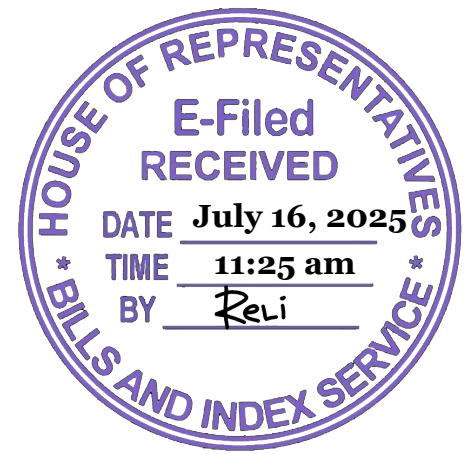


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**Republic of the Philippines**  
**HOUSE OF REPRESENTATIVES**  
**Quezon City**

**First Regular Session**  
**TWENTIETH CONGRESS**

**House Bill No. 1992**



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Introduced by REP. JESUS MANUEL "BONG" C. SUNTAY

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**EXPLANATORY NOTE**

In an era of fast-paced change, our education system must continuously evolve to meet the needs of learners. The traditional teaching approach—dominated by teacher-centered lectures—is increasingly proving insufficient in addressing deep learning gaps, particularly among students in public schools and underserved communities.

The Philippine basic education system continues to face serious and persistent challenges in learner performance and equity. Despite widespread implementation of the K to 12 program, Filipino students consistently rank among the lowest in international assessments, revealing deep gaps in reading comprehension, mathematical reasoning, and scientific literacy. In Programme for International Student Assessment (PISA) 2022, the Philippines scored:

- 355 in mathematics, 347 in reading, and 373 in science—approximately 120 points below the Organisation for Economic Co-operation and Development (OECD) average in each domain.
- Only 16% of students reached *Level 2 proficiency*, compared to the OECD average of around 70%, placing the Philippines among the lowest-ranked 80 countries.

Meanwhile, regional results from Southeast Asia Primary Learning Metrics (SEA-PLM) 2019/2023 show that many Grade 3 and Grade 5 learners in the Philippines are struggling:

- Early assessments reveal students are 1–2 years behind curriculum expectations
- Only about 10% of Grade 5 learners reached minimum proficiency in reading, with similarly low outcomes in numeracy.

These alarming outcomes—persisting even post-COVID—demonstrate that the majority of Filipino students are not acquiring foundational skills in critical areas, reinforcing the need for an evidence-based and context-sensitive intervention.

The Dynamic Learning Program (DLP) responds directly to these deficiencies. Data from pilot schools—including those in Quezon City—show that DLP students:

- Gain greater comprehension and retention through structured, in-class activities;
- Show improved discipline, engagement, and confidence in core subjects;

- Benefit from a stronger independent learning mindset, reducing time lost to disruptive behavior and absenteeism.

By institutionalizing DLP nationwide, the state will provide students—especially in under-resourced schools—with a proven, scalable method for improving core competencies in literacy, numeracy, and scientific thinking. This legislation ensures DLP remains a sustainable, funded, and adaptive solution to Philippines’ ongoing learning crisis.

In light of these realities, innovation in teaching and learning is no longer optional—it is imperative.

The Dynamic Learning Program, developed by the Central Visayan Institute Foundation (CVIF), offers a tested, scalable, and cost-effective solution. Unlike traditional methods that are heavily dependent on teacher lectures, DLP trains students to become independent, self-directed learners through structured Learning Activity Sheets (LAS). It promotes discipline, critical thinking, and academic resilience—especially valuable for students in public schools and rural areas.

In its pilot implementation in CVIF and selected public schools in Quezon City, DLP has resulted in:

- Improved academic performance and retention in core subjects
- Increased student confidence and responsibility
- Reduced disciplinary issues and absenteeism
- Better time management and focus among learners

The success of the DLP demonstrates that pedagogical innovation rooted in Philippine realities can significantly raise learning outcomes, even in resource-constrained environments. It empowers both teachers and students by shifting the learning dynamic from passive reception to active engagement.

This bill seeks to institutionalize the Dynamic Learning Program under the Department of Education as an official instructional option in all public elementary and secondary schools. It mandates the development of standardized DLP materials, teacher training, phased roll-out, and dedicated funding to support implementation.

Through this Act, we aim to bring structure, strategy, and sustainability to one of the most promising innovations in Philippine education—and in doing so, make quality learning more equitable, resilient, and effective for every Filipino child.

Immediate passage of this measure is earnestly sought.



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a. Develop a National Implementation Framework including guidelines, training plans, and adaptation strategies for LAS development per subject and grade level;

- b. Designate DLP Focal Teams at the national, regional, and division levels;
- c. Conduct training and capacity-building programs for teachers and school leaders in partnership with teacher education institutions, SUCs, LGUs, and NGOs;
- d. Establish a centralized online platform for DLP materials, LAS templates, training resources, and feedback tools;
- e. Integrate DLP into existing monitoring and evaluation mechanisms of DepEd to track impact and recommend adjustments.

#### **SEC. 6. Pilot and Phased Roll-Out.**

A pilot implementation shall be conducted in at least one (1) school division per region within the first year. Based on pilot evaluation, the DLP shall be scaled to 25% of public schools by the second year and fully integrated nationwide within five (5) years.

#### **SEC. 7. Allowable Expenses.**

The following items shall be considered allowable charges under school MOOE, LGU Special Education Funds (SEF), or the DLP Fund:

- a. Printing and reproduction of LAS and instructional materials;
- b. Procurement of paper, printers, ink, folders, and related supplies;
- c. Development and distribution of DLP starter kits and sample LAS bundles;
- d. Acquisition of equipment for DLP production;
- e. Training expenses for teachers and school personnel;
- f. Honoraria for LAS developers, reviewers, and layout specialists;
- g. Digital platforms and data services for DLP resource access;
- h. Maintenance of student portfolios and evaluation tools.

#### **SEC. 8. Appropriations.**

The amount needed for initial implementation shall be sourced from DepEd's current budget. A dedicated Dynamic Learning Program Fund shall be created within the DepEd budget for this purpose. Subsequent appropriations shall be included in the General Appropriations Act (GAA).

The DepEd is authorized to mobilize private sector and LGU support, and to reallocate savings for the purpose of implementing this Act.

#### **SEC. 9. Monitoring and Evaluation.**

The DepEd shall submit an annual report to Congress detailing DLP implementation progress, budget utilization, outcomes per region/division, and recommendations.

#### **SEC. 10. Implementing Rules and Regulations.**

Within sixty (60) days from the effectivity of this Act, the DepEd shall issue the necessary implementing rules and regulations.

#### **SEC. 11. Separability Clause.**

If any provision of this Act is declared unconstitutional, the remaining provisions shall remain in full force and effect.

#### **SEC. 12. Repealing Clause.**

1 All laws, executive orders, rules and regulations inconsistent with this Act are repealed  
2 or modified accordingly.

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4 **SEC. 13. Effectivity.**

5 This Act shall take effect fifteen (15) days after its publication in the Official Gazette or  
6 in a newspaper of general circulation.

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8 Approved,