

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



'22 JUL 12 P 6 :37

**SENATE**  
S.B. No. 451

RECEIVED

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**INTRODUCED BY SENATOR ROBINHOOD PADILLA**

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**AN ACT**  
**MANDATING THE INCLUSION OF PHILIPPINE HISTORY AS A SEPARATE**  
**SUBJECT IN THE HIGH SCHOOL CURRICULUM**

**EXPLANATORY NOTE**

Apart from its richness in culture and natural beauty, the Philippines bears an abounding history that plays a fundamental role in shaping the country and its people. The indelible influences from Asian, European, and American colonizers have left marks all over the archipelago, which undeniably make up the identity of every Filipino. Over time, the nation's abundant history likewise has produced great men and women, heroes and leaders, whose works and lives we still recognize and celebrate today.

It goes without saying that – to lead this nation into the future would require an understanding of the country's historical roots and cultural heritage in ideally all levels of formal education. Ironically though in 2014, through the Department of Education (DepEd) Order 20, the subject of Philippine History seemed to have been advertently removed from the curriculum of high school students. Under the K-12 basic education curriculum for Social Studies, high school students are bound to be taught a broad range of subjects, such as Asian studies, world history, economics, and contemporary issues.

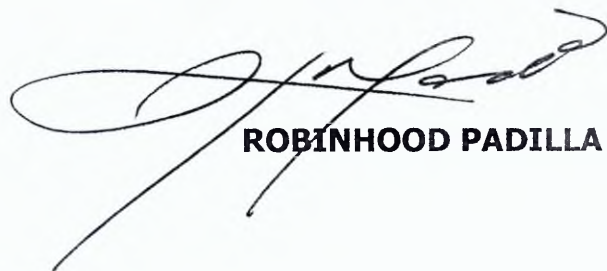
While supporters of this revised curriculum claim that the 'discussion of events on the country's history is naturally integrated into several subjects', this representation is of the firm belief that there must be an independent and definitive subject that comprehensively focuses on the study of our nation's own history. With the present curriculum, the only period wherein students are given the chance to learn about the archipelago's earliest inhabitants, cultural heritage, centuries of colonial

events, and even contemporary facts, among others, will be only until Grade 6 or roughly between the ages of 11 to 12 years old.

It is truly unfortunate for our youth, whom we dub as the hope and future of our nation, to be stripped of the opportunity to wade through the books of our invaluable past.

It is for these reasons that this measure proposes the inclusion of Philippine History as a separate subject in the high school curriculum, which shall be designed to aid our youth in understanding how the society we live in came to be through time.

Lest we forget the old saying that to deny and obliterate people their own understanding of their history is the most effective way to destroy them. In this representation's hope to steer clear from such peril, the passage of this bill is earnestly sought.



**ROBINHOOD PADILLA**

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

1           **SECTION 1. *Mandate of Department of Education.*** – The inclusion of the  
2 Philippine History as a subject in the high school curriculum is hereby mandated to  
3 the Department of Education (DepED).  
4

5           **SEC. 2. *Philippine History Subject.*** – The Philippine History subject shall be  
6 designed to:  
7

- 8           (1) Inculcate the sense of patriotism as embodied by Philippine heroes,  
9           important events, and liberation movements and revolutions;  
10  
11           (2) Instill the rich heritage of our pre-hispanic colonization period;  
12  
13           (3) Emphasize necessary points particulars such as local history, ethnicity,  
14           and culture;  
15  
16           (4) Include the history, culture, and identity of the Bangsamoro People and  
17           Indigenous People;  
18  
19           (5) Expose students to different sources on Philippine history, such as  
20           biographies, interpretive and analytical texts, and journals, and spur  
21           students' critical evaluation thereof;

1 (6) Enable critical thinking and discourse on the effects and relevance of  
2 Philippine historical events, persons, and movements to the present; and  
3

4 (7) Understand the Filipinos' roots grounded on facts and strong historical  
5 tradition, patriotism, and identity as a nation.  
6

7 **SEC. 3. *Implementing Rules and Regulations.*** Within sixty (60) days from  
8 the approval of this Act, the DepEd shall, in consultation with the National Historical  
9 Commission of the Philippines, teachers, historians, and other stakeholders,  
10 promulgate the rules and regulations necessary to implement this Act. The DepEd  
11 shall, upon consultation with the abovementioned, prepare the textbooks and  
12 instructional materials for the teaching of Philippine History.  
13

14 **SEC. 4. *Repealing Clause.*** All laws, decrees, orders, rules and regulations,  
15 other issuances, or parts thereof inconsistent with the provisions of this Act are hereby  
16 repealed or modified accordingly.  
17

18 **SEC. 5. *Separability Clause.*** If any portion or provisions of this Act is  
19 declared void and unconstitutional, the remaining portions or provisions hereof shall  
20 not be affected by such declaration.  
21

22 **SEC. 6. *Effectivity.*** This Act shall take effect fifteen (15) days after its  
23 publication in the Official Gazette or in a newspaper of general circulation.

*Approved,*