

FIFTEENTH CONGRESS OF THE REPUBLIC)
OF THE PHILIPPINES)
Second Regular Session)

12 FEB -7 AM 1:00

SENATE

P.S. RES. NO. 704

RE:

BY: 

Introduced by SENATOR PIA S. CAYETANO and SENATOR ALAN PETER S. CAYETANO

A RESOLUTION

DIRECTING THE SENATE COMMITTEE ON EDUCATION, ARTS AND CULTURE TO LOOK INTO, IN AID OF LEGISLATION, THE DEPARTMENT OF EDUCATION (DepEd) PROPOSED CURRICULUM FOR THE IMPLEMENTATION OF THE K TO 12 PROGRAM, ESPECIALLY ON THE REPORTED NON-INCLUSION OF SCIENCE AS A SEPARATE SUBJECT FOR GRADES I AND II

WHEREAS, upon inquiry with the Curriculum Development Division of the Department of Education (DepEd), we were informed that under the present Basic Education Curriculum (BEC), public school students in Grades I and II are not taught Science as a separate subject;

WHEREAS, according to DepEd, Science education for Grades I and II is currently integrated in the English subject, which includes simple Science and Health concepts and interaction with one's immediate environment;

WHEREAS, DepEd referred to a congested curriculum as the reason for the integration of Science in English, given the limited timeframe in a school year and the possible overlap of certain concepts in different subject areas;

WHEREAS, upon inquiry, the DepEd has confirmed that even in the K to 12 program, Science and Health will remain integrated in English and will still not be considered as a separate subject for Grades I and II;

WHEREAS, given the reports that DepEd will implement the K to 12 program in this coming school year, it is important that the Senate looks into the core subjects that will be part of the curriculum;

WHEREAS, the latest DepEd Basic Education Statistics reveal that Grade VI and Second Year high school students garnered the lowest achievement rates in Science for the School Year (SY) 2010-2011 compared to four (4) other tested subjects – Mathematics, English, Hekasi/Araling Panlipunan and Filipino;

WHEREAS, international tests assessing Science and Mathematics teaching and learning, such as the Trends in International Mathematics and Science Study (TIMSS) and the World Economic Forum (WEF) Global Competitiveness Report depicted a grim scenario with regard to the quality of science and mathematics education in the Philippines;

WHEREAS, in the 2003 TIMMS, Grade IV Filipino students ranked 23rd out of 25 participating countries in both Science and Mathematics while Second Year high school students ranked 43rd out of 45 countries in Science, and 34th out of 38 countries in Mathematics;

WHEREAS, based on the 2011-2012 World Economic Forum (WEF) Global Competitiveness Report, the Philippines garnered a dismal rank of 115th in terms of the quality of Mathematics and Science education, and a similarly disappointing rank of 110th in terms of the quality of primary education, out of 142 countries;

WHEREAS, according to the same WEF report, Singapore (1st), Malaysia (23rd), Brunei Darussalam (25th), Indonesia (53rd), Vietnam (59th), Thailand (60th), and Cambodia (97th), all surpassed the Philippines in terms of the quality of Mathematics and Science education;

WHEREAS, most of our Southeast Asian neighbors namely Malaysia, Thailand, Vietnam, Brunei Darussalam, Cambodia and Myanmar teach Science as a separate subject in their current Grades I and II curriculum;

WHEREAS, the latest World Bank data in Science & Technology shows that the Philippines lag behind Malaysia, Bangladesh, Thailand, Vietnam and Indonesia in the number of scientific and technical journal articles published in the country;

WHEREAS, there is an alarming trend of continuing decline in young people's interest in scientific studies and in careers in science and technology;

WHEREAS, the continued adoption of the current BEC of DepEd puts the young and future generations of Filipinos at a major disadvantage compared to the citizens of neighboring countries in the fields of science and technology;

WHEREAS, private schools in the Philippines like De La Salle, Ateneo de Manila, St. Scholastica's College, Xavier School, Saint Pedro Poveda College and majority of well-known private schools all have a dedicated Science subject in their primary school curriculum;

WHEREAS, the children of today are the scientists, physicists, chemists, biologists and researchers of tomorrow;

WHEREAS, in this age of knowledge, information and technology, Science continues to take on an even greater importance in the social, economic, and political development of countries and the lives of people, a trend that will continue for centuries;

WHEREAS, the availability of more people with science education and training plays a significant role in the development of our country's economy capable of competing in the global arena;

WHEREAS, according to the Organization for Economic Cooperation and Development (OECD), comparative surveys indicate that interest in science, technology and mathematics develops at the primary and secondary levels of education, and it is very difficult to fill the gaps acquired in early years;

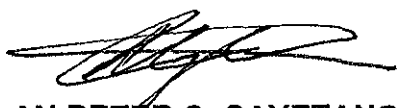
WHEREAS, the exclusion of Science as a core subject in the first two years of primary education may create a crucial gap in the learning curve of students, thereby preventing children from developing an interest in science at an early age and further weakening the country's global competitiveness in terms of science education;

WHEREAS, to further improve the state of science instruction and learning in the country, it is imperative that science education be strengthened at the earliest level in our educational system;

NOW THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the Senate Committee on Education, Culture and Arts is directed to review, in aid of legislation, the current DepEd curriculum for basic education, especially on the non-inclusion of Science as a separate subject for Grades I and II.

Adopted,


PIA S. CAYETANO
Senator


ALAN PETER S. CAYETANO
Senator