



EIGHTEENTH CONGRESS OF THE)  
REPUBLIC OF THE PHILIPPINES )  
First Regular Session )

'19 DEC 11 P 4 :06

RECEIVED BY: \_\_\_\_\_

SENATE  
P.S. Resolution No. 267

---

Introduced by **SENATOR IMEE R. MARCOS**

---

**RESOLUTION**

**URGING THE APPROPRIATE SENATE COMMITTEE TO INQUIRE, IN AID OF LEGISLATION, THE PROGRAMS OF THE DEPARTMENT OF EDUCATION SPECIFICALLY ADDRESSED TO IMPROVE FUNCTIONAL LITERACY AND COMPREHENSION IN THE BASIC EDUCATION, IN LIGHT OF THE RECENT RESULTS OF THE PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA), IN ORDER TO FORMULATE THE APPROPRIATE LEGISLATIVE ACTION AND DETERMINE BUDGETARY INTERVENTIONS IN SUPPORT OF THE EFFORT TO RAISE THE QUALITY OF BASIC EDUCATION IN THE COUNTRY**

**WHEREAS**, Article XIV, Section 2 (1) of the 1987 Constitution provides that the State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society;

**WHEREAS**, as early as 1901, a public-school system was already established by the Philippine Commission by virtue of Act No. 74;

**WHEREAS**, the Philippines has historically posted the highest literacy rates across gender and income, largely due to the expansion of schools in the 1930s;

**WHEREAS**, the Department of Education (DepEd) always receive the highest budget in the General Appropriations Act, having the most number of government officials at their employ, reaching 772,710 as of 11 July 2018;

**WHEREAS**, even the Department of Health (DOH) and the Department of Social Welfare and Development (DSWD) has assisted the DepEd in implementing the supplemental feeding and daycare program;

**WHEREAS**, in 2018, the DepEd participated for the first time in the Programme for International Student Assessment (PISA) of the Organisation for Economic Cooperation and Development (OECD) where we unfortunately placed last among seventy-nine (79) participating countries in terms of reading literacy and near last in science and mathematics, which is a very pressing issue;

**WHEREAS**, for the Overall Reading Literacy, participating Filipino students scored, on the average, 340 points, way behind the OECD average of 487 points. Further, out of the 7,233 fifteen-year old students who participated in the study, only 1 out of 5 achieved at the least minimum reading proficiency level (level 2);

**WHEREAS**, in Science Literacy, Filipino respondents only averaged 357 points, much lower than the 489 points registered throughout the OECD. Up to 77.9% of Filipino students assessed had proficiency levels below the minimum standard;

**WHEREAS**, in Mathematics Literacy, Filipino respondents also scored very low with an average of 353 points, much lower than the OECD average of 489 points. Only 1 out of 5 students interviewed had mathematics proficiency scores between level 2 (which is the global minimum) and level 4 (which more or less represents above average);

**WHEREAS**, on 03 December 2019, with neither fresh data nor analysis, the DepEd launched an instant remedial project named the "**Sulong EduKalidad**," in response to the PISA results;

**NOW, THEREFORE, BE IT RESOLVED AS IT IS HEREBY RESOLVED**, to urge the appropriate senate committee to inquire, in aid of legislation, the programs of the DepEd specifically addressed to improve functional literacy and comprehension

in the basic education, in light of the recent results of the Programme for International Student Assessment (PISA), in order to formulate the appropriate legislative action and determine budgetary interventions in support of the effort to raise the quality of basic education in the country.

*Adopted,*

  
**IMEE R. MARCOS**