



LEGISLATIVE RESEARCH SERVICE QUICK NOTES

Second Regular Session, 19th Congress

Public Hearing of the Committee on Basic Education

Chairperson: Sen. Win Gatchalian

18 October 2023, Wednesday, 1:30 p.m., Tañada Room, Senate

Re: MATATAG Curriculum of the Department of Education (DepEd)

Background

- In recent years, there were claims that Filipino learners have displayed notably weak performance in various assessments, highlighting concerns regarding the effectiveness of the K to 12 program.
- Identified issues include overloaded curriculum, excessive teaching demands within constrained timeframes, and an overall overwhelming academic load for both educators and students, which hindered the mastery of fundamental skills like reading and simple math.
- In response, the MATATAG Curriculum, also known as "Bansang Makabata, Batang Makabansa," was introduced on January 30, 2023, under the leadership of Vice President and Education Secretary Sara Z. Duterte. Aiming to address educational challenges, this initiative seeks to prioritize the mastery of literacy and numeracy skills among learners. It was initially rolled out in 35 schools across seven regions: Ilocos, Cagayan Valley, Central Visayas, Soccsksargen, CAR, Caraga, and NCR.

Highlights

- MATATAG will have four critical components:
 - ⇒ **MA**ke the curriculum relevant to produce competent and job-ready, active, and responsible citizens;
 - ⇒ **TA**ke steps to accelerate delivery of basic education facilities and services;
 - ⇒ **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and
 - ⇒ **G**ive support to teachers to teach better.
- The MATATAG Curriculum aims to reduce the number of competencies and to focus more on the development of foundational skills—literacy, numeracy, and

socio-emotional skills of Kindergarten to Grade 3 learners, thus, decongesting the present K to 12 curriculums.¹

- The MATATAG or K to 10 curriculums, which will put emphasis on five important skills: language, reading and literacy, mathematics, makabansa, and good manners and right conduct,² will be implemented in the following phases:
 - ⇒ SY 2024-2025 – Kindergarten, Grades 1, 4, and 7;
 - ⇒ SY 2025-2026 – Grades 2, 5, and 8;
 - ⇒ SY 2026-2027 – Grades 3, 6, and 9; and
 - ⇒ SY 2027-2028 – Grade 10.³
- In adherence to RA 11476, or the GMRC and Values Education Act of 2020, the formation of the Filipino learners' values and the development of their characters will be intensified under the new curriculum.⁴ It will also integrate peace competencies that will highlight the promotion of non-violent actions and the development of conflict-resolution skills in learners.⁵
- MATATAG will serve as the core curriculum for all learners catered to by various inclusion programs such as the Indigenous Peoples Education Program, Madrasah⁶ Education Program, Special Needs Education, and the Alternative Learning System.

Possible Points for Discussion

1. **Implementation Mechanisms of the MATATAG Curriculum.** Preparations for the MATATAG curriculum's initial implementation, identifying and analyzing possible risks and challenges that may impede its effective implementation. Explore aspects such as adaptability, accessibility, and effectiveness in different educational contexts.
2. **Support Systems to Ensure the Readiness of Stakeholders.** Establishment of support systems for teachers, students, and institutions to warrant that they are adequately equipped to navigate the new curriculum effectively. Determine areas where additional support or resources might be required.
3. **Expected Impact of the MATATAG curriculum.** Anticipate the impact of the new curriculum on students' engagement and learning outcomes, with a particular focus on the mastery of fundamental skills.
4. **Monitoring and Optimizing the MATATAG Curriculum for Enhanced Efficacy.** Continuous monitoring of the program's efficacy is essential. Weak and loose areas must be tightened in order to enhance the curriculum's effectiveness, ensuring that it is fully attuned to the evolving needs of both educators and students. Incorporating feedback mechanisms from

¹<https://www.pna.gov.ph/articles/1210540#:~:text=Officially%20launched%20last%20month%2C%20the,kindergarten%20to%20Grade%203%20learners.>

² <https://newsinfo.inquirer.net/1832786/deped-issues-list-of-schools-that-will-pilot-test-matatag-curriculum>

³<https://www.pna.gov.ph/articles/1210540#:~:text=Officially%20launched%20last%20month%2C%20the,kindergarten%20to%20Grade%203%20learners.>

⁴ <https://www.ovp.gov.ph/post/vpsd-speech-launch-matatag-k-10-curriculum>

⁵ Ibid.

⁶ Madrasah is an Arabic word which, in modern times, refers to any institution of education, especially primary or secondary education. Source: www.britannica.com/topic/madrasah

stakeholders and educational experts is vital to identify areas in the curriculum that may require refinement or additional content.

5. **Flexible Curriculum.** Importance of setting up a flexible curriculum that allows for modifications to be easily implemented, which is responsive to any emerging educational trends and challenges.
6. **Possible Amendments to Republic Act No. 10533.** Examine the continued relevance and applicability of RA 10533 in the current educational landscape, and introduce necessary amendments to make certain that it aligns with the overarching goals and methodologies of progressive modern educational practices.