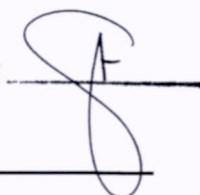


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SENATE
P.S. Res. No. 256

RECEIVED BY: 

Introduced by Senator SONNY ANGARA

RESOLUTION

DIRECTING THE APPROPRIATE SENATE COMMITTEES TO CONDUCT AN INVESTIGATION ON THE POOR SHOWING OF THE PHILIPPINES FOR READING COMPREHENSION, MATHEMATICS, AND SCIENCE LITERACY AMONG 15-YEAR OLD STUDENTS IN THE 2018 ROUND OF THE PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA), WITH THE END-VIEW OF FORMULATING LEGISLATION AND DETERMINING APPROPRIATE BUDGETARY INITIATIVES TO SUPPORT AND IMPROVE ONGOING EFFORTS OF THE PUBLIC AND PRIVATE SECTORS TO RAISE THE QUALITY OF BASIC EDUCATION THROUGHOUT THE COUNTRY

1 WHEREAS, since the year 2000, the Organisation for Economic Co-operation
2 and Development (OECD), has conducted every three years the Programme for
3 International Student Assessment (PISA), which is a worldwide study of educational
4 systems and student's scholastic performance in OECD and non-OECD countries,
5 geared towards providing global benchmarks, facilitating data-sharing between
6 different educational frameworks, and ultimately enabling policymakers and
7 education stakeholders to collaborate and push for meaningful reforms;

8 WHEREAS, out of 79 countries assessed through PISA 2018, the Philippines
9 was the lowest in terms of Reading Literacy (79th), and second from the bottom for
10 Mathematics and Science Literacy (78th), ahead only of the Dominican Republic;

11 WHEREAS, for Overall Reading Literacy, Filipino students scored on average
12 340 points, which is way behind the OECD average of 487 points. Furthermore, out
13 of 7,233 15-year old Filipino students who participated in the study, only 1 out of 5
14 (19.4%) achieved at least the minimum reading proficiency level (level 2).

1 Meanwhile, 59.04 percent of the private school students interviewed and 85.46
2 percent of those from public schools had below-minimum Reading Literacy scores;

3 WHEREAS, in Mathematics Literacy, the Philippines also scored very low with
4 an average of 353 points, much lower than the OECD average of 489 and those of
5 such ASEAN neighbors as Singapore (569), Malaysia (440), Brunei (430), among
6 others. Moreover, only one out of five (19.7%) students interviewed had
7 mathematics proficiency scores between Level 2 (which is the global minimum) and
8 Level 4 (which more or less represents above average). Meanwhile, up to 59.22
9 percent of the respondents from public schools and 33.18 percent from private
10 schools rated below Level 1 Proficiency—which means they had difficulty with
11 answering questions “involving familiar contexts where all relevant information is
12 present and the questions are clearly defined”;

13 WHEREAS, for Scientific Literacy, Filipino respondents only averaged 357
14 points, much lower than the 489 points registered throughout the OECD. Up to
15 77.97 percent—nearly four out of five—of Filipino students assessed had proficiency
16 levels below the minimum standard;

17 WHEREAS, the Philippines participated for the first time in the 2017-2018
18 round of PISA, as outlined in DepEd Order No. 29, s. 2017 entitled “Policy Guidelines
19 on System Assessment in the K to 12 Basic Education Program.” Said Order
20 underscored that for the Department of Education (DepEd) to fulfill its mandate of
21 providing quality basic education to all Filipinos and pursue the continuous
22 improvement of its systems, sound information, and baseline data are required to
23 achieve such objectives;

24 WHEREAS, in response to the PISA 2018 results, the DepEd said that through
25 the country’s participation in PISA the line agency “will be able to establish our
26 baseline in relation to global standards, and benchmark the effectiveness of our
27 reforms moving forward,” underscoring that the data from the OECD program will
28 aid in policy formulation, planning and programming;

29 WHEREAS, in welcoming the PISA 2018 results, the DepEd announced its
30 Sulong Edukalidad initiative which aims to pursue aggressive reforms in the following
31 areas: 1) K to 12 review and updating; 2) improvement of learning facilities; 3)
32 Teachers and school heads’ upskilling and reskilling through a transformed

1 professional development program; and 4) engagement of all stakeholders for
2 support and collaboration;

3 NOW, THEREFORE BE IT RESOLVED by the Senate of the Philippines, to
4 direct the appropriate Senate committees to conduct an investigation on the poor
5 showing of the Philippines for reading comprehension, mathematics and science
6 literacy among 15-year old students in the 2018 round of the Programme for
7 International Student Assessment (PISA), with the end-view of formulating
8 legislation and determining appropriate budgetary interventions to support and
9 improve ongoing efforts of the public and private sector to raise the quality of basic
10 education throughout the country.

Adopted,



SONNY ANGARA