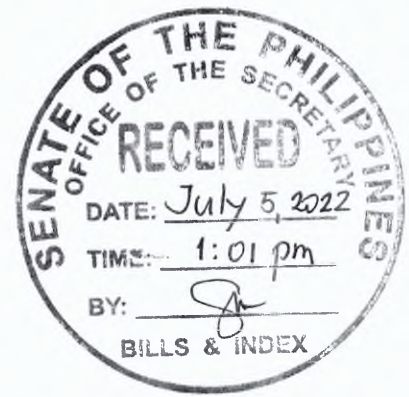


NINETEENTH CONGRESS OF THE )  
REPUBLIC OF THE PHILIPPINES )  
*First Regular Session* )



**SENATE**

**S. No. 11**

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Introduced by Senator **PIA S. CAYETANO**

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**AN ACT**  
**PROVIDING FOR AN EDUCATION ROADMAP TOWARDS GLOBAL**  
**COMPETITIVENESS AND HUMAN CAPITAL DEVELOPMENT**

EXPLANATORY NOTE

In the 18th Congress, the Senate adopted the report of the Committee on Sustainable Development Goals, Innovation, and Futures Thinking on the Futures of Education. The report provided an assessment of the country's education system as well as recommendations to strengthen its capacities, which will ensure adaptability and responsiveness to changes brought about by volatilities, uncertainties, and complexities, and also to equip learners with the skills and competencies required in the future. One such recommendation is the enactment of the then *Educational Roadmap Act*, first filed by the undersigned in the 18th Congress.

Given the profound impact of the Fourth Industrial Revolution in our society, including the futures of work, it is necessary to transform our education system into an adaptive system that is responsive to the rapidly changing needs of the work environment brought about by extraordinary technological advances, as well as the need for soft skills such as the 4 Cs (critical thinking, collaboration, creativity, and communication) and other 21<sup>st</sup> Century skills.

In one of our Committee hearings on the Futures of Education, Dr. Alex Brillantes of the National College of Public Administration and Governance, University

of the Philippines, emphasized how important it is to cooperate, compete, and think globally and act locally, if we are to achieve our preferred future.<sup>1</sup>

Further, Dr. Peter Bishop, Founder and Executive Director of Teach the Future in Houston, Texas, stated that “most educators and the society at large believe that the mission of education is to transmit knowledge and experience” to the next generations. However, he noted that this view means that “knowledge and experience is useful only to the extent that [what] the students [will] have in the future is the same as the world of the past” and “much of what schools teach their learners might actually be irrelevant if the world of the future is not the same as the past.”<sup>2</sup>

Towards this end, the Committee Report on the Futures of Education found that the Philippines needs to produce more graduates that are innovators, futures thinkers, researchers, and solution seekers in order to achieve the best future of education for the country. The Department of Education, together with legislators have taken steps to improve learner outcomes by improving the quality of education in the country through measures such as the “Excellence in Teacher Education Act” and the “Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act”. These measures hope to fuel a globally competitive knowledge-economy while taking into account learners’ individual needs as well as the country’s needs for the future.

The Futures of Education Committee Report also recommends that, to prepare for the Fourth Industrial Revolution, curricula and courses must be redesigned to address the demands of future economies and technologies. Students should be more focused on 21st Century skills and the 4 Cs. Learning should also be more personalized to the capabilities of students. Education must refocus away from learning just one field to developing multiple abilities and skills for a variety of fields, which will keep future workers adaptable to shifting work environments.

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<sup>1</sup> Dr. Alex Brillantes, National College of Public Administration and Governance, University of the Philippines. TSN from 27 May 2020 Hearing on the Futures of Education, p.57.

<sup>2</sup> Dr. Peter Bishop, Founder and Executive Director of Teach the Future in Houston, Texas. TSN from 17 June 2020 Hearing on the Futures of Education, p.7.

