

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
Third Regular Session

HOUSE BILL NO. 9856



Introduced by **HON. LUIS RAYMUND “LRAY” F. VILLAFUERTE, JR.**

AN ACT
REQUIRING THE COMPLETION OF AN ECONOMICS AND PERSONAL FINANCE (“EPF”) LITERACY COURSE AS AN ELEMENTARY, SECONDARY, TERTIARY, AND TECHNICAL-VOCATIONAL GRADUATION REQUIREMENT IN PUBLIC AND PRIVATE SCHOOLS, LOCAL UNIVERSITIES AND COLLEGES, STATE AND PRIVATE COLLEGES AND UNIVERSITIES, AND TECHNICAL-VOCATIONAL SCHOOLS AND CENTERS, MANDATING PROFESSIONAL DEVELOPMENT FOR EPF TEACHERS, TEACHING FINANCIAL LITERACY TO EPF PARTNERS, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES

Financial education is ideally a continuous process, right from childhood to adulthood. It is a topic that we tend to overlook, and we tend to assume that the young will somehow learn about money on their own as they grow older.

This measure encourages a shift in attitude when it comes to financial literacy to give our youth high financial knowledge, better financial attitude, and better financial behavior. It seeks to include an Economics and Personal Financial literacy course as part of the curriculum and a requisite for graduation in the elementary, secondary, tertiary and technical-vocational levels.

Teaching young people about money at an early age will impart them with vital knowledge and skills that will assist them to make informed decisions when it comes to financial matters. The financial education is aimed at forming responsible adults when it comes to financial matters, and avoid recklessness when it comes to fraud and gambling.

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


LUIS RAYMUND “LRAY” F. VILLAFUERTE, JR.

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

Section 1. *Title.* – This Act shall be known as the “Economics and Financial Literacy Curriculum and Training Act”.

Sec. 2. *Declaration of Policy and Objectives.* – Recognizing financial literacy as an essential life skill and the complementary role of financial education in promoting the outcome of financial literacy, it is hereby declared a policy of the State to establish the foundations of financial literacy at an early stage of life by focusing on the financial education of the youth and utilizing school and learning programs to create more skilled, knowledgeable and well-informed future generations of Filipinos. Thus, the critical role of teachers, parents, guardians, schools, colleges and universities in advancing financial literacy among all demographic groups and across social classes, reducing financial literacy gaps and inequalities across generations, and preparing the young people for their adult life shall be emphasized.

In pursuit of this policy, this Act aims to attain the following objectives:

(a) To provide adequate attention to the learning needs on financial education of the youth in different stages of their lives;

(b) To afford professional development on economics and personal financial literacy to teachers and employees of the government and private sectors who will provide guidance to the youth as they make personal financial decisions;

(c) To lay down the framework for the provision of financial education to the youth and professional development for their teachers; and

(d) To improve access on financial education and raise the level of financial literacy to contribute to an individual and his family's sustainable future.

Sec. 3. Inclusion of Financial Literacy in the Elementary, Secondary, Tertiary, and Technical-Vocational Education Curricula. – All public and private schools, local universities and colleges, state and private colleges and universities, and technical-vocational schools and centers are required to develop and include as part of their respective curriculum the teaching of a course focused solely on Economics and Personal Finance (“EPF”) in elementary, secondary, tertiary, and technical-vocational education.

The Department of Education (“DepEd”), the Committee on Higher Education (“CHED”), and the Technical Education and Skills Development Authority (“TESDA”) shall collaborate with the Bangko Sentral ng Pilipinas (“BSP”), the Department of Finance (“DOF”), and the Securities and Exchange Commission (“SEC”) in developing the academic standards, curricula and materials for the EPF course and jointly issuing the proper guidelines or rules and regulations for this purpose. The content of the EPF course shall be aligned with the standards set by the aforementioned government entities. A passing grade shall be required for graduation or completion of the course of study.

The DepEd, the CHED, and the TESDA shall review the standard course of study to determine the grade or year level during which the EPF course may be completed and reorganize other courses as they may deem appropriate.

Sec. 4. Content of the EPF Curriculum. –

(a) The EPF course for the elementary level shall provide instruction on basic economic principles and personal financial literacy that shall include, but not limited to, the following:

- (1) Understanding the forms, uses and purposes of money in daily life and its relation to work and earnings;
- (2) Making spending decisions, and planning and managing personal finances;
- (3) Individual and family financial goal setting;
- (4) Evaluating expenses and preparing a budget;
- (5) Managing savings, credit, investments, and risks; and
- (6) Other relevant and financial literacy issues.

