

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

SIXTEENTH (16TH) CONGRESS
First Regular Session

House Bill No. **3949**



Introduced by Representative LINO S. CAYETANO

EXPLANATORY NOTE

Education has always been at the forefront of Philippine executive and legislative agenda. The national budget for the Department of Education (DepEd) for the ensuing fiscal year is not only the largest allocation submitted by the present administration to the Philippine Congress, with a 49-billion peso increase from last year's budget for said agency, but also the largest fiscal proposal for an individual department in Philippine budget history.

Clearly, Education is this government's top priority.

However, significant shortages and backlogs still exist in the number of schools to be constructed nationwide. And nowhere is the tragedy of poverty more painfully experienced than in connection with the lack of quality and accessible education. Currently, the public school system lacks 19,579 classrooms, with 770 schools in Metro Manila, Cebu, and Davao presently determined as overcrowded.¹ Further, it has been reported that "as more families (have) become poorer, more students are enrolling in public schools, particularly high school," which trend, according to concerned organized groups, "has exerted tremendous pressure on the smaller number of high schools."² At present, the number of our secondary schools is a little less than one-fifth of the number of our elementary schools, with 7,470 high schools and 38,503 elementary schools currently operating in the country.³ According to statistics, "for every five elementary schools," there is "only one public high school."⁴ 2012 data obtained from the DepEd also shows a "6.38 percent dropout rate in primary school and 7.82 percent drop-out rate in secondary schools."⁵ According to the Alliance of Concerned Teachers (ACT), "4.6 million high school-age youth from 12 to 15 years old are not enrolled in high school due to the gross shortage in public secondary schools," with this figure making up "a significant portion of the country's 6.24 million out-of-school youth."⁶

¹ As reported by Anne Marx D. Umil in the article entitled "*Shortages, lack of budget still afflict public school system*", published online at Bulatlat.com on 19 July 2013. Information available at <http://bulatlat.com/main/2013/07/19/shortages-lack-of-budget-still-afflict-public-school-system/>, last accessed on 25 November 2013.

² *Ibid.*

³ *Id.*

⁴ As reported by Anne Marx D. Umil in the article entitled "*More shortages afflict public school system despite DepEd claims*," published online at Bulatlat.com on 07 June 2013. Information available at <http://bulatlat.com/main/2013/06/07/more-shortages-afflict-public-school-system-despite-deped-claims/>, last accessed on 25 November 2013.

⁵ As reported by Anne Marx D. Umil in the article entitled "*Shortages, lack of budget still afflict public school system*", published online at Bulatlat.com on 19 July 2013. Information available at <http://bulatlat.com/main/2013/07/19/shortages-lack-of-budget-still-afflict-public-school-system/>, last accessed on 25 November 2013.

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No less than the 1987 Philippine Constitution recognizes the right to education as a basic right that must be afforded to all citizens, particularly the nation's children. Education is and remains to be a fundamental bulwark of society as well as a beacon of hope against oppression and tyranny brought about by illiteracy and poverty. To prevent further entrenchment of social inequalities and foster unhampered national development and growth, the Constitution rightly mandates the government to provide for "a system of free public education in the elementary and high school levels." (Section 2, par. 2, Article XIV of the 1987 Philippine Constitution)

The fundamental law is thus clear: the Philippine government is responsible in providing for quality education that is both free and accessible in the elementary and secondary levels. The need to provide for a system of free public education is in conjunction with the Philippine Education for All National Action Plan of 2015 (EFA 2015), a blueprint that seeks to bring about education for every citizen and eradicate barriers of illiteracy and lack of knowledge in basic skills. EFA 2015 draws attention to the importance of education as a crucial tool in developing the capacity and upholding the dignity of the human person.

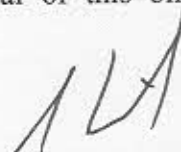
In the international plane, quality education as a basic human right finds root in several treaties and agreements to which the Philippines is a firm signatory, the foremost of which is the Universal Declaration of Human Rights (UDHR). The UDHR asserts that each person has the right to free and compulsory education both in the elementary and fundamental stages. Further, the right to education is echoed in the International Covenant on Economic, Social and Cultural Rights (ICESCR) and the Convention on the Rights of the Child (CRC).

Despite this, the country's problem of inadequacy of public educational institutions continues to persist, a situation which the government must immediately address lest the nation's youth become further entrenched in the quagmires of illiteracy, poverty and destitution. Given the real shortages in the number of public schools in the country, local governments have sought to mirror and bolster DepEd's efforts by advocating for the meaningful accessibility of quality education. In line with this, the City of Taguig has consistently focused its projects and programs towards extending quality educational opportunities to the people.

There is a real and continuing need to provide for additional public schools in the City of Taguig, one that is similarly felt by local governments and legislative districts across the country. A great number of our nation's youth is composed of poverty-stricken students, who, despite their hardships and economic disadvantages, remain to be hard-working, intelligent and courageous. These youth must be given the proper venue to hone their skills and rise from the quagmire of poverty by equipping them with the most important, essential and effective tool that life can give: quality and accessible education.

This bill aims to provide a chance at such quality and accessible education to the hope of our nation through the creation of a high school in Barangay Maharlika in the City of Taguig, to be known as "Maharlika Village National High School". Through the passage of this bill, a better future will be on the horizon for the hope of our nation, one that is free from the shackles of poverty, unproductivity and destitution.

In view of these considerations, the immediate approval of this bill is highly and earnestly sought.



LINO S. CAYETANO
Representative
Second District, City of Taguig

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SIXTEENTH (16TH) CONGRESS
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House Bill No. **3949**

Introduced by Representative **LINO S. CAYETANO**

**AN ACT ESTABLISHING A NATIONAL HIGH SCHOOL IN BARANGAY
MAHARLIKA VILLAGE IN THE SECOND DISTRICT OF THE CITY OF TAGUIG,
TO BE KNOWN AS MAHARLIKA VILLAGE NATIONAL HIGH SCHOOL,
AND APPROPRIATING FUNDS THEREFOR**

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

Section 1. Establishment of A National High School. – There is hereby established, under the supervision of the Department of Education, a national high school in Barangay Maharlika Village in the Second District of the City of Taguig, to be known as “Maharlika Village National High School”.

Section 2. Appropriations. – The Secretary of Education shall immediately include in the Department’s program the operationalization of Maharlika Village National High School, the funding of which shall be included in the annual General Appropriations Act.

Section 3. Implementation. – The Secretary of Education shall issue such rules and regulations as may be necessary to carry out the purpose of this Act.

Section 4. Effectivity. – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette*.

Approved,