

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

NINETEENTH CONGRESS
Third Regular Session

HOUSE BILL No. **11306**



Introduced by **REP. CAMILLE A. VILLAR**

**AN ACT
ESTABLISHING A BASIC LIFE SKILLS COURSE IN THE HIGH SCHOOL
CURRICULUM**

EXPLANATORY NOTE

Basic life skills are important tools to manage the challenges of daily life. These skills can help children become more self-governed by learning how to manage time and prioritize tasks. The skills build strong connections as they develop effective communication skills to help children express their ideas, resolve conflicts, and build relationships.

Basic life skills likewise develop critical thinking that helps children analyze complex problems and find rational solutions. Life skills development helps children identify their strengths and weaknesses, and apply their knowledge to real-life situations. Overall, learning the basic life skills can help children become responsible individuals and community members.

What this bill seeks to bring is to establish a comprehensive basic life skills curriculum for high school students, covering essential areas such as financial literacy, cooking and nutrition, basic home maintenance, interpersonal communication, time management, emotional intelligence, job search strategies, legal literacy, driver and pedestrian safety, and understanding taxation, among others.

It the hope of this Representation that this bill will help our children develop the confidence, independence, and self-awareness they need to succeed in life.

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

Camille A. Villar
CAMILLE A. VILLAR

Republic of the Philippines
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HOUSE BILL No. 11306

Introduced by **REP. CAMILLE A. VILLAR**

AN ACT
ESTABLISHING A BASIC LIFE SKILLS COURSE IN THE HIGH SCHOOL
CURRICULUM

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

Section 1. Short Title. This Act shall be known as "Basic Life Skills Act".

Section 2. General Objectives. This Act seeks to:

- a. Establish a comprehensive Basic Life Skills curriculum for high school students, covering essential areas such as financial literacy, cooking and nutrition, basic home maintenance, interpersonal communication, time management, emotional intelligence, job search strategies, legal literacy, driver and pedestrian safety, and understanding taxation;
- b. Guide educators and stakeholders in delivering a well-rounded, inclusive, and practical life skills education that prepares students for independent living and future challenges;
- c. Promote collaboration with private and public sectors to provide resources, workshops, and real-world experiences that enhance the basic life skills curriculum;
- d. Foster alignment with national goals for education, workforce readiness, and civic responsibility, ensuring that students are equipped for personal and professional success; and

- e. Support ongoing research and innovation in life skills education, incorporating new methods and technologies to meet the evolving needs of students and society.

Section 3. *Definition of Terms.* As used in this Act, the following terms shall mean:

- a. *Basic life skills* - refer to essential abilities and knowledge necessary for managing everyday life in modern society. These skills are not tied to any specific profession but are fundamental for all in the workforce; and
- b. *Basic life skills course* - a course or educational program designed to equip students with essential skills needed for successful daily living and personal development. The course covers a range of practical and universally applicable topics, such as financial literacy, cooking and nutrition, basic home maintenance, interpersonal communication, time management, emotional intelligence, job search strategies, legal literacy, driver and pedestrian safety, and understanding taxation.

Section 4. *Content of the Basic Life Skills Course.* A course on basic life skills shall be included in the curriculum of all public and private high schools. This course shall be provided by the Department of Education (DepEd) together with the Technical Education and Skills Development Authority (TESDA) to equip students with essential life skills and prepare them for a smooth transition into adult society. The topics to be discussed shall include, but not limited to, the following:

- (1) Financial Literacy - Understanding and managing personal finances, including budgeting, saving, investing, credit, and debt management;
- (2) Driver and Pedestrian Safety - Education on safe driving practices, understanding road signs and laws, and ensuring personal safety as a pedestrian;
- (3) Cooking and Nutrition - The basics of preparing healthy meals, understanding nutritional information, making food choices that support overall health, and maintaining kitchen safety and hygiene;
- (4) Basic Home Maintenance - Skills for performing routine household tasks such as plumbing repairs, electrical fixes, cleaning, and general upkeep to ensure a safe and functional living environment;
- (5) Interpersonal Communication - Developing effective verbal and non-verbal communication skills, active listening, conflict resolution, and building positive relationships in both personal and professional settings;

- (6) Time Management - Techniques and activities for prioritizing tasks, managing schedules, setting goals, and using time efficiently to balance work, school, and personal life;
- (7) Job Search Strategies - Guidance on finding employment, including writing resumes and cover letters, preparing for interviews, networking, and understanding the job market;
- (8) Legal Literacy - Basic knowledge of the law, bill of rights, human rights and legal responsibilities, understanding contracts, navigating legal documents, and knowing when to seek legal advice; and
- (9) Understanding Taxation - An overview of how taxes work, including income tax, sales tax, and property tax, as well as how to file tax returns and understand tax obligations.

Section 5. *Research and Development.* Research and development shall be pursued and priority shall be given to the development of effective, appropriate, and efficient instructional materials for the basic life skills course. This will ensure that the curriculum is continuously improved and adapted to meet the evolving needs of students, equipping them with the essential skills required for adult life.

Section 7. *Appropriations.* Such sums as may be necessary for the implementation of this Act shall be taken from any available appropriations of the DepEd and TESDA under the current General Appropriations Act. Thereafter, the succeeding appropriations for its continued implementation shall be included in the annual General Appropriations Act.

Section 6. *Implementing Rules and Regulations.* DepEd, TESDA, as well as expert course providers and other stakeholders shall formulate the implementing rules and regulations within ninety (90) days from the effectivity of this Act.

Section 7. *Separability Clause.* - If any provision of this Act is declared invalid or unconstitutional, the other provisions not affected by such declaration shall remain in full force and effect.

Section 8. *Repealing Clause.* - All laws, decrees, executive orders, administrative orders and issuances, and rules and regulations inconsistent with this Act are hereby repealed or amended accordingly.

Section 9. Effectivity Clause. - This Act shall take effect fifteen (15) days after its complete publication in the Official Gazette or in two (2) newspapers of general circulation.

Approved,