

EIGHTEENTH CONGRESS OF THE
REPUBLIC OF THE PHILIPPINES
First Regular Session

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Senate
Office of the Secretary

SENATE

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S. B. NO. 860

RECEIVED BY: J

Introduced by **SENATOR JOEL VILLANUEVA**

**AN ACT INSTITUTING VALUES EDUCATION IN THE K-12
CURRICULUM AND ENHANCING THE EDUKASYON SA
PAGPAPAKATAO PROGRAM BY INCORPORATING THE
TEACHING OF GOOD MANNERS AND RIGHT CONDUCT AND
INCLUDING CHARACTER BUILDING ACTIVITIES**

EXPLANATORY NOTE

The Philippine Republic has always upheld human, ethical, moral, and spiritual universal and inter-religious values.

Article XIV, Section 8 of the 1935 Philippine Constitution asserts the first official state policy on values education, and provides that "[a]ll educational institutions shall aim to develop moral character, personal discipline, civic conscience and vocational efficiency, and teach the duties of citizenship."

Meanwhile, Article XIV, Section 4 of the 1973 Constitution adds that "[a]ll educational institutions shall aim to inculcate love of country, teach the duties of citizenship and develop moral character, personal discipline and scientific, technological and vocational efficiency."

The present 1987 Constitution is replete with the same affirmations. In the preamble it states: "We, the sovereign Filipino people, imploring the aid of Almighty God in order to build a just and humane society and establish a government that will embody our ideals and aspirations, promote the common good, conserve and develop our patrimony, and secure to ourselves and our posterity the blessings of independence and democracy under the rule of law and regime of truth, justice, freedom, love, equity and peace, do ordain and promulgate this Constitution."

Article II, Section 2, Section 13 and Section 17 also echoes this, as follows:

Article II, Section 2. All educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect of 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.

Article II, Section 13. The State recognizes the vital role of the youth in nation-building and shall promote and protect their physical, moral, spiritual, intellectual and social well-being. It shall inculcate in the youth: patriotism and nationalism, and encourage their involvement in public and civic affairs.

Article II, Section 17. The state shall give priority to education, science and technology, arts, culture and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development.

From these Constitutional provisions, it is clear that the State must aspire to develop an enlightened, nationalistic, creative, productive and disciplined citizenry, with strong ethical and spiritual values. It calls teachers and educators to consider values education as an integral part of the curriculum. It is therefore our long overdue and mandatory duty to legislate into law the integration of Values Education into our educational system. Such values education must be comprehensive and include cognitive, attitudinal, behavioral, and psychomotor aspects of Values Education.

In 1988, the then Department of Education Culture and Sports (DECS) has already promulgated a Values Education Program through DECS Order No. 6 s. 1988. Accordingly, the changes brought about by the peaceful revolution of 1986, the new expectations for real freedom and democracy, and the emergence of opportunities for citizens to participate in social transformation and nation building all demand a corresponding re-assessment in the values, attitudes and behaviors of the people.

Yet, while the DECS Values Education Program that evolved into the present DepEd K-12 *Edukasyon sa Pagpapakatao* Program relentlessly sought to hone learner's inner authentic freedom and capacity to make moral and ethical decisions and actions, there seems a resurgence, especially, but not restricted among the younger generations, of behaviors and attitudes contrary to the same human, ethical, moral, and spiritual universal and inter-religious values, enshrined in and upheld by the Constitution.

Corrupt and ungodly practices, drug addiction, unpatriotic and anti-human right stances are rampant in both our public and private institutions, as well as in our personal, social, economic, and political engagements. A culture where impunity, rudeness, disrespect, apathy, duplicity, dishonesty, and an overarching attitude of repugnance towards the Truth, the Good, and the

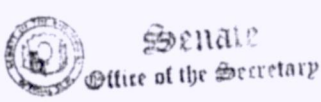
Graceful and Beautiful assumes normalcy, seems to find vigorous emergence.

Has our Values Education emphasized so much on the cognitive-attitudinal aspects that the psychomotor-behavioral aspect has been relatively left out? It is for this reason that this legislation seeks to incorporate the teaching of Good Manners and Right Conduct (GMRC) and to provide for the inclusion of Character Building Activities in the DepEd K-12 *Edukasyon sa Pagpapakatao* Curriculum.

Without prejudice to the cognitive-attitudinal aspects of Values Education, this legislation seeks to provide for the teaching of actual good manners and right conduct, as well as for the inclusion of actual and authentic activities where practicing good manners and right conduct builds learner character.

The immediate passage of this bill is earnestly sought.


