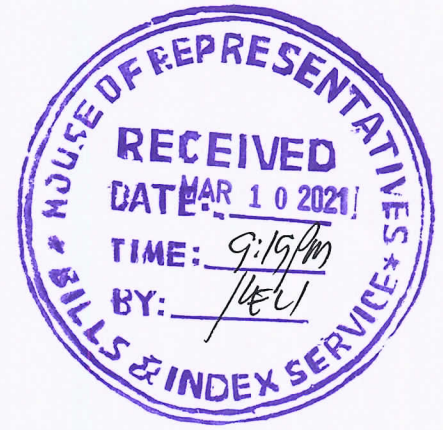


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

EIGHTEENTH CONGRESS
Second Regular Session

8981

HOUSE BILL NO. _____



Introduced by **ANG PROBINSYANO**
Party-List Representative Alfred Delos Santos

EXPLANATORY NOTE

1 The State, under Article II, Section 24 of the 1987 Constitution,
2 “recognizes the vital role of communication and information in nation-
3 building.” Meanwhile, under Section 17 of the same Article, the State vows
4 to prioritize education and science and technology, “to foster patriotism and
5 nationalism, accelerate social progress, and promote total human liberation
6 and development.” Connecting these two provisions is Article XIII, Section
7 2(1), under which the State is mandated to “[e]stablish, maintain, and
8 support a complete, adequate, and integrated system of education relevant
9 to the needs of the people and society.”

10
11 One application of this is the attention given to deepening our
12 understanding of the different types of literacy that we have to help our
13 students develop:¹

14
15 Per Literacy Statistics, Functional Literacy, Education and Mass Media
16 Survey (FLEMMS) of 2013, 96.5 percent of Filipinos were literate, an
17 improvement from 95.6 percent in 2008. Almost all Filipinos ten years old
18 and above were basically literate, while nine out of ten Filipinos 10 to 64 years
19 of age were functionally literate. At least in terms of reading, writing and
20 comprehending, Filipinos have come a long way. But as we may all know, we
21 are in an era of rapid change. The age of Web 2.0 continues to thrive and
22 Filipinos have embraced it wholeheartedly. We know that we have been once
23 called the social media capital of the world, with every study on the matter
24 ranking the Philippines as among the top countries spending the most hours
25 on social media platforms.

26
27 As these advancements widen their reach on our soil, the dangers they entail
28 also spread like wildfire, and their worst target is the youth. According to the
29 DQ Institute, an average Filipino child now spends 34 hours in front of digital
30 screens every week, two hours higher than the global average of 32 hours.
31 While this happens, 73 percent of our children are exposed to cyber-bullying,
32 inappropriate active searches, gaming addiction, meeting strangers online,
33 online sexual content, inappropriate adult images and inappropriate sexual

¹ PIA, “Literacy in the age of social media,” October 10, 2018, available at
<https://pia.gov.ph/news/articles/1013738>.

1 talking. Filipino children have become increasingly vulnerable online and
2 such problem requires us to know more about what we're dealing with. There
3 is a need to spread a new kind of literacy.
4

5 Enter the establishment of Media and Information Education as a
6 necessary component of our primary and secondary curricula:²
7

8 Media literacy, declares the National Association for Media Literacy Education
9 (NAMLE), "represents a necessary, inevitable, and realistic response
10 (underscoring ours) to the complex, ever-changing" electronic and
11 communication environment that has become part of the lives of millions all
12 over the planet.
13

14 Responsible citizenship requires citizens in a democracy not only to access
15 but also to understand and to be critical of the billions of words, bytes and
16 images—the totality of information—that the media disseminate daily
17 through print, broadcast, moving pictures, and the Internet. The interactivity
18 made possible by the new electronic media has made this an even more
19 crucial imperative not only for responsible citizenship and responsible
20 communication, but also for the development of every human being in society.
21

22 "Today's information and entertainment technologies," continues NAMLE,
23 "communicate to us through a powerful combination of words, images, and
24 sounds. As such, we need to develop a wider set of literacy skills helping us
25 to both comprehend the messages we receive and effectively utilize these tools
26 to design and distribute our own messages."
27

28 Being media literate thus "requires critical thinking skills that empower us as
29 we make decisions, whether in the classroom, the living room, the workplace,
30 the boardroom, or the voting booth."
31

32 However, media literacy enables the individual not only to be critical of the
33 media but also to create messages appropriate to each medium. In the
34 Philippine context, media literacy is also a long-term solution to the many
35 problems and issues that afflict the Philippine media, in that a media literate
36 public aware of the role, values and standards of the media can demand that
37 the media adhere to their own standards as a necessary condition to
38 improving their capacity to provide the public the information it needs.
39

40 These standards the media themselves disseminate through codes of ethics
41 and professional guidelines with which media organizations encourage
42 compliance. These standards are meant to assure that media practitioners—
43 who today include ordinary citizens who access the Internet and its various
44 platforms of expression to make their views known on various matters
45 including issues and events of public concern—are able to provide accurate,
46 relevant, and fair reports, analysis and opinion to the billions of individuals
47 who read newspapers, listen to the radio, view television and motion pictures,
48 and access the Internet.

