

Republic of the Philippines  
**HOUSE OF REPRESENTATIVES**  
Quezon City, Metro Manila

**SEVENTEENTH CONGRESS**  
First Regular Session

House Bill No. **3563**



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**Introduced by Representative Ron P. Salo**

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**EXPLANATORY NOTE**

Investment in human capital is crucial for economic growth and development. It is imperative that a country's education system adequately prepares the youth to enable them to contribute to national productivity and competitiveness. This includes not only preparing them for employability, but enabling them to create their own opportunities by maximizing available resources within the various localities, as well as taking advantage of prospects offered by a globalized economy.

Despite several education reforms aimed at improving the quality and accessibility of basic education, much still needs to be done in order to enable the youth to find employment and broaden their livelihood options. The Philippines has a high rate of enrollment in primary and secondary education as compared to neighboring countries, yet it also has one of the lowest employment rates. UNESCO has noted that universalization of primary education is near-attainment, with 95.24% elementary Net Enrollment Rate in SY 2012-2013 (UNESCO, 2015). The UNDP Human Development Report 2015 shows that the Philippines has among the highest proportion of population with at least secondary education as compared to neighboring countries, but this has not translated to higher participation in the labor force, as the country has among the lowest labor force participation rate. The International Labor Organization (ILO) observed that a large proportion of the educated population (i.e. those with secondary and tertiary education) is unemployed (ILO, 2012).

Noting that unemployment among youth aged 18–24 is a persistent problem, that youth unemployment rate in 2013 was more than twice the workforce average, and that incidence of poverty remains high, the Asian Development Bank remarked that *"the Philippines' education system is not well-suited to addressing these labor market issues, nor does it allow the country to take advantage of the demographic dividend its young labor force can provide"* (ADB, 2012).

The data indicates a possible mismatch between the skills taught in schools and the needs of the labor market. It can also suggest the failure of the basic education system to provide the necessary training to equip the students with the right knowledge, skills, and values, to enable them to find employment or create

their own income-generating options, and ultimately to thrive in this globally competitive world.

This Bill seeks to introduce a new model of education that will enhance the current basic education system. The basic education curriculum as it is today is inadequate to respond to the changing needs of the country. Even with the changes introduced by the K to 12 program under Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, the overall aim of the curriculum essentially remains the same, which is the development of basic competencies to bring about functional literacy. This includes emphasis on Reading, Writing, and Arithmetic, or the **3 Rs**. While developing skills on reading, writing and arithmetic, are certainly important, a curriculum that is also focused on developing **Critical Thinking, Craftsmanship, and Character (3Cs)**, is vital to assist individuals to attain their highest potential as human beings.

The goal of the 3Cs model is to provide the students with **life skills** that will enable them to thrive, and not just survive. While the current educational system is focused on preparing students for employability, the 3Cs aims to enlarge the students' choices and opportunities, so that aside from being competitive in vying for employment, they also have the option and capacity to engage in their own crafts, and prosper in the fields of their own choosing. Having life skills will help them excel in whatever field they will choose to pursue, however daunting the circumstances they will face, without having to resort to dishonest means.

The expanded number of years under Republic Act No. 10533 offers an opportunity to integrate these important lessons in the various subjects, and allows the students the opportunity to master the skills, competencies, and values that need to be learned.

This Bill is being filed with the hope that our vision to produce Filipino youth who are capable of crafting their own destiny and achieving their highest potentials, will be fully realized. We envision a new breed of younger generations who do not have to depend on available opportunities because they are capable of creating their own opportunities. An improved human capital that is capable of maximizing and taking advantage of prospects offered by a globalized economy will be an indispensable key in increasing the country's productivity and uplifting the lives of our people from the morass of poverty.

Hence, the immediate passage of this Bill is earnestly sought.