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

- 1 **SECTION 1. Short Title.** – This Act shall be known as the “Comprehensive
- 2 Values Education Act.”
- 3
- 4 **SEC. 2. Declaration of Policy.** – The State recognizes the vital role of the
- 5 youth in nation-building and promotes and protects their physical, moral,
- 6 spiritual, intellectual and social well-being. The State also recognizes the
- 7 fundamental role of all educational institutions in the inculcation of patriotism
- 8 and nationalism, fostering of love of humanity, respect of human rights,
- 9 appreciation of the role of national heroes in the historical development of the
- 10 country, teaching the rights and duties of citizenship, strengthening ethical
- 11 and spiritual values, developing moral character and personal discipline,
- 12 encouraging critical and creative thinking, broadening scientific and
- 13 technological knowledge, and promoting vocational efficiency.
- 14
- 15 Towards this end, the State shall inculcate in the youth patriotism and
- 16 nationalism, and to encourage their involvement in public and civic affairs.
- 17 The State shall also give priority to education, science and technology, arts,
- 18 culture and sports to foster patriotism and nationalism, accelerate social
- 19 progress, and promote total human liberation and development.
- 20
- 21
- 22

- 1 **SEC. 3. Definition of Terms.** – The terms in this Act are defined as follows:
2
3 a) **DepEd** shall refer to the Department of Education;
4
5 b) **K-12 Curriculum** shall be understood as the subjects comprising the
6 course of study in the DepEd K to 12 Program;
7
8 c) **K to 12 Program** shall be understood to cover Kindergarten and 12
9 years of Basic Education (six years of Elementary Education, four years
10 of Junior High School, and two years of Senior High School);
11
12 d) **Values Education** shall pertain to:
13
14 i. The process that gives young people initiation into values which
15 aims at student grasp of underlying principles, together with the
16 ability to act on those principles, and the settled disposition to do
17 so;
18
19 ii. Different pedagogies, methods or programs that teachers and/or
20 educators use to create learning experiences for students when it
21 comes to value questions and valuing processes;
22
23 iii. Learning about self and wisdom of life in a self-exploratory,
24 systematic and scientific way through formal education;
25
26 e) **Good Manners and Right Conduct** shall mean certain and particular
27 universally accepted proper modes of behavior and/or ways of acting
28 that convey respect to those one interacts with;
29
30 f) **Character Building Activities** shall mean actual and authentic learning
31 activities wherein by practicing good manners and right conduct, the
32 character of the learners is formed, shaped, and/or built-up.
33

34 **SEC. 4. Institutionalization of Comprehensive Values Education in the K-**
35 **12 Curriculum.** – It is hereby mandated that Values Education shall be an
36 integral and essential part of the DepEd K-12 Program Curriculum.
37

38 For this purpose, DepEd shall revise and expand its Edukasyon sa
39 Pagpapakatao K-12 Curriculum to:
40

- 41 a) completely and coherently cover Basic Education from Kindergarten to
42 Grade 12;
43
44 b) include the teaching of Good Manners and Right Conduct (GMRC); and
45
46 c) Include clear, distinct, specific, and concrete Character Building
47 Activities.
48

1 **SEC. 5. Coverage and Limits of the Comprehensive Values Education.** –
2 Values Education shall be an integral and essential part of the DepEd K-12
3 Program Curriculum, without prejudice to the principles of Separation of
4 Church and State and Freedom of Religion. As such, Values Education as
5 herein provided shall be within the confines of human, ethical, moral, and
6 spiritual universal and/or inter-religious values.
7
8 Comprehensive Values Education shall inculcate among our students the
9 basic tenets of the observance of respect for oneself, others and our elders, of
10 respect for intercultural and interreligious diversity, gender equity, ecology and
11 integrity of creation, peace, and justice, nationalism and global citizenship, as
12 well as the values of patience, perseverance, industry, honesty and integrity,
13 and good faith in dealing with other human beings along with all other
14 universal values.
15
16 **SEC. 6. Medium of Instruction.** – The Mother Tongue-Based Multilingual
17 Education (MTB-MLE) method as provided for by the K-12 Program shall be
18 adopted in teaching Values Education as provided herein.
19
20 The DepEd in coordination with the Commission on Filipino Language and in
21 collaboration with academic and research institutions concerned with
22 education shall formulate a mother tongue-based multilingual framework for
23 teaching and learning.
24
25 **SEC. 7. Implementing Agency.** – DepEd shall be the lead agency in
26 implementing the provisions of this Act.
27
28 **SEC. 8. Funding.** – The amount necessary for the initial implementation of
29 this Act shall be sourced from the current budget of the DepEd. Thereafter,
30 the funds necessary for the continuous implementation of this Act shall be
31 included in the annual General Appropriations Act.
32
33 **SEC. 9. Implementing Rules and Regulations.** – Within ninety (90) days
34 after the effectivity of this Act, the DepEd, in consultation with relevant
35 stakeholders, shall issue the necessary rules and regulations for the effective
36 implementation of this Act.
37
38 **SEC. 10. Separability Clause.** – If any part or provision of this Act shall be
39 held invalid or unconstitutional, the other parts or provisions hereof that are
40 not affected shall remain in full force and effect.
41
42 **SEC. 11. Repealing Clause.** – All laws, decrees, or rules inconsistent with
43 this Act are hereby repealed or modified accordingly.
44
45 **SEC. 12. Effectivity Clause.** – This Act shall take effect fifteen (15) days after
46 its publication in the Official Gazette or in at least two (2) newspapers of
47 general circulation.
48
49 **Approved,**