Futures thinking is an important concept that provides a different way of envisioning the possible futures of education. More importantly, it enables policymakers to develop a common vision of a desired future through wide participation, introduce innovation, and design robust policies and strategies.<sup>3</sup>

This bill, thus, proposes the establishment of an Education Roadmap that shall provide a common national policy on education to enhance learners' global competitiveness and move us closer to our desired future of education. The Education Roadmap shall incorporate skills and competencies that are needed by industries in order to produce graduates that will be part of a globally competitive workforce. This measure incorporates key findings from the abovementioned Futures of Education Committee Report. It will focus on important components such as: 21st Century skills, holistic development of the learner, teacher competencies, capacity building for centers of excellence, school-to-work transition, languages, and the use of technology, to provide graduates with competencies that will help them have a decent life.

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

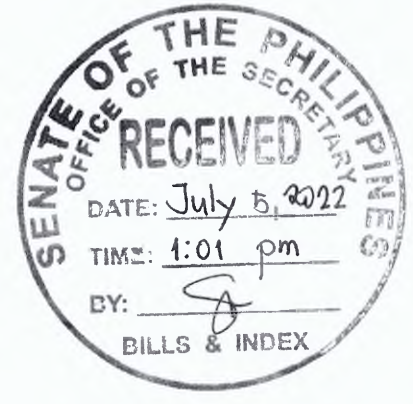
  
PIA S. CAYETANO

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<sup>3</sup> Asian Development Bank. (2020). *Futures thinking in Asia and the Pacific: Why foresight matters for policy makers*.



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**AN ACT**  
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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 "*Education Roadmap*  
2 *Act.*"

3           *Sec. 2. Declaration of Policy.* – The 1987 Constitution guarantees that the State  
4 shall protect and promote the right of all citizens to quality education at all levels and  
5 shall take appropriate steps to make such education accessible to all. The State shall  
6 also establish, maintain, and support a complete, adequate, and integrated system of  
7 education relevant to the needs of the people and the society.

8           In recognition of the important role of education in our society, it shall be the  
9 policy of the State to institutionalize an education roadmap to accelerate human capital  
10 development by focusing on digital skills, 21st Century skills and the 4 Cs (critical  
11 thinking, collaboration, creativity, and communication), and by ensuring lifelong  
12 learning opportunities for all that will prepare Filipinos for the Fourth Industrial  
13 Revolution and beyond. The education roadmap shall also provide the government  
14 with a common policy direction towards global competitiveness and human capital  
15 development.

16           *Sec. 3. Education Roadmap.* – The government, through the Education  
17 Roadmap National Coordinating Council, shall establish an education roadmap which  
18 will provide a common national policy on education, incorporating skills and

1 competencies that are needed by industries in order to produce graduates that will be  
2 part of a globally competitive workforce.

3       Sec. 4. *Roadmap Components.* – The education roadmap shall provide the  
4 policy on the following:

5       (a) *21st Century Skills and the 4 Cs.* - The education roadmap shall prioritize  
6 the development of 21st Century knowledge, skills, and competencies,  
7 such as lifelong learning, adaptability, the 4 Cs (critical thinking,  
8 collaboration, creativity, and communication), digital skills, and other  
9 skills that cut across subject areas and are responsive to the needs of  
10 industry.

11       (b) *Learner Competencies.* - It shall incorporate the review of existing  
12 curricula to ensure that the competencies and skills of learners that are  
13 needed by the industry, both local and international, are integrated  
14 herein. Professional licensing examinations, as they may be required,  
15 should reflect the desired outcomes of the concerned profession, and  
16 should move away from unnecessary memorization and repetition.

17       (c) *Languages.* - The roadmap shall include a policy on improving  
18 competencies in the country's official languages, Filipino and English.  
19 Considering the increasingly global workforce and with English being the  
20 international *lingua franca*, the roadmap shall emphasize honing,  
21 improving, and capitalizing on Filipinos' existing proficiency in English in  
22 order to ensure learners' competitiveness. This shall be aligned with the  
23 Common Framework of Reference for Languages (CFR).