  
**Ron P. Salo**  
KABAYAN Party List

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**AN ACT**

**ENHANCING THE PHILIPPINE BASIC EDUCATION SYSTEM BY FOCUSING ON THE DEVELOPMENT OF CRITICAL THINKING, CRAFTSMANSHIP AND CHARACTER AMONG THE LEARNERS, AMENDING FOR THE PURPOSE REPUBLIC ACT NO. 10533, OTHERWISE KNOWN AS THE ENHANCED BASIC EDUCATION ACT OF 2013**

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

**SECTION 1. Short Title.** – This Act shall be known as “3Cs Basic Education Model Act of 2016.”

**SEC. 2. Declaration of Policy.** – It is hereby declared the policy of the State to promote the right of all citizens to quality education at all levels, and to establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society. Towards this end, the State shall continue to empower the youth by providing them quality basic education which is responsive to the changing needs of Philippine society.

The State shall provide basic education that will equip students with the right knowledge, relevant skills, and good values, to enable them to thrive, and not just survive, in this competitive globalized world. In order to achieve this, the State shall put a premium on the development of the students' critical thinking, craftsmanship, and character (collectively known as 3Cs), as defined under Section 3 below, with the aim of providing the students with life skills that will enable them to attain their highest potential.

Further, the policies declared in Section 2 of Republic Act No. 10533, are hereby adopted and made an integral part of this Act.

**SEC. 3. Definition of Terms.** – For the purpose of this Act, the following terms shall be defined as follows:

- a) **Critical thinking** refers to the ability to gather, understand, synthesize, and carefully analyze data/information in ways that are usable to the individual. It also includes the ability to provide logical reasoning and to think of a way out of challenging situations, or how to improve one's situation. The learning outcome of critical thinking is problem solving skills.
- b) **Craftsmanship** refers to the mastery of a set of specialized skills which a person may use as a source of his/her livelihood, taking into consideration the available resources and opportunities in his/her environment.
- c) **Character** refers to the aggregate desirable features and traits that form the individual nature of a person. It includes the mental and moral qualities of a person that enables him/her to make the right decisions under any given circumstances, and to act accordingly.
- d) **3Cs** refers to the term used to collectively refer to Critical Thinking, Craftsmanship, and Character.
- e) **3Cs Basic Education Curriculum** refers to the proposed new curriculum in which the development of 3Cs among the learners is the primary focus in the enhanced basic education curriculum, or K to 12 curriculum, as formulated under Republic Act No. 10533.
- f) **3Cs Basic Education Model** refers to the overall model of basic education which gives a premium on the development of 3Cs among the learners, and provides the necessary mechanism to ensure mastery of the 3Cs at all levels, including but not limited to: enhanced teaching methodologies, new modules, activities, and learning materials.
- g) **Developmental domains** refers to specific aspects of growth and changes in children, which are interconnected and work together towards the children's holistic development.
- h) **Life Skills** refers to a person's possession of 3Cs.
- i) **To Thrive** means to prosper or flourish. Beyond mere survival and beyond employability, it refers to the ability to succeed, advance, and prosper in whatever field, profession, activity, or endeavor.

**SEC. 4. Integrating 3Cs in the Curriculum.** – The DepEd shall formulate the design and details to focus on the development of 3Cs among the learners in the enhanced basic education curriculum, also known as “K to 12 Basic Education Curriculum” as formulated under Republic Act No. 10533. For this purpose, the DepEd, shall consult the Technical Education and Skills Development Authority (TESDA), the Commission on Higher Education (CHED), and the Department of Labor and Employment (DOLE) in the design and details of the curriculum. It shall also consult with other government agencies and other stakeholders specified in Section 7 of this Act.

The curriculum integrating critical thinking and character shall be uniform in all public basic education institutions. The crafts/skills, however, that should be developed among the learners shall be localized, depending on the recommendation of the Local Committees on Basic Education Skills Development created under Section 7 of this Act.

Development of good character through Sports shall be enhanced. Basic education institutions shall design sports programs for learners that will promote the values of teamwork, fair play, and other positive attitudes essential to become a better individual. Provided, that sports programs shall be designed in coordination with the Philippine Sports Commission (PSC).