(b) The EPF course for the secondary, tertiary, and technical-vocational education levels shall provide instructions on basic economic principles and personal financial literacy that shall include, but not limited to, the following:

- (1) Understanding the concept of income and preparing a savings plan;
- (2) Understanding the financial landscape and participating in various savings and investment schemes;
- (3) Choosing and managing a credit card or an investment;
- (4) Borrowing money for personal consumption, such as automobiles, house and lot, further education, etc.;

- (5) The true cost of credit, savings, and investment;
- (6) Home, car and other mortgages;
- (7) Credit scoring and credit reports;
- (8) Planning, saving, and investing for retirement;
- (9) Teaching financial education to younger generation; and
- (10) Other relevant and financial literacy issues.

Sec. 5. *Financial Literacy Training for EPF Teachers.* – The DepEd, in coordination with the BSP's Center for Learning and Inclusion Advocacy ("CLIA"), shall immediately develop and offer a professional development course for EPF teachers approved and continuously reviewed by the DepEd, the CHED, or the TESDA, as may be applicable, the BSP, the DOF, and the SEC.

The DepEd, the CHED, and the TESDA shall require that all EPF teachers continuously receive the professional development necessary to ensure that the intent and goals as embodied in the provisions of this Act are carried out. Attendance to the EPF professional development course shall be considered as compliance to a portion of the training hours requirement of the Civil Service Commission ("CSC") for purposes of promotion, as may be applicable.

To the extent funds are made available for this purpose, the Local School Boards shall require their local public school, college or university to make available to EPF teachers and prospective EPF teachers the EPF professional development course provided by the DepEd. To the extent possible, the EPF professional development course shall be conducted at the DepEd-approved location most conveniently located to the local public school, college or university.

Sec. 6. *Financial Literacy Training for EPF Partners.* – The Local Government Academy ("LGA") and the Development Academy of the Philippines ("DAP"), in coordination with the CLIA and the DepEd, shall likewise develop a basic EPF literacy course for the employees of the government and the private sector who shall serve as partners in the financial education of the youth. The content of the course should include basic principles on personal financial literacy and how they can teach and guide the youth on financial matters. The course for EPF partners developed by the LGA and the DAP shall be approved and continuously reviewed by the DepEd, the CHED, or the TESDA, as may be applicable, the BSP, the DOF, and the SEC.

Government employees shall be required to attend at least two (2) sessions of the EPF literacy course and such attendance shall be considered as compliance with a portion of the training hours requirement of the CSC.

Sec. 7. *Pre- and Post-Test Evaluation on EPF Literacy of Teachers and Partners.* – A pre- and post-test evaluation on EPF literacy shall be conducted by the DAP on participants of the EPF professional development course prior to the distribution of the certificates of completion. The DAP shall keep and regularly update a database of the results of the pre- and post-tests conducted to EPF teachers and partners, and shall report to concerned government entities its assessment and analysis of the results. The concerned government entities shall use DAP's assessment and analysis in the review and improvement of the EPF curricula and standards.

In addition, the BSP, the DOF and the SEC, in partnership with the private sector, the DepEd, the LGA, and the DAP, shall regularly conduct basic training and workshop on updates to personal financial literacy to EPF teachers and partners located in various regions of the country; Provided, That in the course of the training and workshop, including the preparation of materials, no financial products or services of the private sector partner shall be offered, advertised, or promoted for sale or distribution.

Sec. 8. Appropriations. – For the fiscal years 2020-2021, there is hereby appropriated to the DepEd, the CHED, and the TESDA the sum of One Hundred Million pesos (Php100,000,000.00) each as grant-in aid to provide for the completion of the professional development course required under Section 5 of this Act for EPF teachers of the elementary, secondary, tertiary, and technical-vocational courses.

For the same fiscal years, there is hereby appropriated to the LGA and the DAP the sum of Fifty Million pesos (Php50,000,000.00) each as grant-in aid to provide for the provision of the basic EPF literacy course required under Section 6 of this Act for EPF partners.

The funds appropriated under this section shall be used to provide (i) the EPF professional development course, including the administration of a pre- and post-testing on EPF literacy, and the provision of a certificate of completion to qualified teachers; and (ii) the basic EPF literacy course for partners, including the administration of a pre- and post-testing on EPF literacy, and the provision of a certificate of completion to qualified partners.

Thereafter, the necessary budget for the development and the continued and effective implementation of the professional development course on EPF Literacy for teachers and partners shall be included in the annual General Appropriations Act of the concerned government agencies.

Sec. 9. Implementing Rules and Regulations. – The DepEd, the CHED, and the TESDA, in consultation with the BSP, the DOF, and the SEC, shall promulgate jointly the implementing rules and regulations to implement the provisions of this Act within sixty (60) days from its effectivity.

Sec. 10. Separability Clause. – If any provision or part thereof is held invalid or unconstitutional, the remainder of the law or the provision not otherwise affected shall remain valid and subsisting.

Sec. 11. Repealing Clause. – All laws, acts, presidential decrees, executive orders, administrative orders, rules and regulations or parts thereof, inconsistent with or contrary to the provisions of this Act are hereby amended, modified, or repealed accordingly.

Sec. 12. Effectivity. – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in any newspaper of general circulation.

Approved,