24       (d) *Holistic Development.* - The education roadmap shall focus on the  
25 holistic development of the child and provide support for his/her holistic  
26 well-being.

27       (e) *Use of Technology.* - It shall promote investments in technology and  
28 innovation to enhance education, and provide guidance on their use in  
29 teaching and learning. The roadmap shall explore how remote learning  
30 may be utilized as a supplement to face-to-face learning. It shall provide  
31 ways to ensure that teachers, parents, and learners are prepared for

1 digitalization and innovations in education, including the development of  
2 new tools to complement conventional learning.

3 (f) *Teacher Competencies.* - It shall strengthen capacity building programs  
4 among teachers and other education agents on relevant pedagogical  
5 approaches that are responsive to student needs and that will improve  
6 student learning outcomes, which shall be consistent with the Roadmap  
7 for Teacher Education under Republic Act No. 11713 or the "Excellence  
8 in Teacher Education Act".

9 (g) *Capacity Building for Centers of Excellence.* - The roadmap shall improve  
10 the areas of instruction, research and publication, extension and linkages  
11 and institutional qualification for the country's engagement in the  
12 knowledge-based global economy.

13 (h) *School-to-Work Transition.* - It shall also provide for a policy for the  
14 seamless progression from basic education to higher education vis-a-vis  
15 industry placement. This shall include the strengthening and expanding  
16 of internship, apprenticeship, and dual-training programs for students as  
17 well as expanding collaboration among the government, the academe,  
18 and the industry.

19 (i) *Futures Thinking.* - To ensure the education system's adaptability and  
20 resilience against current challenges and emerging issues, as well as any  
21 uncertainties and possible disruptions in the future, the education  
22 roadmap shall institutionalize and provide an enabling environment for  
23 futures thinking in education and in relevant agencies, including the  
24 private sector, in order to transform mindsets towards a more  
25 international and future-oriented thinking.

26 (j) *Legislation and Budgetary Support.* - The roadmap shall identify any  
27 necessary legislation needed to realize the objectives set forth therein,  
28 or those that need stricter implementation. It shall also identify the areas  
29 that need further budgetary support.

30 *Sec. 5. Education Roadmap National Coordinating Council.* – In order to  
31 promote and implement a common policy direction on quality and accessible education  
32 towards global competitiveness, the Education Roadmap National Coordinating



1 Council is hereby established and is mandated to design, formulate, and monitor the  
2 implementation of the Education Roadmap. It shall be composed of the following:

3 (a) The Chairperson, Committee on Higher Education (CHED), as  
4 Chairperson of the Council;

5 (b) The Secretary, Department of Education (DepEd), as member;

6 (c) The Secretary, Department of Labor and Employment (DOLE), as  
7 member;

8 (d) The Secretary, Department of Science and Technology (DOST), as  
9 member;

10 (e) The Director-General, National Economic and Development Authority  
11 (NEDA), as member;

12 (f) The Chairperson, Professional Regulation Commission (PRC), as  
13 member;

14 (g) The Chairperson, National Youth Commission (NYC), as member; and

15 (h) One (1) representative of the economic sector, as member.

16 *Sec. 6. Participation of the Industry Sector.* – Industry sector representatives  
17 shall be consulted and tapped in the development and implementation of the  
18 Education Roadmap to ensure the alignment of education outcomes with industry  
19 requirements and add to the value of qualifications within the workplace.

20 *Sec. 7. Separability Clause.* – If any provision of this Act is declared  
21 unconstitutional or otherwise invalid, the validity of the other provisions shall not be  
22 affected thereby.

23 *Sec. 8. Repealing Clause.* – All laws, decrees, orders, rules and regulations or  
24 parts thereof inconsistent with this Act are hereby repealed or modified accordingly.

25 *Sec. 9. Effectivity.* – This Act shall take effect after fifteen (15) days from its  
26 publication in the *Official Gazette* or in a newspaper of general circulation.

*Approved,*