**SEC. 5. Standards and Minimum Contents of the Curriculum.** – In ensuring the integration of 3Cs in the K to 12 Basic Education Curriculum, the following shall be the minimum curriculum content:

- a) For Kindergarten, the development of Critical Thinking, Craftsmanship and Character among the young learners shall be integrated in the existing developmental domains, specifically the following:

- i. Development of Critical Thinking and Problem Solving Skills – the children are expected to develop basic skills on simple problem solving, reasoning, understanding of cause and effect, and gathering and processing of simple information appropriate to their ages.

The Development of Creativity among the children shall also be included. In this developmental domain, the children are expected to develop their ability to explore imaginative ways to perform simple tasks; look at problems in different ways; come up with new, innovative ideas in solving simple challenges; and generate and express divergent ideas based on situations and examples appropriate to their ages. Lessons will include activities and examples that will stimulate curiosity and expand the children's imagination.

- ii. Understanding of the Physical and Natural Environment – In addition to the learning expectations already specified under the Kindergarten Curriculum, the children are expected to have basic understanding of natural resources available in their localities and the various uses that these are devoted to for day to day survival and as sources of income. They are also expected to develop respect for living and non-living things; to learn to question practices that harm the environment and to identify ways to care for the environment; and other values that build character and critical thinking.
- iii. Values Development / *Kagandahang Asal* – In addition to the learning expectations already specified under the Kindergarten Curriculum, the children are expected to possess positive attitudes including honesty, love for family, spirituality, respect for self, for others, for the environment, for the laws of the land, and other rudimentary skills to be able to appropriately respond in different situations, in a way that is appropriate to their ages.



The study of culture shall be included where children will be introduced to the basic understanding and appreciation of Filipino culture and heritage, including folk tales and legends; and understanding of diversity and the different practices, beliefs, and traditions of the different groups of people, as well as in many localities in the different parts of the country and around the world. Provided, that teaching materials related to culture shall be designed in coordination with the National Commission for Culture and the Arts (NCCA).

- b) For the Grades 1-10 Curriculum, the development of Critical Thinking, Craftsmanship and Character among the learners shall be integrated in the existing core subjects, specifically the following:

- i. Development of Critical Thinking and Logical Reasoning – Students are expected to develop critical thinking and strong cognitive abilities, including the cultivation of resourceful and alert minds, ability to think clearly and logically and to find solutions under constraints. The course will provide the students with basic tools of analytical reasoning, with emphasis on learning *how* to think effectively. Emphasis will be put on practical applications of concepts and principles in everyday life.

The Development of Creativity among the students shall be included. The students are expected to improve their aptitude for solving problems creatively and looking for innovative ways to come out of challenging circumstances; looking at situations with different perspectives; generating and expressing divergent ideas; formulating hypotheses about real-life situations, evaluating and testing these hypotheses, and being ready to revise and retest these hypotheses. This course will also improve the students' originality; persistence; flexibility, and ability to adapt to varied life situations.

- ii. *Edukasyong Pantahanan at Pangkabuhayan* and Technology and Livelihood Education – the appropriate skills to be taught under these subjects, which encompass the fields of Home Economics (H.E.); Industrial Arts (IA); Agri-Fishery Arts (AFA); and Information, Communication and Technology (ICT), shall be tailor-made for each school based on the needs of the locality, the major craft of the residents in the area, and the resources available, including indigenous materials. For this purpose, in the development of the curriculum, consultations shall be done with the local government units through the Provincial/City/Municipal Committees on Basic Education Skills Development.

After the consultations with the Provincial/City/Municipal Committees on Basic Education Skills Development, the subject contents shall be revised or formulated accordingly. Provided, that the existing contents, content standards, performance standards, and learning competencies that are not inconsistent with the specific needs of the localities shall not be affected by the revisions. Provided further, that in revising the curriculum/teaching materials, the Key Stage Standards and Grade

Level Standards as designed in the K to 12 Curriculum shall be adopted, whenever applicable.

