

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

19TH CONGRESS
Third Regular Session

HOUSE BILL NO. 10583



Introduced by Representative Michael L. Romero

EXPLANATORY NOTE

The **1987 Constitution** mandates the state to support the **basic education** sector through appropriate technology and research, with adequate financial and other support services.

The education system refocused mandate to **basic education** which covers elementary, secondary and nonformal education, including culture and sports. **TESDA** now administers the post-secondary, middle-level manpower training and development while **CHED** is responsible for higher education.

In August 2001, **Republic Act 9155**, otherwise called the **Governance of Basic Education Act**, was passed transforming the name of the Department of Education, Culture and Sports (DECS) to the Department of Education (**DEPED**) and redefining the role of field offices (regional offices, division offices, district offices and schools).

it is hereby a declared 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, creative, and critical thinking, and the capacity and willingness to transform others and one's self.

The state shall create a **functional basic education system** that will develop productive and responsible citizens equipped with the essential competencies, skills and values 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 that is globally competitive based on a pedagogically sound curriculum that is at par with international standards;

(b) Broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment; and

(c) Make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource.

Basic Education, Basic education is intended to meet basic learning needs which provides 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 learners and those with special needs.

Enhanced Basic Education Program, the enhanced basic education program encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education, in that sequence. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education.

Kindergarten education shall mean one (1) year of preparatory education for children at least five (5) years old as a prerequisite for Grade I.

Elementary education refers to the second stage of compulsory basic education which is composed of six (6) years. The entrant age to this level is typically six (6) years old.

Secondary education refers to the third stage of compulsory basic education. It consists of four (4) years of junior high school education and two (2) years of senior high school education. The entrant age to the junior and senior high school levels are typically twelve (12) and sixteen (16) years old, respectively.

Basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners.

For kindergarten and the first three (3) years of elementary education, instruction, teaching materials and assessment shall be in the regional or native

language of the learners. The Department of Education (**DEPED**) shall formulate a mother language transition program from Grade 4 to Grade 6 so that Filipino and English shall be gradually introduced as languages of instruction until such time when these two (2) languages can become the primary languages of instruction at the secondary level.

For this Act, a mother language or first Language (LI) refers to language or languages first learned by a child, which he/she identifies with, is identified as a native language user of by others, which he/she knows best, or uses most. This includes Filipino sign language used by individuals with pertinent disabilities. The regional or native language refers to the traditional speech variety or variety of Filipino sign language existing in a region, area or place.

This House Bill also sets a manifestation to the freedom of education to be accorded due respect and be allowed to flourish. Thus, the creation of an **Enhanced Basic Education Curriculum Program** is therefore imperative.

Thus, the early passage of this bill is earnestly requested.

A handwritten signature in black ink, appearing to read 'Michael L. Romero', with a long horizontal line extending to the right.

MICHAEL L. ROMERO Ph.D.

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AN ACT

PROVIDING FOR AN **ENHANCED BASIC EDUCATION CURRICULUM PROGRAM**, TO FOSTER AN ADEQUATE INTEGRATED SYSTEM FOR ALL, 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. SHORT TITLE — This Act shall be known as the **Enhanced Basic Education Curriculum Act of 2024**.

SECTION 2. DECLARATION OF POLICY — It is a declared policy of the state in conformity with the mandate of the Constitution, to promote an **Enhanced Basic Education program** for the republic. The state hereby recognizes the complementary roles of **DEPED** and its contributions to the entire country.

Governance of **basic education** shall begin at the national level. It is in the regions, divisions, schools and learning centers.

The state shall instill the policy and principle for the governance of basic education to be translated into programs, projects and services developed, adapted and offered to fit local needs.

The state shall encourage local initiatives for improving the quality of basic education.

The state shall ensure that the values, needs and aspirations of a school community are reflected in the program of basic education for the children, out-of-school youth and adult learners. Schools and learning centers shall be empowered to make decisions on what is best for the learners they serve.

The state shall protect basic, advance and post graduate education of citizens in the Philippines. Based on the **Philippine Constitution**.

For these purposes, the state shall provide the mechanisms to improve awareness and unity by maximizing the use of all existing resources. recognizing in the process the government's responsibility to instill education as having priority over its other functions.

SECTION 3. BASIC EDUCATION POLICY — it is hereby a 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, creative, and critical thinking, and the capacity and willingness to transform others and one's self.

SECTION 4. BASIC EDUCATION POLICY FRAMEWORK – the state shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values

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 that is globally competitive based on a pedagogically sound curriculum that is at par with international standards;

(b) Broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment; and

(c) Make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource.

SECTION 5. ORGANIZATIONAL POLICY STRUCTURE:

A. To carry out its mandates and objectives, **DEPED** is organized into two major structural components.

B. The Central Office maintains the overall administration of basic education at the national level.

The Field Offices are responsible for the regional and local coordination and administration of the Department's mandate. **RA 9155** provides that the Department should have no more than four **(4)** Undersecretaries and four **(4)** Assistant Secretaries with at least one Undersecretary and one Assistant Secretary who are career service officers chosen among the staff of the Department.

SECTION 6. EDUCATION POLICY ADVISORY - derived from monitoring government's compliance with the prevailing obligations that the Republic of the Philippines has acceded to.

SECTION 7. BASIC EDUCATION - Basic education is intended to meet basic learning needs which provides 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 learners and those with special needs.

SECTION 8. ENHANCED BASIC EDUCATION PROGRAM - the enhanced basic education program encompasses at least one (1) year of kindergarten education, six (6) years of elementary education, and six (6) years of secondary education, in that sequence. Secondary education includes four (4) years of junior high school and two (2) years of senior high school education.

