

**Republic of the Philippines
HOUSE OF REPRESENTATIVES
Batasan Hills, Quezon City**

**TWENTIETH CONGRESS
First Regular Session**



HOUSE RESOLUTION 999

**Introduced by
ACT Teachers Party-List Rep. ANTONIO L. TINIO,
Gabriela Women's Party Rep. SARAH JANE I. ELAGO,
and KABATAAN Party-List Rep. RENEE LOUISE M. CO**

**RESOLUTION
CALLING FOR AN URGENT INVESTIGATION, IN AID OF LEGISLATION,
INTO THE COMMISSION ON HIGHER EDUCATION'S PROPOSED
REFRAMED GENERAL EDUCATION CURRICULUM COMPONENT FOR
HIGHER EDUCATION, AND URGING THE CHED TO JUNK THE SAME,
REVIEW THE 2013 GENERAL EDUCATION CURRICULUM AND
CONDUCT GENUINE CONSULTATIONS WITH FACULTY
ORGANIZATIONS, DISCIPLINE-BASED EXPERT PANELS,
AND STUDENTS**

WHEREAS, the Philippine government is mandated by the 1987 Constitution to “establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.” (Article XIV, Section 2(1)). The kind of education it must establish is one that recognizes the vital role of the youth in nation-building, inculcates in them patriotism and nationalism, and encourages their involvement in public and civic affairs;

WHEREAS, the Commission on Higher Education (CHED) is currently making the rounds with a proposed revised new curriculum for all public and private higher education institutions (HEIs), contained in a CHED draft memorandum order (CMO) having the subject “Policies, Standards and Guidelines on the Reframed General

Education Curriculum Component: Philosophy, Structure, Development Mechanisms, and Quality Assurance”;

WHEREAS, the proposed Reframed General Education Curriculum Component (RGECC) sets a “national minimum” of 18 GE units for all HEIs, except for autonomous HEIs which are allowed to expand their required GE to a maximum of 36 units. The 18-unit “core and mandated GE courses” are Professional Communication; Global Trends and Emerging Technologies; Data, Evidence, and Ethics in a Knowledge Society; Rizal and Philippine Studies; and Labor Education, while the “institutional GE courses” will depend on the particular HEI but must be “identity-driven, cross-program, [and] non-specialized”;

WHEREAS, per the CHED’s timeline, the RGECC “shall be initially implemented for pilot testing in selected higher education institutions and programs by Academic Year (AY) 2026–2027. Full implementation shall commence in AY 2027–2028 for all new student cohorts.” (Section 14, draft CMO);

WHEREAS, several teacher organizations and academic professional organizations, as well as individual instructors, professors, and academics, came out with their opposition to the RGECC, flagging (1) its erasure of vital subjects that inculcate critical thinking, historical consciousness, and social responsibility, (2) its “market-driven and job-centric framework,” (3) the labor implications of eliminating half of the current mandatory courses, and (4) CHED’s lack of study and genuine consultation with affected stakeholders especially teachers and students;

WHEREAS, a position paper signed by more than 1,500 education stakeholders described the RGECC as a “Frankenstein’s monster of a curriculum—stitched together from corporate buzzwords rather than a coherent vision of humanity,” and calls on CHED to junk the proposal altogether. The oppositors add that “[t]he market-driven and job-centric framework of the proposal, which treats HEIs as merely factories of employable workers rather than shapers of socially conscious citizens, does not respond to our people’s needs in a world of wars, genocide and inequality where we need more, not less GE”;

WHEREAS, the “reframed” GE will add to the damages brought by past curriculum “reforms” both in basic education and tertiary education, including (1) the so-called “Makabayan” for elementary and high school instituted by the Department of Education through the 2002 Basic Education Curriculum (BEC) which compressed various subjects into clusters (such as “Geography, History, and Civics” in elementary and “Social Studies” in high school), (2) the K to 12 system instituted by the 2013

