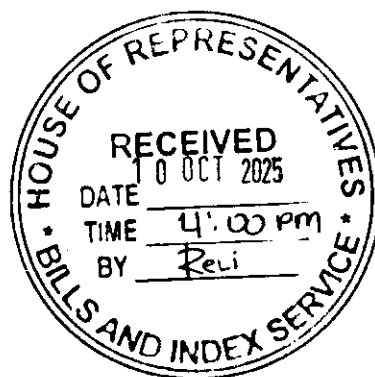




Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 5466

Introduced by **Representative MA. RENE ANN LOURDES G. MATIBAG**

**AN ACT MANDATING THE TEACHING OF LOCAL HISTORY, CULTURE,
LANGUAGE, AND ARTS IN ELEMENTARY EDUCATION TO PROMOTE PRIDE OF
PLACE AND STRENGTHEN NATIONAL IDENTITY, AND FOR OTHER PURPOSES**

EXPLANATORY NOTE

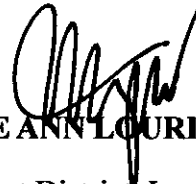
The roots of national identity are grounded in the stories, traditions, languages, and cultural expressions of our local communities. Yet in many parts of the country, young Filipinos grow up more familiar with foreign cultures than with the history, language, and heritage of their own hometowns.

This Bill seeks to address that gap by mandating the teaching of local history, culture, language, and arts in all elementary schools, public and private. Through early exposure to their own community's heritage — from its historical milestones to its traditional crafts, music, festivals, and native language — children will develop a stronger sense of belonging, pride, and responsibility toward the preservation of their cultural identity.

The measure also mandates the active participation of local government units (LGUs), national cultural agencies, heritage institutions, and local experts in crafting localized modules and conducting cultural mapping, ensuring that instruction is accurate, relevant, and reflective of the community's unique character.

Incorporating local history and culture into basic education is not only a tool for preserving heritage; it is also a vital strategy for nation-building. A child who appreciates their own roots becomes an adult who values the nation's diversity and unity.

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



REP. MA. RENE ANN LOURDES G. MATIBAG

First District, Laguna



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

SECTION 1. *Short Title.* This Act shall be known as the “*Local History, Culture, Language, and Arts Education Act.*”

SECTION 2. *Declaration of Policy.* It is hereby declared the policy of the State to promote pride of place, cultural appreciation, and national identity through the early education of Filipino children. The State recognizes the value of local history, indigenous and regional languages, heritage, cultural icons, and traditional arts in fostering patriotism, cultural continuity, respect for diversity, and inclusive nation-building.

SECTION 3. *Coverage.* This Act shall apply to all public and private elementary schools in the Philippines, including those operated by the Department of Education (DepEd), local government units (LGUs), and private educational institutions.

SECTION 4. *Integration in the Curriculum.*

(a) **Mandatory Instruction.** — DepEd shall integrate the teaching of the following into the elementary curriculum, particularly in Araling Panlipunan and related subjects:

1. **Local History** — historical events, notable personalities, and milestones of the city, municipality, or province where the school is located;

2. Local Culture — customs, traditions, intangible heritage, including oral traditions, festivals, and practices;
3. Local Language — introduction and basic instruction in the local or regional language/dialect, with emphasis on vocabulary, expressions, and cultural relevance;
4. Local Cultural Products and Icons — tangible heritage such as crafts, delicacies, costumes, tools, artworks, architecture, and landmarks;
5. Local Arts — performing arts, music, dances, visual arts, crafts, and literary works unique to the locality.

(b) Cultural Mapping. — Each LGU, in coordination with schools, the National Commission for Culture and the Arts (NCCA), and other cultural agencies, shall conduct cultural mapping to identify and document the elements to be taught.

SECTION 5. *Development of Teaching Materials.* DepEd, in coordination with the NCCA, the Komisyon sa Wikang Filipino (KWF), the National Historical Commission of the Philippines (NHCP), the National Museum of the Philippines, the National Library of the Philippines, the Department of Tourism (DOT), the National Commission on Indigenous Peoples (NCIP), and LGUs, shall develop localized and age-appropriate learning modules and instructional materials in print, audio-visual, and digital formats.

SECTION 6. *Teacher Training.* DepEd, with assistance from state universities and colleges (SUCs), the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), local historians, cultural workers, and heritage experts, shall implement capacity-building programs for teachers on the teaching of local history, language, and culture.

SECTION 7. *Role of Local Government Units.* LGUs shall:

- (a) Provide technical assistance and resource materials;
- (b) Facilitate access to museums, heritage sites, libraries, and cultural institutions;
- (c) Support cultural mapping and documentation efforts; and
- (d) Assist in organizing local cultural immersion activities for students.

SECTION 8. *Role of Other Agencies.*

- (a) NCCA, NHCP, National Museum, National Library— Provide technical guidance, research, and archival support;
- (b) KWF and NCIP — Ensure proper treatment of regional and indigenous languages and cultural traditions;
- (c) CHED and TESDA — Integrate support for teacher education and training programs;

(d) DOT — Promote linkages with local cultural tourism initiatives that highlight heritage education.

SECTION 9. *Funding.* The amount necessary to implement this Act shall be charged against the current appropriations of DepEd. Thereafter, such sums as may be necessary for its continued implementation shall be included in the annual General Appropriations Act. LGUs are likewise authorized to allocate funds from their local development fund for the purposes of this Act.

SECTION 10. *Monitoring and Evaluation.*

(a) **Annual Reports.** — DepEd, in coordination with NCCA, KWF, NHCP, CHED, TESDA, NCIP, DOT, DILG, and LGUs, shall submit to Congress an **annual report** on the implementation of this Act. The report shall include:

1. The extent of curriculum integration across regions;
2. The number of schools implementing localized modules;
3. Teacher training and capacity-building outcomes;
4. Results of cultural mapping activities;
5. Best practices and challenges encountered; and
6. Recommendations for further improvement.

(b) **Impact Assessment.** — Every five (5) years, the DepEd, in partnership with independent evaluators such as academic institutions or policy research organizations, shall conduct a **comprehensive impact assessment** on how the integration of local history, culture, language, and arts has affected student learning outcomes, cultural awareness, and community participation.

(c) **Public Access.** — All monitoring and evaluation reports shall be made available to the public through the DepEd website and other official government channels.

SECTION 11. *Implementing Rules and Regulations (IRR).* Within ninety (90) days from the effectivity of this Act, DepEd, in consultation with NCCA, KWF, NHCP, the National Museum, the National Library, CHED, TESDA, DOT, NCIP, DILG, LGUs, and other stakeholders, shall promulgate the necessary IRR.

SECTION 12. *Separability Clause.* If any provision of this Act is declared unconstitutional or invalid, the other provisions not affected shall remain in full force and effect.

SECTION 13. *Repealing Clause.* All laws, decrees, executive orders, rules, and regulations inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SECTION 14. *Effectivity.* 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.

Approved,