- iii. *Edukasyon sa Pagpapakatao* – This Act hereby reiterates the stated objective of the teaching of Values Education under the K to 12 Curriculum, which are: the development of the students' ethical compass and their capability to understand the meaning of their lives, their role in society and their participation in a community that is governed by truth, freedom, justice, and love. For this purpose, the teaching of the values and concepts of integrity, honesty, discipline, excellence, creativity, dignity, love for family, spirituality, fortitude, perseverance, responsibility and accountability, industry, work ethics, respect for others, rights and obligations, social justice, compassion, charity, nationalism, civic consciousness, freedom, peace and order, care and protection of the environment, sustainable development, and global solidarity, some of which are already included as subject contents in the various grade levels, are hereby reiterated as minimum contents for the teaching of Character/Values Education.

The study of culture as already included in the current curriculum of Grades 1-10, specifically for Grade 4, shall be enhanced. The learning outcomes will include, but not limited to, students' understanding of their role in the preservation, promotion and enrichment of Filipino culture and heritage; appreciation and promotion of the cultural identity of each of the country's locality, region or ethno-linguistic groups; deeper knowledge of our unique and varied cultural traditions and material heritage such as folk tales, legends, and epics; and awareness of other diverse cultures and traditions in other parts of the world. Any enhancement or revision of teaching materials related to culture shall be designed in coordination with the NCCA.

- c) For Grades 11 to 12 (Senior High School), the development of Critical Thinking, Craftsmanship and Character among the learners shall be integrated in the existing core subjects, specifically the following:
  - i. Mastery and application of critical thinking shall be integrated in the core subject "Introduction to the Philosophy of the Human Person" for Grade 12 students. For the teaching of this subject, the students will be expected to demonstrate mastery and application of critical and analytical skills to the understanding of their daily lives and experiences, as well as their creativity in solving human problems.
  - ii. Teaching of Technology and Livelihood Education (TLE) and Technical-Vocational-Livelihood (TVL), where the Specialized Subjects offered shall be reviewed by the DepEd, in collaboration with TESDA, in consultation with the Provincial/City/Municipal Committees on Basic Education Skills Development, to determine the specialized skills needed and more appropriate within their respective localities. The primary aim is not only to teach basic livelihood skills, but to hone craftsmanship among the learners.

The teaching of Technology and Livelihood Education (TLE) and Technical-Vocational-Livelihood (TVL) Education as identified and designed in the immediately preceding paragraph, shall be required for all Senior High School Students, without distinction as to the career-tracks that the students intend to pursue after graduation. In addition to the core subjects, all Senior High School students are required to take the TLE/TVL subjects as designed in their respective localities.

**SEC. 6. Enhancement of Teaching Methods and Learning Materials.** – All the other subjects in all levels, whenever applicable, shall be taught using approaches, teaching methods, modules, activities, and learning materials that promote the development and mastery of critical thinking and logical reasoning. For this purpose, teaching shall put a premium on providing opportunities for students to think and not just memorize, to ask questions and come up with their own answers, to examine, create, solve, interpret information, and apply their learning to real-life situations.

**SEC. 7. Creation and Composition of Local Committees on Basic Education Skills Development.** – There shall be established in every province, city, or municipality a Provincial, City or Municipal Committee on Basic Education Skills Development, respectively.

The composition of the Local Committees on Basic Education Skills Development shall be as follows:

- a) The Provincial Committee on Basic Education Skills Development shall be composed of the governor and the division superintendent of schools as co-chairpersons; the chairpersons of the following committees of the Sangguniang Panlalawigan: education committee; tourism, trade and industry committee; labor and employment committee; and food and agriculture committee; representative from TESDA Regional or the Provincial Office or local TVET Centers, as the case may be; the duly elected president of the Association of Barangay Captains; the representative of the Pederasyon ng mga Sangguniang Kabataan in the Sangguniang Panlalawigan, if applicable; the duly elected president of the provincial federation of parents-teachers association, the duly elected representative of the teachers' organization in the province, as members;
- b) The City Committee on Basic Education Skills Development shall be composed of the city mayor and the city superintendent of schools as co-chairpersons; the chairpersons of the following committees of the Sangguniang Panlungsod: education committee; tourism, trade and industry committee; labor and employment committee; and food and agriculture committee; representative from TESDA Regional or Provincial or District Office or local TVET Centers, as the case may be; the duly elected president of the Association of Barangay Captains; the representative of the Pederasyon ng mga Sangguniang Kabataan in the Sangguniang Panlungsod, if applicable, the duly elected president of the city federation of parents-teachers associations, and the duly elected representative of the teachers' organizations in the city.