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language of the learners. The Department of Education (**DEPED**) shall formulate a mother language transition program from Grade 4 to Grade 6 so that Filipino and English shall be gradually introduced as languages of instruction until such time when these two (2) languages can become the primary languages of instruction at the secondary level.

SECTION 9. ENHANCED BASIC EDUCATION CURRICULUM PROGRAM FUND – The amount of Two Billion Pesos (**Php 2, 000,000,000.00**) for the operation and administration of the **program** shall be chargeable against funds for the purpose and other sources recommended by the **Department of Budget and Management (DBM)**.

Thereafter, appropriations for the program, shall be included in the **DEPED** budget proposals under the annual **General Appropriations Act (GAA)**

The **Department of Budget and Management (DBM)** shall rationalize the existing organizational structure and staffing pattern of the (**DEPED**) in accordance with the prevailing provisions and relevant compensation and position classification laws, rules and regulations.

Thereafter, the amount needed for the continued implementation of the program shall be included in the annual **General Appropriations Act (GAA)**.

The **DEPED Secretary** shall include in the Department's program the operationalization of the enhanced basic education program, the initial funding of which shall be charged against the current appropriations of **DEPED**.

Thereafter, the amount necessary for the continued implementation of the enhanced basic education program shall be included in the annual **General Appropriations Act (GAA)**.

SECTION 10. EXCLUSIVE FUND – There is hereby created the **exclusive fund** to be used exclusively for the **Enhanced Basic Education Curriculum Program**.

The **Fund** shall be administered by the **DEPED Secretary** in accordance with existing government budgeting, accounting, and auditing rules and regulations.

SECTION 11. PROGRESS REPORT – The Secretary of **(DEPED)** shall prepare an annual report on the status of the implementation of the Program which shall be submitted, to the Office of the **President**.

SECTION 12. INCREASE OF PERSONNEL. – The **(DEPED)** shall maintain a sufficient staffing pattern.

Hence, it is authorized to increase its manpower to meet such required and may continue to increase personnel per percentage rate increase of committed mandates annually or as the need arises.

SECTION 13. PERIOD OF IMPLEMENTATION – The modernization program under this Act shall be implemented for an initial period of three **(3)** years:

Provided, that payments for multi-year contract obligations incurred under this Act may extend beyond this period:

Provided, further, That the **(DEPED)** shall continue to develop, modernize and constantly update its operational capabilities to keep pace with best global practices.

SECTION 14. SUPERVISING AND ASSESSMENT CONCERNS. — the **DEPED**, shall provide the necessary technical and financial assistance to ensure effective operations and build-up.

SECTION 15. Preservation of the Basic Education System. - It is the duty of every citizen to preserve and conserve the Filipino education system and all its resources. The retrieval and conservation of Filipino education and its history shall be vigorously pursued.

SECTION 16. TRANSITORY PROVISION – Existing industries, businesses and offices affected by the implementation of this Act shall be given six **(6)** months transitory period from the effectivity of the IRR or such other period as may be determined, to comply with the requirements of this Act.

The **DEPED, the CHED and the TESDA** shall formulate the appropriate strategies and mechanisms needed to ensure smooth transition from the existing basic education cycle to the enhanced basic education cycle.

The strategies may cover changes in physical infrastructure, manpower, organizational and structural concerns, bridging models, competencies and the entry requirements of new tertiary curricula, and partnerships between the government and other entities. Modeling for senior high school may be implemented in selected schools to simulate the transition process and provide concrete data for the transition plan.

SECTION 17. PERIODIC REPORTS - The Secretary of **(DEPED)** shall submit periodic reports on its findings and make recommendations on actions to be taken by the Office of the President and other appropriate departments, in order to carry out the objectives and mandates of this Act.

SECTION 18. AUTOMATIC REVIEW - Every three **(3)** years after the effectivity of this Act, an independent review panel composed of experts to be appointed by the **President of the Republic** shall review the policies and programs in the education sector and shall make recommendations, based on its findings.

SECTION 19. PENAL CLAUSE. – Any person, whether natural or juridical, violating any section of this Act shall, upon conviction, therefore, be liable to a fine of not less than five hundred thousand pesos (**P500,000.00**) or imprisonment for a term not less than six (**6**) years, or both, at the discretion of the court for each and every violation.

In case the violation is committed by a corporation or an association, the penalty shall devolve upon the president, director, or any other officer responsible for such violation.

SECTION 20. IMPLEMENTING RULES AND REGULATIONS. – The departments and agencies charged with carrying out the provisions of this Act shall, within sixty (**60**) days after the effectivity of this Act, formulate the necessary rules and regulations for its effective implementation.

after the effectivity of this Act, the **DEPED Secretary**, the **CHED Chairperson** and the **TESDA Director-General** shall promulgate the rules and regulations needed for the implementation of this Act.

SECTION 21. REPEALING CLAUSE. – All laws, decrees, executive orders, rules and regulations, or parts thereof inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

Pertinent provisions of **Batas Pambansa Blg. 232** or the “Education Act of 1982”, **Republic Act No. 9155** or the “Governance of Basic Education.

Act of 2001; Republic Act No. 9258, Republic Act No. 7836, and all other laws, decrees, executive orders and rules and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SECTION 22. SEPARABILITY CLAUSE. – If, for any reason, any section or provision of this Act is held unconstitutional or invalid, the other sections or provisions hereof shall not be affected thereby.

SECTION 23. EFFECTIVITY CLAUSE. – This Act shall take effect after fifteen (15) days from its publication in the Official Gazette or in at least two (2) national newspapers of general circulation whichever comes earlier.

Approved,