

SEP 27 2018

SENATE
S. No. 3286

*Prepared by the Committees on Education, Arts and Culture; Ways and Means; and Finance
with Senators Recto, Legarda, Angara, and Drilon as authors*

**AN ACT
ENHANCING THE PHILIPPINE BASIC EDUCATION SYSTEM
BY STRENGTHENING ITS CURRICULUM
AND INCREASING THE NUMBER OF YEARS FOR BASIC EDUCATION,
APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES**

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

1 **SECTION 1. Short Title.** - This Act shall be known as the “**Enhanced Basic Education**
2 **Act of 2012**”.

3
4 **SEC. 2. Declaration of Policy.** - The State shall establish, maintain and support a
5 complete, adequate, and integrated system of education relevant to the needs of the people,
6 the country and society – at large.

7
8 Likewise, it is hereby declared the policy of the State that every graduate of
9 basic education shall be an empowered individual who has learned, through a program that is
10 rooted on sound educational principles and geared towards excellence, the foundations for
11 learning throughout life, the competence to engage in work and be productive, the ability to
12 coexist in fruitful harmony with local and global communities, the capability to engage in
13 autonomous, creative, and critical thinking, and the capacity and willingness to transform others
14 and one's self.

15
16 For this purpose, the State shall create a functional basic education system that will
17 develop productive and responsible citizens equipped with the essential competencies, skills and
18 values for both life-long learning and employment. In order to achieve this, the State shall:

- 19
20 a) Give every student an opportunity to receive quality education that is globally
21 competitive based on a pedagogically sound curriculum that is at par with
22 international standards;
- 23
24 b) Broaden the goals of high school education for college preparation, vocational and
25 technical career opportunities as well as creative arts, sports and
26 entrepreneurial employment in a rapidly changing and increasingly globalized
27 environment; and

- 1 c) Make education learner-oriented and responsive to the needs, cognitive and
2 cultural capacity, the circumstances and diversity of learners, schools and
3 communities through the appropriate languages of teaching and learning,
4 including mother tongue as a learning resource.
5

6 **SEC. 3. Basic Education.** Basic education is intended to meet basic
7 learning needs which provides the foundation on which subsequent learning can be
8 based. It encompasses kindergarten, elementary and secondary education as well as
9 alternative learning systems for out-of-school learners and those with special needs.
10

11 **SEC. 4. Coverage of Enhanced Basic Education.** The enhanced basic education
12 program encompasses at least one (1) year of kindergarten education, six (6) years of
13 elementary education, and six (6) years of secondary education, in that sequence. Secondary
14 education includes four (4) years of junior high school and two (2) years of senior high school
15 education.
16

17 Kindergarten Education shall mean one (1) year of preparatory education for children
18 at least five (5) years old as a prerequisite for Grade I.
19

20 Elementary Education refers to the second stage of compulsory basic education which
21 is composed of six (6) years. The entrant age to this level is typically six (6) years old.
22

23 Secondary Education refers to the third stage of compulsory basic education. It
24 consists of four (4) years of junior high school education and two (2) years senior high school
25 education. The entrant age to the junior and senior high school levels are typically twelve (12)
26 and sixteen (16) years old, respectively.
27

28 **SEC. 5. Curriculum Development.** – The DepEd, in coordination with the
29 Commission on Higher Education (CHED), the Technical Education and Skills
30 Development Authority (TESDA), and other relevant stakeholders shall formulate the design
31 and details of the enhanced basic education curriculum consistent with Section 2 of this
32 Act, taking into consideration the decongestion of the existing curriculum. Paramount
33 consideration shall be given to ensure college and work readiness and to avoid remedial
34 and duplication of basic education subjects at the post-secondary level.
35

36 To achieve an effective enhanced basic education curriculum, DepEd shall
37 undertake consultations with other national government agencies and other stakeholders
38 including, but not limited to, the Department of Labor and Employment (DOLE),
39 Professional Regulation Commission (PRC), private and public schools associations,
40 national student organizations, national teacher organizations, parents-teachers
41 associations, and the chambers of commerce and/or industry associations on matters
42 affecting the concerned stakeholders.
43

44 **SEC. 6. Curriculum Review and Assessment Committee.** – There shall be created
45 a Curriculum Review and Assessment Committee, chaired by the DepEd Secretary or a
46 duly authorized representative, and with members composed of, but not limited to, heads
47 or duly authorized representatives of the following:
48

- 49 (1) Commission on Higher Education (CHED);
- 50 (2) Technical Education and Skills Development Authority (TESDA);
- 51 (3) National Commission for Culture and the Arts (NCCA);
- 52 (4) An association of private education institutions;
- 53 (5) An association of public tertiary education institutions;
- 54 (6) A teachers' organization;
- 55 (7) Chambers of commerce and/or relevant industry associations.

