

SENATE
P.S. Res. No. 386

20 MAY -4 P12 :04

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Introduced by **SENATOR LEILA M. DE LIMA**

RESOLUTION
DIRECTING THE APPROPRIATE SENATE COMMITTEE TO CONDUCT AN INQUIRY, IN AID OF LEGISLATION, ON THE STATUS OF IMPLEMENTATION OF REPUBLIC ACT NO. 10533, OTHERWISE KNOWN AS THE “ENHANCED BASIC EDUCATION ACT OF 2013”, IN RELATION TO REPORTS ON THE APPARENT DIFFICULTY IN WRITING IN ENGLISH OF SENIOR HIGH SCHOOL STUDENTS, WITH THE END IN VIEW OF IDENTIFYING THE GAPS OF THE CURRENT CURRICULUM AND PROPOSING LEGISLATIONS THAT WOULD ENSURE THAT THE FILIPINO YOUTH ARE INDEED RECEIVING THE QUALITY EDUCATION THEY DESERVE

1 WHEREAS, the 1987 Constitution in Article II, Section 13 states that, “[t]he
2 State recognizes the vital role of the youth in nation-building and shall promote and
3 protect their physical, moral, spiritual, intellectual, and social well-being. It shall
4 inculcate in the youth patriotism and nationalism, and encourage their involvement in
5 public and civic affairs”;

6 WHEREAS, the Constitution also provides in Article II, Section 14 that, “[t]he
7 State shall give priority to education, science and technology, arts, cultures, and sports
8 to foster patriotism and nationalism, accelerate social progress, and promote total
9 human liberation and development”;

10 WHEREAS, Article XIV, Section 2 of the Constitution states, in part, that, “[t]he
11 State shall (1) Establish, maintain, and support a complete, adequate, and integrated
12 system of education relevant to the needs of the people and society”;

13 WHEREAS, Republic Act No. 10533, or the “Enhanced Basic Education Act of
14 2013” added two years to basic education. It also directs the State to establish,

1 maintain and support a complete, adequate and integrated system of education
2 relevant to the needs of the people, the country and society-at-large;

3 WHEREAS, there is a need to monitor the status of the implementation of the
4 Enhanced Basic Education Act to warrant that the law meets its purpose of developing
5 “productive and responsible citizens equipped with the essential competencies, skills
6 and values for both life-long learning and employment”;

7 WHEREAS, the Senior High School program was implemented nationwide last
8 June 2016 and the first batch of the Senior High School (SHS) students graduated last
9 March 2018¹;

10 WHEREAS, an article by the Philippine Institute for Development Studies
11 (PIDS) reported the SHS students have difficulty writing in English. Said difficulty was
12 specifically evident in research projects. This reflects the ostensible lack of basic
13 competency of SHS students²;

14 WHEREAS, Kristel Brillantes, consultant at PIDS, divulged that students were
15 merely submitting projects for “compliance purposes” only. This utterly defeats the
16 very purpose of aimed improvement and excellence by the SHS curricula. Brillantes
17 likewise explained that some teachers described the SHS curricula as “too ambitious”
18 and was only devised for urban students, such as those living in the National Capital
19 Region (NCR)³;

20 WHEREAS, the PIDS report highlighted major issues such as lack of
21 computers, ‘too much’ reliance on the reporting system, which made students feel that
22 they are teaching more than the teachers do, balance between academics and sports or
23 humanities classes, discrimination on the chosen fields like those who pursued Sports
24 and Arts are looked down upon versus those who chose the Science, Technology,
25 Engineering and Mathematics (STEM) strand⁴;

¹ Paris, Janella. Rappler. *Too early to say whether K to 12 effective or not – DepEd official*. 21 October 2019. Retrieved from <https://www.rappler.com/nation/243076-deped-official-too-early-say-k-to-12-effective-or-not>

² Magsambol, Bonz. Rappler. *Senior high school students struggle to write in English – report*. 20 April 2020. Retrieved from <https://www.rappler.com/nation/258527-senior-high-school-students-find-hard-write-english>

³ Ibid

⁴ PIDS. *Development Research News*. January-March 2020. Retrieved from https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidsdrn20-1.pdf?fbclid=IwAR1jXS5_SUFz05_09hAVbMbnySX2TuAIPYloDalJhCF-t5T8A51ptsYnYzk

1 WHEREAS, in 2019, the Programme for International Student Assessment
2 (PISA), a worldwide study by the Organisation for Economic Co-operation and
3 Development that examines students' knowledge in reading, mathematics, and
4 science, showed that among the 79 participating countries and economies, the
5 Philippines scored the lowest in reading comprehension. The country scored second-
6 lowest in mathematics (353) and science (367)⁵;

