



Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City



Twentieth Congress
1st Regular Session
HOUSE BILL NO. 3421

Introduced by Rep. Elisa T. Kho and Rep. Antonio T. Kho

EXPLANATORY NOTE

In the face of modern challenges such as climate change, rapid urbanization, and social unrest, there is a pressing need to foster a generation of Filipinos who are not only knowledgeable but also well-equipped with the moral compass and environmental consciousness to address these challenges. Filipino students must grow up with a clear understanding of the importance of respect for others, the need for responsible citizenship, and the duty to protect the environment for future generations.

Studies have shown that instilling strong moral values and ethical behavior from a young age positively impacts society as a whole. By integrating these principles directly into the curriculum, we can create a generation that prioritizes the common good over personal interest, values the environment as an essential part of life, and embodies strong moral conduct in all aspects of their lives.

Further, with the rising global concerns over environmental issues such as climate change, pollution, and biodiversity loss, it is imperative that we equip our youth with the knowledge and sense of responsibility to become active participants in global efforts toward sustainability.

This bill presents an important opportunity to enrich the educational experience for Filipino children. By incorporating values education as a mandatory part of the curriculum, we are not simply teaching students academic subjects but also preparing them to be moral, socially responsible, and environmentally aware citizens. In doing so, we will be laying the foundation for a stronger, more sustainable future for the Philippines and the world at large.

The success of our country depends on the quality of its citizens. It is therefore our responsibility to ensure that our children grow up equipped not just with knowledge but with the right attitudes, values, and moral character to navigate the challenges of the future.

We earnestly ask for the support of our esteemed colleagues in enacting this essential reform.



REP. ELISA T. KHO, M.D.,FPCCP



REP. ANTONIO T. KHO



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**AN ACT TO REFORM THE BASIC EDUCATION CURRICULUM BY
INCORPORATING MANDATORY TEACHING OF RESPECT, ENVIRONMENTAL
CONSCIOUSNESS, GOOD MORAL CHARACTER, AND RIGHT CONDUCT TO
STRENGTHEN THE MORAL AND ETHICAL FOUNDATION OF LEARNERS IN THE
PHILIPPINES**

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

SECTION 1. This Act shall be known as the "**Basic Education Reform Act: Strengthening Moral, Environmental, and Behavioral Education in the Curriculum.**"

SECTION 2. Declaration of Policy.

It is the policy of the State to provide quality education that promotes the development of well-rounded individuals who possess not only academic skills but also high moral standards, respect for others, and a deep sense of responsibility towards nature and the environment. The State recognizes that fostering positive attitudes, values, and ethical behavior at a young age is integral to the development of responsible, compassionate, and socially conscious citizens.

SECTION 3. Amendments to the Basic Education Act.

The **Republic Act No. 10533** (Basic Education Act of 2013) is hereby amended to include the mandatory teaching of respect, environmental consciousness, good moral character, and right conduct in the curriculum. These values shall be incorporated at all grade levels from Kindergarten to Grade 12. The curriculum shall be designed in such a way that it integrates these concepts into subjects, activities, and programs for comprehensive development.

SECTION 4. **Integration of Values Education.**

1. **Moral and Right Conduct Education:**

All students shall receive instruction in **values education** that emphasizes the importance of respect for oneself, others, and society. The subjects shall include topics on kindness, empathy, honesty, fairness, and conflict resolution.

2. **Environmental Consciousness:**

The curriculum shall include topics on **environmental education** focusing on climate change, sustainable practices, conservation, and the protection of natural resources. Students will be taught to appreciate and care for the environment from an early age, encouraging sustainable practices in their personal lives.

3. **Good Moral Character Development:**

Character development will be emphasized across all subjects, with a particular focus on moral reasoning, ethical decision-making, and the impact of personal actions on the community and environment. Schools will provide activities and programs designed to instill positive attitudes, self-discipline, responsibility, and community involvement.

SECTION 5. **Curriculum Structure.**

1. **Kindergarten to Grade 3:**

At the early stages of education, values such as **respect, honesty, kindness, and care for nature** shall be introduced through storytelling, art, music, games, and interactive learning activities. Concepts of personal responsibility and empathy will be reinforced through classroom interactions.

2. **Grades 4 to 6:**

Students will deepen their understanding of **moral behavior, environmental issues, and community service**. Subjects will incorporate real-life examples of good moral conduct, environmental stewardship, and teamwork. Practical activities, such as tree planting, recycling programs, and volunteer work, will be encouraged.

3. **Junior High School (Grades 7 to 10):**

The curriculum will further develop critical thinking in moral reasoning, **social responsibility**, and **sustainability practices**. Discussions on **ethical dilemmas** and **environmental crises** will be incorporated into lessons across subjects, including social studies, science, and literature.

4. **Senior High School (Grades 11 and 12):**

In-depth studies on the **interconnection between morality, society, and the environment** will be included. Students will be engaged in community-driven projects focusing on **social issues**, **environmental protection**, and **public service**. They will be encouraged to reflect on the impact of their actions on their community and the planet.

SECTION 6. Teacher Training and Development.

All teachers shall undergo **training and professional development** on how to integrate moral values, environmental consciousness, and the development of good conduct into their teaching practices.

Specialized workshops on environmental education and values-based teaching will be held annually to keep teachers updated with modern practices and strategies for instilling these values effectively.

SECTION 7. Monitoring and Evaluation.

The **Department of Education (DepEd)**, in coordination with other relevant agencies, shall develop tools and guidelines for **monitoring and evaluating** the integration of these values into the curriculum.

DepEd shall regularly assess the effectiveness of this program through surveys, feedback from students, parents, and teachers, and periodic reviews of student performance in the areas of **ethics, moral behavior, and environmental awareness**.

SECTION 8. Funding.

The necessary funds to implement the provisions of this Act shall be provided by the **Department of Budget and Management** through the annual General Appropriations Act, as

well as through partnerships with local governments, non-governmental organizations, and private institutions that support the goals of moral and environmental education.

SECTION 9. Repealing Clause.

All laws, executive orders, and regulations or parts thereof which are inconsistent with the provisions of this Act are hereby repealed, amended, or modified accordingly.

SECTION 10. Effectivity.

This Act shall take effect fifteen (15) days following its complete publication in the *Official Gazette* or in at least two (2) newspapers of general circulation.

Approved,