1
2 The Review and Assessment Committee shall oversee the annual review and
3 evaluation on the implementation of the basic education curriculum and recommend to
4 the DepEd the formulation of necessary refinements in the curriculum.
5

6 The Review and Assessment Committee shall meet at least four (4) times a year and
7 hold such other meetings at the call of the chairman or a majority of the members. The
8 members shall not be entitled to compensation or remuneration in the performance of said
9 functions.
10

11 **SEC. 7. *Teacher Education and Training.*** – To ensure that the enhanced basic
12 education program meets the demand for quality teachers and school leaders, the DepEd
13 and CHED, in collaboration with relevant partners in government, academe, industry, and
14 non-governmental organizations, shall conduct teacher education and training programs, as
15 specified:
16

- 17 a) *In-service Training on Content and Pedagogy* – Current DepEd teachers shall be
18 re-trained to meet the content and performance standards of the new K-12
19 curriculum.
20

21 The DepEd shall ensure that private education institutions shall be given
22 the opportunity to avail of such training;
23

- 24 b) *Training of New Teachers* – New graduates of the current Teacher
25 Education curriculum shall undergo additional training, upon hiring, to upgrade
26 their skills to the content standards of the new curriculum. Furthermore, CHED,
27 in coordination with DepEd and relevant stakeholders, shall ensure that the
28 Teacher Education curriculum offered in these TEIs will meet the necessary
29 quality standards for new teachers.
30

- 31 c) *Training of School Leadership* – Superintendents, Principals, Subject
32 Area Coordinators, and other instructional school leaders shall likewise
33 undergo workshops and training to enhance their skills on their role as
34 academic, administrative, and community leaders.
35

36 Henceforth, such professional development programs as those stated above
37 shall be initiated and conducted regularly throughout the school year to ensure constant
38 upgrading of teacher skills.
39

40 **SEC. 8. *Hiring of Graduates of Science, Mathematics, Statistics Engineering***
41 ***and Other Specialists in Subjects with a Shortage of Qualified Applicants, Technical-***
42 ***Vocational Courses and Higher Education Institution Faculty.*** – Notwithstanding the
43 provisions of Sections 26, 27 and 28 of Republic Act No. 7836, otherwise known as the
44 Philippine Teachers Professionalization Act of 1994, the DepEd and private education
45 institutions may hire, as may be relevant to the particular subject:
46

- 47 a) Graduates of science, mathematics, statistics, engineering, music and other
48 degree courses with shortages in qualified LET applicants to teach in
49 their specialized subjects in the elementary and secondary education: *Provided,*
50 That they pass the LET within five (5) years after their date of hiring. *Provided*
51 *further,* that if such graduates are willing to teach on part-time basis, the
52 provisions of LET shall no longer be required;
53

- 54 b) Graduates of technical-vocational courses to teach in their specialized subjects in
55 the secondary education: *Provided,* That these graduates possess the

1 necessary certification issued by TESDA: *Provided further*, That they undergo
2 appropriate in-service training to be administered by DepEd;

3
4 c) Faculty of higher education institutions (HEIs) be allowed to teach in their
5 general education or subject specialties in the secondary education: *Provided*, That
6 the faculty must be a holder of a relevant Master's degree, or Master's Degree
7 with the relevant professional license, and must have satisfactorily served as a full-
8 time HEI faculty;

9
10 d) The DepEd and Private Education Institutions may hire practitioners, with
11 expertise in the specialized learning areas offered by the Basic Education
12 Curriculum, to teach in the Secondary Level; *Provided*, that they teach on part-
13 time basis only. For this purpose, the DepEd, in coordination with the
14 appropriate government agencies, shall determine the necessary qualification
15 standards in hiring these experts.

16
17 **SEC. 9. Medium of Instruction.** – The mother tongue of the learner also known as
18 the first language (FL), home language, native language or vernacular shall be the primary
19 medium of instruction for teaching and learning from the kindergarten level to Grade 3 of
20 the elementary education. The DepEd in coordination with the Commission on Filipino
21 Language and in close collaboration with academic and research institutions concerned with
22 education shall formulate a mother-tongue-based multilingual framework for teaching and
23 learning in the kindergarten and elementary education.

