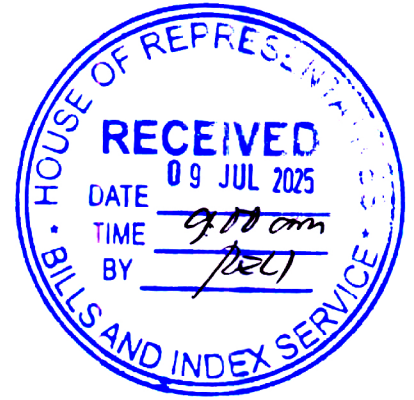


HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

House Bill No. **1620**



Introduced by Representative KAREN HOPE F. GARCIA

EXPLANATORY NOTE

The transition from adolescence to adulthood is a critical phase where individuals must acquire the skills necessary for independent living. In the Philippines, the current educational framework predominantly emphasizes academic subjects, often neglecting practical life skills. This oversight leaves many students unprepared for real-world challenges. The proposed Act aims to fill this gap by incorporating essential knowledge and skills that are fundamental for day-to-day living and personal growth of every Filipino youth. By offering instruction in financial literacy, cooking and nutrition, basic home maintenance, and other vital areas, the curriculum ensures that students are equipped to manage their adult lives effectively.

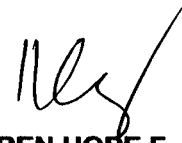
The "Basic Life Skills Course Act" seeks to introduce a comprehensive life skills curriculum for all senior high school students. A well-rounded education should extend beyond traditional academics to include life skills that promote overall well-being. The proposed curriculum covers a diverse range of topics, including, but not limited to, interpersonal communication, time management, emotional intelligence, job search strategies, legal literacy, driver and pedestrian safety, and understanding taxation. These subjects are carefully selected to ensure that Filipino students are well-prepared to navigate various aspects of adult life, from managing finances to maintaining healthy relationships and understanding their legal rights and responsibilities.

Moreover, this measure seeks to enhance workforce readiness of the youth. As students graduate and enter the workforce, employers increasingly value individuals who possess not only technical skills but also the ability to navigate complex social and practical environments. By integrating life skills education into the senior high school curriculum, this bill aims to produce graduates who are better prepared to meet the demands of the modern workforce, thereby enhancing their employability and career prospects.

The "Basic Life Skills Course Act" is a crucial legislative measure that addresses a significant gap in our education system. By equipping students with essential life skills, it prepares them for independent living, enhances their workforce readiness, and promotes civic responsibility. This Act represents a critical step towards providing Filipino students with a more

comprehensive and practical education that prepares them for the complexities of the modern world.

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

A handwritten signature in black ink, appearing to read 'KHFG', is positioned above the printed name.

Rep. KAREN HOPE F. GARCIA
3rd District, Province of Cebu

HOUSE OF REPRESENTATIVES

Quezon City

TWENTIETH CONGRESS

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House Bill No. **1620**

Introduced by Representative KAREN HOPE F. GARCIA

**AN ACT
ESTABLISHING A BASIC LIFE SKILLS COURSE IN THE SENIOR 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 Course Act”.

Section 2. *General Objectives.* This Act seeks to:

- a. Establish a comprehensive Basic Life Skills curriculum for senior 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.
- 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 adults in the workforce.

- 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 senior high schools. This course shall be provided by 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. Among others, the following topics shall be discussed:

- (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, human rights and legal responsibilities, understanding contracts, navigating legal documents, and knowing when to seek legal advice.
- (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. Communication 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 6. *Monitoring and Evaluation.* The Director-General of TESDA shall promulgate the necessary rules and regulations for the effective implementation of this Act.

Section 6. *Appropriations.* Such sums as may be necessary for the implementation of this Act shall be taken from any available appropriations of the TSEDA 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.* The TESDA, CHED, and DEPED, expert course providers and other stakeholders shall formulate the 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, executive orders, administrative orders 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,