7 WHEREAS, a study from 2015 to 2016 observed that 39% of incoming Grade 7
8 students in regular high schools were deemed "ready". However, such readiness
9 declined with each successive grade level until it dropped down to 11% among
10 incoming Grade 10 students;

11 WHEREAS, a World Bank study reported that "knowledge of subject matter
12 among elementary and high school teachers is low in most subjects." It was likewise
13 revealed that an average elementary or high school teacher can only answer fewer than
14 half of the questions on the subject content tests correctly⁶;

15 WHEREAS, another PIDS study in 2018 reported that SHS graduates are not
16 "work-ready" as hoped and predicted by the K-12 Curriculum. A number of work firms
17 said that SHS graduates have inadequate technical and behavioral skills as well as lack
18 of length and quality of work immersion. They were likewise "playful at work and were
19 often caught using their cellphones." On the other hand, some firms said that SHS
20 graduates are "technology savvy and can easily pace with the latest trends and
21 innovations"⁷;

22 WHEREAS, according to the Alliance of Concerned Teachers (ACT), there is a
23 need to review the program and address the chronic problems of the current
24 curriculum⁸;

⁵ San Juan, Ratzel. PhilStar. *Philippines lowest in reading comprehension among 79 countries*. 3 December 2019. Retrieved from <https://www.philstar.com/headlines/2019/12/03/1974002/philippines-lowest-reading-comprehension-among-79-countries>

⁶ World Bank Group. *Assessing Basic Education Service Delivery in the Philippines*. June 2016. Retrieved from <http://documents.worldbank.org/curated/en/507531468325807323/pdf/AUS6799-REVISED-PH-PETS-QSDS-Final-Report.pdf>

⁷ PIDS. *Senior High School and the Labor Market Perspectives of Grade 12 Students and Human Resources Officers*. December 2018. Retrieved from https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidsdps1849_rev.pdf

⁸ Mateo, Janvic. One News. *K-12 Review: Should Senior High School Be Abolished*. 11 November 2019. Retrieved from <https://www.onenews.ph/k-12-review-should-senior-high-school-be-abolished>

1 WHEREAS, the Federation of Associations of Private School Administrators
2 (FAPSA) said that the program has failed to live up to its promise. The Association
3 mentioned the lack of coordination between DepEd, the Commission on Higher
4 Education (CHED) and the Technical Education and Skills Development Authority
5 (TESDA) in ensuring the smooth sailing of the program”⁹;

6 WHEREAS, such observation was underlined when employers said that they
7 are not ready to employ and hire the biggest batch under the K to 12 program who
8 graduated from senior high school last 2018¹⁰;

9 WHEREAS, with all the seemingly declining trends in the quality of Philippine
10 education, it is clear that it is not “too early” to review the basic foundation which
11 hones the Filipino citizenry. To say otherwise would be to downplay the role of the
12 State in ensuring that the Filipino youth are well-equipped with most basic skills that
13 they need in life;

14 WHEREAS, while recognized problems and gaps are considered as “mere birth
15 pains”, it must not be neglected and set aside, but rather be starting points for
16 improvement;

17 WHEREAS, the reports about SHS graduates’ difficulty in English is indeed an
18 alarming call to all relevant institutions and it is imperative that we conduct a timely
19 and comprehensive review of the K to 12 program;

20 WHEREAS, there is an urgent need to protect and effectively address the gaps
21 and lapses in our educational system in order to help the youth attain their full
22 productive capacity and empower them to properly participate in and contribute to
23 our national development;

24 **NOW THEREFORE, BE IT RESOLVED AS IT IS HEREBY**
25 **RESOLVED**, to direct the appropriate Senate Committee to conduct an inquiry, in
26 aid of legislation, on the status of implementation of Republic Act No. 10533,
27 otherwise known as the “Enhanced Basic Education Act of 2013”, in relation to reports
28 on the apparent difficulty in writing in English of Senior High School Students, with
29 the end in view of identifying the gaps of the current curriculum and proposing

⁹ Ibid

¹⁰ Tomacruz, Sofia. Rappler. *Work training crucial for employers when hiring K to 12 graduates – group*. 19 August 2018. Retrieved from <https://www.rappler.com/nation/209829-pbed-work-training-crucial-employers-hiring-k-to-12-graduates>

- 1 legislations that would ensure that the Filipino youth are indeed receiving the quality
- 2 education they deserve.

Adopted,


LILIA M. DE LIMA