24
25 **SEC. 10. Career Guidance and Counselling Advocacy.** – To properly guide the
26 students in choosing the career tracks that they intend to pursue, the DepEd, in coordination
27 with DOLE, TESDA and CHED, shall regularly conduct career advocacy activities for
28 secondary level students. Notwithstanding the provisions of Section 27 of Republic Act
29 No. 9258, otherwise known as the *Guidance and Counselling Act of 2004*, career and
30 employment guidance counsellors, who are not registered and licensed guidance
31 counsellors, shall be allowed to conduct career advocacy activities to secondary level
32 students of the school where they are currently employed.

33
34 **SEC. 11. Expansion of E-GASTPE Beneficiaries.** – The benefits accorded by
35 Republic Act No. 8545, or the *Expanded Government Assistance for Students and Teachers*
36 *in the Private Education Act*, shall be extended to qualified students enrolled under the
37 enhanced basic education.

38
39 The DepEd shall engage the services of private education institutions and non-
40 DepEd schools offering senior high school through the programs under RA. 8545, and
41 other financial arrangements formulated by DepEd and DBM based on the principles
42 of public-private partnership.

43
44 **SEC. 12. Implementing Rules and Regulations.** – Within ninety (90) days after
45 the effectivity of this Act, the DepEd, in coordination with CHED and TESDA, and in
46 consultation with the Department of Budget and Management (DBM), shall
47 promulgate the rules and regulations needed for the implementation of this Act.

48
49 For this purpose, the DepEd shall consult resource persons from the following
50 sectors:

- 51
52 a) A parents' association;
53 b) An association of private education institutions;
54 c) An association of public tertiary education institutions;
55 d) A teachers' organization; and
56 e) Chambers of commerce and/or relevant industry associations

1
2 **SEC. 13. Appropriations.** – The Secretary of Education shall include in the
3 Department’s program the operationalization of the enhanced basic education program, the
4 initial funding of which shall be charged against the current appropriations of the DepEd.
5 Thereafter, the amount necessary for the continued implementation of the enhanced basic
6 education program shall be included in the annual General Appropriations Act.
7

8 **SEC. 14. Transitory Provisions.** – The DepEd, CHED and TESDA shall formulate
9 the appropriate strategies and mechanisms needed to ensure smooth transition from the
10 existing ten (10) years basic education cycle to the enhanced basic education (K-12) cycle.
11 The strategies may cover changes in physical infrastructure, manpower, organizational and
12 structural concerns, bringing models linking grade 10 competencies and the entry
13 requirements of new tertiary curricula, and partnerships between the government and other
14 entities. Modeling for senior high school may be implemented in selected schools to
15 simulate the transition process and provide concrete data for the transition plan.
16

17 To manage the initial implementation of the enhanced basic education program and
18 mitigate the expected multi-year low enrolment turnout for HEIs and Technical
19 Vocational Institutions (TVIs) starting School Years 2016-2017, the DepEd shall engage
20 in partnerships with HEIs and TVIs for the utilization of the latter’s human and physical
21 resources. Moreover, the DepEd, CHED, TESDA, TVIs and HEIs shall coordinate
22 closely with one another to implement strategies that ensure the academic, physical,
23 financial, and human resource capabilities of HEIs and TVIs to provide educational and
24 training services for graduates of the enhanced basic education program to ensure that
25 they are not adversely affected. The faculty of HEIs and TVIs allowed to teach students of
26 secondary education under Section 10 hereof, shall be given priority in hiring for the
27 duration of the transition period. For this purpose, the transition period shall be provided for
28 in the Implementing Rules and Regulations (IRR).
29

30 **SEC. 15. Separability Clause.** – If any provision of this Act is held
31 invalid or unconstitutional, the same shall not affect the validity and effectivity of the
32 other provisions hereof.
33

34 **SEC. 16. Repealing Clause.** – Pertinent provisions of Batas Pambansa Bilang 232 or
35 the Education Act of 1982 , Republic Act No. 9155 or the Governance of Basic Education
36 Act of 2011, Republic Act No. 9258, Republic Act No. 7836, Republic Act No. 1425 or the
37 inclusion in the College Curricula, The Life, Works and Writings of Jose Rizal, and all other
38 laws, decrees, executive orders and rules and regulations contrary to or inconsistent with the
39 provisions of this Act are hereby repealed or modified accordingly.
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41 **SEC. 17. Effectivity Clause.** – This Act shall take effect fifteen (15) days after its
42 publication in the *Official Gazette* or in two (2) newspapers of general circulation.
43

44 *Approved,*
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