² Center for Media Freedom and Responsibility, "Why Media Literacy?," available at https://cmfr-phil.org/media-literacy/what-is-media-literacy/?_cf_chl_jschl_tk=__135143fb5a99b5473da3e051c737775f9e1e7cc2-1600011205-0-AQHnaiCBz9CKk5PbXnuCzwQstadSbf03EzCL-praC3mNK2ePLQlJPp1oxjBipp-TSOErI2doeYCKh_A56D6kvf8HixUyPhrEornySS8vsUL8eRQp7Ntb6UkDmU0lXeBJwsCu1gQXR58YGghZcbtGW4-RmJ3hedgwdZe62MKnBlBaDe4CjFsgUGoNQRgltyVOjFDFUyUtAHSUEhgBLthMcVHEBNhJyhrPcPGlr-jbcWd5MJ7c6F1dVaZb628UI-E7HoY7LQAI1CyiRq2oQbP2g01sC-rlOQJqxb79PlMsnfsnSe3YS2uk3OsCNqS4isMcPQ.

This bill is offered as a way to give students a responsive and structured way hone their Media and Information Literacy. This Bill aims to ensure that all students in Grades 1 to 12 shall receive sufficient instruction in this field, to equip them with the skills and understanding that they will need to (1) protect themselves, their community, and by extension, the nation, from fake news and (2) contribute to the enrichment of knowledgeable/informed discussion online, especially on national issues, as responsible citizens.

It is for the foregoing premises that the approval of this Bill is earnestly sought.

ALFRED C. DELOS SANTOS

Representative, Ang Probinsyano Party-List

Republic of the Philippines
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EIGHTEENTH CONGRESS
Second Regular Session

HOUSE BILL NO. 8981

Introduced by **ANG PROBINSYANO**
Party-List Representative Alfred Delos Santos

AN ACT
MANDATING ALL PUBLIC AND PRIVATE PRIMARY AND SECONDARY
SCHOOLS TO INCLUDE MEDIA AND INFORMATION EDUCATION,
INCLUDING THE RESPONSIBLE USE OF THE INTERNET, IN THEIR
CURRICULUM, FOR OTHER PURPOSES, AND APPROPRIATING FUNDS
THEREFOR

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

1 SECTION 1. *Short Title.* – This Act shall be known as the “Media and
2 ~~Information Education Act.~~”
3

4 SECTION 2. *Declaration of Policy.* – It is the policy of the State to
5 broaden the understanding of its people of all forms of media and upheave
6 the capacity of its citizenry to identify reliable information from various media
7 ~~platforms.~~
8

9 SECTION 3. *Definition of Terms.* –
10

- 11 a) Media. – The wide array of modern communications such as
12 television, cinema, video, radio, photography, advertising,
13 newspapers, magazines, recorded music, and the internet;
14 b) Media and Information Education. – Systemic instruction on the
15 right of every citizen to understand how media operates in societies,
16 to learn critical analysis and reflection on information presented by
17 the different forms of media, to information itself, and to practice
18 freedom of expression on or through various media platforms.³

³ Frau-Meigs, Divina, “Media Education,” UNESCO, Paris, L’exprimeur-Paris, 2006,
<https://un-esdoc.unesco.org/ark:/48223/pf0000149278>.

- 1 c) Internet. – An electronic communications network that connects
2 computer networks and organizational computer facilities around
3 the world.⁴
4 d) Social Media. – Forms of electronic communication through which
5 users create online communities to share information, ideas,
6 personal messages, and other content.⁵
7

8 SECTION 4. *Coverage.* – All students from grade level one (1) to grade
9 level twelve (12), from both public and private schools.
10

11 SECTION 5. *Curriculum Development.* – The Department of Education,
12 in close coordination with the Department of Information and
13 Communications Technology, and after thorough consultation with media
14 experts and practitioners, shall develop a module for the inclusion of Media
15 and Information Education and guidelines on the responsible use of the
16 internet in the curriculum of primary and secondary schools.
17

18 (b) The officials directly involved shall be liable for violations committed
19 by corporations, organizations, or similar entities.
20

21 The modules shall include the following topics, but should not be
22 limited to:
23

- 24 a) History and Development of Media;
25 b) Types and Forms of Media;
26 c) Critical Information Analysis;
27 d) Responsible Information Dissemination;
28 e) Understanding Technology and Social Media Security Systems; and
29 f) The Data Privacy Act, as well as the Cybercrime Prevention Act of
30 2012.
31

32 SECTION 6. *Curriculum Review.* – The Department of Education shall
33 review all existing curricula that already include media information education
34 and responsible use of the internet and amend the same, if necessary, to align
35 them with the provisions stated in this Act. Furthermore, all such curricula
36 shall cohere to Section 4 of this Act and shall be reviewed every two (2) years
37 to ensure their relevance.
38

39 SECTION 7. *Appropriations.* – The amount necessary for the
40 implementation of this Act shall be included in the annual General
41 Appropriations Act.
42

43 SECTION 8. *Separability Clause.* – If any provision of this Act shall be
44 declared unconstitutional or invalid, such declaration shall not invalidate
45 other parts thereof which shall remain in full force and effect.

⁴ Federov, Alexander, "Media Literacy Education," Information For All, Moscow, 2015,
<https://www.ifap.ru/library/book564.pdf>.

⁵ Merriam-Webster Dictionary, 11th ed., Springfield, Massachusetts, U.S.A., 2004, s.v.
<https://www.merriam-webster.com/dictionary/social%20media>.

1
2 SECTION 9. *Repealing Clause.* – All laws, executive orders, presidential
3 decrees or issuances, letters of instruction, administrative orders, rules, and
4 regulations contrary to or inconsistent with the provisions of this Act are
5 hereby repealed, amended, or modified accordingly.

6
7 SECTION 10. *Effectivity Clause.* – This Act shall take effect fifteen (15)
8 days after its publication in the Official Gazette or in a newspaper of general
9 circulation.

10
11 Approved,