Enhanced Basic Education Act which extended basic education to 13 years of kindergarten, elementary, junior high school, and senior high school towards students who have acquired “the competence to engage in work and be productive” (Section 2, Republic Act 10533), (3) the further “reforms” instituted by DepEd via the MATATAG curriculum in 2023 and the Strengthened Senior High School Program beginning 2025 which further watered down the required subjects for basic education, and (4) the 2013 General Education Curriculum (GEC) for tertiary education instituted by CHED which gutted the old GEC into 36 units;

WHEREAS, the proposed RGECC will erase Understanding the Self, Contemporary World, Purposive Communication, Art Appreciation, Ethics, Readings in Philippine History, Mathematics in the Modern World, and Science and Technology and Society as mandatory and separate GE subjects. This is on top of the earlier deletion of Filipino, Panitikan, and Philippine Government and Constitution by virtue of CMO 20, series of 2013;

WHEREAS, from a reading of the RGECC’s “core and mandated GE courses,” it appears that the CHED views higher education as a tool to manufacture a workforce tailored to a market that demands “digital literacy,” “entrepreneurial competencies,” and “global citizenship” (Section 2, draft CMO) while sacrificing critical thinking, historical understanding, ethical reasoning, and appreciation of culture;

WHEREAS, cutting GE in half and removing standalone humanities courses as mandated subjects will inevitably shrink departments, reduce teaching loads, and threaten the job security of teachers, especially in private universities where employment is directly tied to units and assigned teaching loads;

WHEREAS, notwithstanding the CHED’s denials, the compression of several disciplines in the guise of “interdisciplinarity” and addressing alleged redundancies with the basic education curriculum and with professional education and specialization courses will necessarily result in removal of subjects and displacement of faculty;

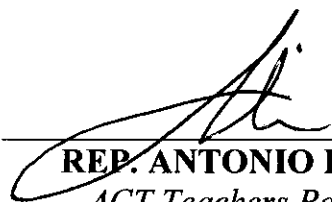
WHEREAS, the proposed overhaul also fails to provide clear safeguards for teachers’ employment and fails to spell out funding for retraining and transition support. This will necessarily lead to a repeat of the experience during the K to 12 rollout where schools and teachers were left to their own devices, as mere collateral damage of “reform,” amid the massive displacement of faculty and reduction of workloads;

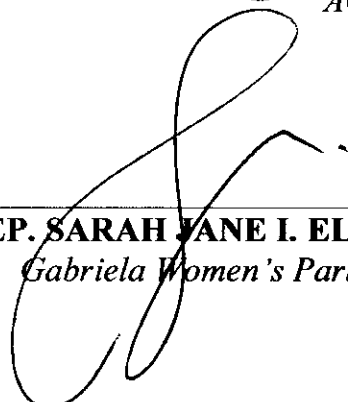
WHEREAS, faculty and academic professional organizations also call CHED out for repeating its top-down process of imposing reforms, a habit of CHED’s seen from past curricular revisions and adjustments when it merely presented draft memorandum orders to the public “not for consultation but ‘for your information’.”

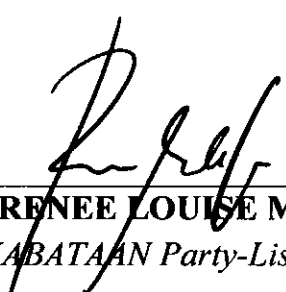
NOW, THEREFORE, BE IT RESOLVED, that the House of Representatives call for an urgent investigation, in aid of legislation, into the CHED's proposed Reframed General Education Curriculum Component for higher education for (1) its erasure of vital subjects that inculcate critical thinking, historical consciousness, and social responsibility, (2) its "market-driven and job-centric framework," (3) the labor implications of eliminating half of the current mandatory courses, and (4) CHED's lack of study and genuine consultation with affected stakeholders, including teachers and students.

BE IT RESOLVED, that the House of Representatives urge the CHED to junk the RGECC, review the 2013 General Education Curriculum and conduct genuine consultations with faculty organizations, discipline-based expert panels, and students.

Approved,



REP. ANTONIO L. TINIO
ACT Teachers Party-List

REP. SARAH JANE I. ELAGO
Gabriela Women's Party

REP. RENEE LOUISE M. CO
KABATAAN Party-List