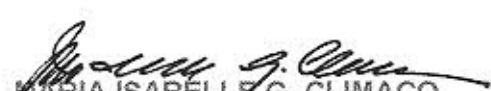

JOSEPH EMILIO A. ABAYA


BERNADETTE R. HERRERA-DY


JUAN EDGARDO M. ANGARA


JULIETA R. CORTUNA,


THELMA Z. ALMARIO


MARIA ISABELLE G. CLIMACO



Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

Fifteenth Congress
First Regular Session

HOUSE BILL NO. **4219**

Introduced by :

HON. FELECIANO R. BELMONTE JR.,
HON. SALVADOR ESCUDERO III, HON. JUAN EDGARDO M. ANGARA,
HON. MARIANO U. PIAMONTE JR., HON. JULIETA R. CORTUNA,
HON. JOSEPH EMILIO A. ABAYA, HON. THELMA Z. ALMARIO,
HON. BERNADETTE R. HERRERA-DY, HON. ANTONIO L. TINIO

AN ACT
ENHANCING THE CURRICULUM AND INCREASING THE NUMBER OF YEARS FOR
BASIC EDUCATION, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER
PURPOSES

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

SECTION 1. This Act shall be known as the ***“Enhanced Basic Education Act of 2011”***

SECTION 2. ***Declaration of Principles and Policies.*** The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society. The State shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development. The State

recognizes the complementary roles of public and private institutions in the educational system.

Likewise, it is hereby declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous critical thinking, and the capacity to transform others and one's self.

Towards this end, the State shall create a functional basic education system that will generate responsible and productive citizens equipped with the essential competencies and skills for both life-long learning and employment. In order to achieve this, the State shall:

- a) give every student an opportunity to receive quality education based on an enhanced and relevant curriculum that is internationally recognized and comparable; and
- b) change public perception that secondary education is just a preparation for college; rather, it should allow one to take advantage of opportunities for gainful career or employment and/or self-employment in a rapidly changing and increasingly globalized environment.

SECTION 3. **Definition.** Basic education is the education intended to meet basic learning needs which lays the foundation on which subsequent learning can be based. It encompasses kindergarten, elementary and secondary education as well as alternative learning systems for out-of-school youth and adult learners and includes education for those with special needs.

SECTION 4. **Enhanced Basic Education.** Basic education shall include Kindergarten and twelve years of elementary and secondary education.

Kindergarten education shall be understood in this Act to mean one (1) year of preschool education for children five (5) years old and above as a prerequisite for Grade I.

Elementary Education shall refer to the first stage of free and compulsory, formal education primarily concerned with providing basic education. Elementary education can likewise be attained through alternative learning system.

Secondary Education shall refer to the stage of free formal education following the elementary level concerned primarily with continuing basic education. Secondary education can likewise be attained through alternative learning system.

The Department of Education shall formulate the curriculum and determine the actual number of years for the elementary and secondary education programs.

SECTION 5. *Coordination with various government offices and consultation with all stakeholders.* Immediately upon effectivity of this Act, the Department of Education shall coordinate with the following government offices to design the enhanced basic education curriculum and details of its implementation:

1. Commission on Higher Education (CHED);
2. Technical Education and Skills Development Authority (TESDA);
3. Department of Trade and Industry (DTI);
4. Department of Labor and Employment (DOLE);
5. Department of Science and Technology (DOST); and
6. National Economic Development Authority (NEDA).

The Department of Education shall also consult with all stakeholders including, but not limited to, private educational institutions, private and public schools associations, teachers organizations and Parents-Teachers Associations and Chambers of Commerce in the formulation and implementation of the enhanced basic education curriculum.

SECTION 6. *Implementing Rules and Regulations.* To carry out the purposes of this Act, the Department of Education, in coordination with the Commission on Higher Education (CHED) and Technical Education, Skills and Development Authority (TESDA), shall issue rules and regulations that may be necessary and consistent with the declared principles and policies of the State as described under Section 2 of this Act.

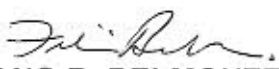
SECTION 7. **Appropriations.** The amount necessary to carry out the implementation of this Act shall be charged to the appropriations for the Department of Education under the current General Appropriations Act. Thereafter, such amounts as may be necessary for its continued implementation shall be included in the annual General Appropriations Act.

SECTION 8. **Separability Clause.** If for any reason, any portion of this Act shall be declared unconstitutional, other parts or provisions hereof which are not affected thereby shall continue to be in full force and effect.

SECTION 9. **Repealing Clause.** The provisions of Batas Pambansa Bilang 232, Republic Act No. 9155 and other laws, decrees, executive orders, rules and regulations, part or parts thereof, inconsistent with the provisions of this Act, are hereby repealed or modified accordingly.

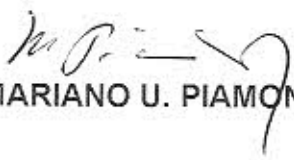
SECTION 10. **Effectivity.** This Act shall take effect fifteen (15) days after its publication in at least two (2) newspapers of general circulation and in the Official Gazette, whichever comes earlier.

Approved,


FELICIANO R. BELMONTE JR.

SALVADOR ESCUDERO III


JUAN EDGARDO M. ANGARA


MARIANO U. PIAMONTE JR.


JULIETA R. CORTUNA,

JOSEPH EMILIO A. ABAYA


THELMA Z. ALMARIO


BERNADETTE R. HERRERA-DY

ANTONIO L. TINIO


MARIA ISABELLE G. CLIMACO