

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

Twentieth Congress
First Regular Session

House Bill No. 1262



Introduced by Honorable Roy M. Loyola

EXPLANATORY NOTE

Science and technology has always been the bedrock of our modern civilization and holds the key to the progress and development of any nation. Unfortunately, records show that there is a decline in science and math education in the Philippines as evidenced by the poor performance of Filipino students in international assessments for Science and Mathematics.

In 2018 Programme for International Student Assessment (PISA), the Philippines took the second-lowest spot in Science and Mathematics from 79 countries that participated. In another international test, the 2019 report of the Trends in International Mathematics and Science Study (TIMSS), our Grade 4 students obtained the lowest scores in Mathematics and Science among the 58 countries involved in the study. In Mathematics, only 19% of Filipino students were on the Low benchmark, which means that they had “some basic mathematical knowledge,” while 81% did not even reach this level. As for Science, 13% of Filipino students were also on the Low benchmark, which means they had “limited understanding of scientific concepts and limited knowledge of foundational science facts,” while 87% did not even reach this level. The Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 also showed that only 17 percent of Grade 5 learners met the minimum standards in mathematics expected for the end of primary.

In the PISA 2022, Philippines remain among the world's weakest in math, reading and science, new findings by the Program for International Student

Assessment (PISA) showed, with recent test scores showing no significant improvement from the country's performance in 2018.

There is a seemingly unanimous observation from Filipino scientists that the state of the country's Science and Technology remains weak. The Philippines ranks low in terms of technological capacity as seen in the shortage of scientists and engineers doing R&D (Research and Development).

Clearly, there is a need to strengthen the quality of Science and Technology education in the country and support the country's demand for scientists, technical researchers, technologists, engineers, and policy leaders. This bill is filed to support the government's efforts and commitment to address the issues and gaps in attaining quality basic education through the establishment of national science high schools in the country.

The creation of Carmona City National Science High School in the City of Carmona, Province of Cavite, aims to provide equitable access to quality education in the pure and applied sciences and technology for all Filipino students to nurture future generations of scientists and other professionals who will serve the nation as catalysts for scientific, technological, and industrial progress. It shall serve as a specialized school at the secondary level that shall harness the science and technology prowess of the Filipino youth, not only in Carmona but the entire country as well.

Thus, immediate approval of this bill is earnestly sought.


ATTY. ROY M. LOYOLA
Representative
Fifth District, Cavite

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AN ACT
ESTABLISHING A NATIONAL SCIENCE HIGH SCHOOL IN THE CITY OF
CARMONA, PROVINCE OF CAVITE, TO BE KNOWN AS THE
CARMONA CITY NATIONAL SCIENCE HIGH SCHOOL AND
APPROPRIATING FUNDS THEREFOR

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

1 **SECTION 1.** There is hereby established, under the supervision of the
2 Department of Education, a national science high school in the City of
3 Carmona, Province of Cavite, to be known as the "Carmona City National
4 Science High School"

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6 **SEC. 2.** The Secretary of Education shall immediately include in the
7 Department's program the operationalization of the Carmona City National
8 Science High School, the funding of which shall be included in the General
9 Appropriations Act.

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11 **SEC. 3.** Within ninety (90) days from the approval of this Act, the
12 Secretary of Education shall formulate the rules and regulations implementing
13 the provisions of this Act. Such implementing rules and regulations shall provide
14 for the school's organization, administration, operations and management, in
15 accordance with Republic Act No. 9155, or the "Governance of Basic Education
16 Act of 2001", Republic Act No. 10533, or the "Enhanced Basic Education Act of
17 2013", and other basic education-related laws.

18 **SEC. 4.** All laws, decrees, executive orders and proclamations, rules and
19 regulations or parts thereof inconsistent with this Act, are hereby repealed, or
20 amended or modified accordingly.

21
22 **SEC. 6.** If any provision of this Act is held invalid or unconstitutional, the
23 remaining parts or provisions not affected shall remain in full force and effect.

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25 **SEC. 7.** This Act shall take effect fifteen (15) days after its publication
26 in the *Official Gazette* or in a newspaper of general circulation.

Approved,