

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 4567



Introduced by Representative **MARLYN L. PRIMICIAS-AGABAS**

EXPLANATORY NOTE

Article XIV, Section 3, paragraph 1, of the 1987 Constitution of the Republic of the Philippines expressly mandates that all educational institutions include the study of the Constitution as part of their curricula. This directive reflects the fundamental importance of constitutional literacy in shaping responsible, informed, and participative citizens.

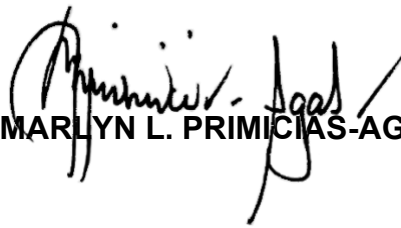
Despite this clear constitutional policy, the depth and consistency of constitutional education across secondary schools remain uneven. In an era marked by rapid social, technological, and political change, it is imperative that young Filipinos are equipped not only with knowledge of their rights and duties, but also with a deep appreciation of the principles of democracy, the rule of law, and active citizenship.

This bill seeks to institutionalize a comprehensive Constitutional Education Course or Program (CECP) in the secondary education curriculum, to be developed collaboratively by the Department of Education, the Supreme Court, the Integrated Bar of the Philippines, and the legal academe. The CECP will be designed to be age-appropriate, context-sensitive, and aligned with the standards set by the *Enhanced Basic Education Act of 2013*. It will cover the history, structure, and key provisions of the *1987 Constitution*, as well as the values of patriotism, human rights, and civic engagement.

The measure also recognizes the need for well-trained educators. It provides for the development of specialized teacher training programs, ensuring that those who teach the CECP are equipped with both substantive legal knowledge and effective pedagogical skills.

By enacting this legislation, Congress affirms its commitment to the constitutional vision of an enlightened citizenry, capable of critical thought and meaningful participation in national life.

The immediate passage of this bill is therefore earnestly sought.


ATTY. MARLYN L. PRIMICIAS-AGABAS

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AN ACT
INTEGRATING CONSTITUTIONAL EDUCATION IN THE SECONDARY CURRICULUM
AND FOR OTHER PURPOSES

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 the “Mandatory Constitutional Education Act of 2020”

Sec. 2. Declaration of Policy. - Article XIV, Section 3(1) of the 1987 Constitution of the Republic of the Philippines states that all educational institutions include the study of the Constitution as part of the curriculum.

Moreover, Article XIV, Section 3(2) of the Constitution also states that educational institutions shall “inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.”

Sec. 3. Development of Constitutional Education Course or Program (CECP). – The Department of Education (DepEd), in collaboration with the Philippine Supreme Court, Integrated Bar of the Philippines (IBP), and the legal academe, will develop the CECP that will be integrated in the secondary education curriculum in all public and private educational institutions and taught at the Grade 10 level. In this regard, the Supreme Court and the IBP will collaboratively encourage lawyers to participate/pro *bono* in teaching or conducting the CECP.

The CECP shall be developed in a way that is suited and responsive to the capacity of students and in accordance with the standards and principles to be followed in developing the enhanced basic education curriculum under Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, which provides in particular the following:

“SEC 4. Enhanced Basic Education Program. - x x x

Basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners.

X XX

For purposes of this Act, mother language or first Language (LI) refers to language or languages first learned by a child, which he/she identifies with, is identified as a native language user of by others, which he/she knows best, or uses most. This includes Filipino sign language used by individuals with pertinent disabilities. The regional or native language refers to the traditional speech variety or variety of Filipino sign language existing in a region, area or place.

SEC 5. Curriculum Development, -x x x

The DepED shall adhere to the following standards and principles in developing the enhanced basic education curriculum:

- (a) The curriculum shall be learner-centered, inclusive and developmentally appropriate;
- (b) The curriculum shall be relevant, responsive and research-based;
- (c) The curriculum shall be culture-sensitive;
- (d) The curriculum shall be contextualized and global;
- (e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;
- (f) The curriculum shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) which starts from where the learners are and from what they already knew proceeding from the known to the unknown; instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available;
- (g) The curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level; and
- (h) The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units.

Sec. 4. CECF Objectives. - The CECF for secondary school students shall seek to accomplish the following:

- a. Raise their level of awareness and understanding of the history and provisions of the 1987 Constitution as well as their rights and duties as a Filipino citizen;
- b. Develop their appreciation and exercise of democratic values, such as transparency, accountability, and respect for human rights and dignity;
- c. Foster their understanding and practice of active citizenship and people's participation in government processes;
- d. Equip them with the knowledge of the Constitution that they can use in their analysis and involvement in public issues;
- e. Develop their understanding of the different government branches, institutions, processes, and constitutional commissions;
- f. Promote the role of government in society and respect for institutions and the rule of law;
- g. Equip them with the proper skill and knowledge to discern useful socio-political news and information from harmful ones in this age of technology; and
- h. Promote a more meaningful and effective civic engagement.

Sec. 5. CECF Framework, - The CECF in the secondary education curriculum will cover topics including but not limited to, the following:

- a. History and Overview of the 1987 Constitution
- b. Nationalism and Sovereignty
- c. The National Territory
- d. State Principles and Policies
- e. National Economy and Patrimony
- f. Government Branches, Institutions, and Processes
- g. Rights and Duties of Citizens
- h. Citizenship and Suffrage
- i. Democratic Values. Social Justice, and Human Rights

- j. Active Citizenship and People's Participation in Governance
- k. Education, Science and Technology, Arts, Culture, and Sports
- l. The Family
- m. Constitutional Commissions and Local Government
- n. Accountability of Public Officers
- o. General Provisions and Amendments or Revisions
- p. Relevant jurisprudence

Sec. 6. Teacher education and Training. - The DepEd, Philippine Supreme Court, IBP, and legal academe will collaboratively develop a program to educate and train teachers who will teach or conduct the CECF. The CECF shall form part of the teacher education and training programs required by Republic Act No. 10533.

Sec. 7. Implementing Rules and Regulations. - The DepEd, in collaboration with the Philippine Supreme Court, IBP, and legal academe, shall promulgate the necessary rules and regulations to implement the provisions of the Act within ninety (90) days from the approval of this Act.

Sec. 8. Separability Clause. - If, for any reason, any part, section, or provision of this Act is held invalid or unconstitutional, the remaining provisions is not affected thereby shall continue to be in full force and effect.

Sec. 9. Repealing Clause. - All laws, decrees, executive orders, proclamation, rules and regulations, and other issuances, or part or parts thereof, which are inconsistent with the provisions of this Act, are hereby repealed, amended or modified accordingly.

Sec. 10. Effectivity Clause. - This Act shall take effect fifteen (15) days after its complete publication in the Official Gazette or in at least two (2) newspapers of general circulation.