- c) The Municipal Committee on Basic Education Skills Development shall be composed of the municipal mayor and the district supervisor of schools as co-chairpersons; the chairpersons of the following committees of the Sangguniang Bayan: education committee; tourism, trade and industry committee; labor and employment committee; and food and agriculture committee; representative from TESDA Regional or Provincial or District Office or local TVET Centers, as the case may be; the duly elected president of the Association of Barangay Captains; the representative of the Pederasyon ng mga Sangguniang Kabataan in the Sangguniang Bayan, if applicable; the duly elected president of the municipal federation of parents-teachers associations, and the duly elected representative of the teachers' organizations in the municipality.

**SEC. 8. Functions of the Local Committees on Basic Education Skills Development.** – The Local Committees on Basic Education Skills Development shall:

- a) Determine the existing livelihood activities and possible prospects for livelihood opportunities within their jurisdiction; available and desired technical crafts/skills and training activities; available resources and assets and indigenous materials that may be exploited for livelihood options; and other relevant information necessary for the formulation of courses and learning materials on Skills Development within their areas.
- b) Recommend to the DepEd the specialized technical skills that may be included in the curriculum for basic education under the 3Cs Basic Education Curriculum.
- c) Serve as an advisory committee to the DepEd on all matters relating to local skills development for basic education within their areas, such as but not limited to changes in economic activities and resources brought about by new industries, modernization of transportation, natural calamities, and related occurrences.

**SEC. 9. Meetings and Quorum.** – Within twenty (20) days after the promulgation of the Implementing Rules and Regulations of this Act, or at least five days before the scheduled conduct of consultations by the DepEd on the revision of the curriculum pursuant to this Act, whichever comes later, the Local Committees on Basic Education Skills Development shall convene and prepare the recommendations to be made to the DepEd. Thereafter, the Committee shall convene once a year, or as often as may be necessary.

Any of the co-chairpersons may call a meeting. A majority of all its members shall constitute a quorum. However, when both co-chairpersons are present in a meeting, the local chief executive concerned, as a matter of protocol, shall be given preference to preside over the meeting.

**SEC. 10. Compensation and Remuneration.** – The co-chairpersons and members of the provincial, city or municipal Basic Education Skills Development shall perform their duties as such without compensation or remuneration, subject to reasonable *per diem* allowances as approved by the Committee and subject to existing rules and

regulations of the Department of Budget and Management. Members thereof who are not government officials or employees shall be entitled to necessary traveling expenses, *per diem* and representation allowances chargeable against funds of the DepEd, as approved by the Committee, subject to existing rules and regulations of the Department of Budget and Management (DBM).

**SEC. 11. Implementation and Review of the 3Cs Basic Education Curriculum.** –

The Curriculum Consultative Committee as created under Section 6 of Republic Act No. 10533, shall be responsible for overseeing and evaluating the implementation of the 3Cs Basic Education Curriculum, in addition to and consistent with its duties under the said law. For this purpose, it shall identify issues and challenges in the implementation of the 3Cs Basic Education Curriculum, and recommend to the DepEd appropriate actions, including but not limited to, the formulation of necessary refinements in the curriculum.

**SEC. 12. Teacher Education and Training.** – To ensure that the schools are fully capacitated to provide the necessary training on the 3Cs, the DepEd, in collaboration with the TESDA, the CHED, and other relevant partners in government, local government, academe, industry, and non-governmental organizations, shall conduct extensive training programs for public and private basic education institutions, as specified:

- a) Extensive training on teaching logic, critical thinking, analytical and problem solving skills, shall be conducted by DepEd, in collaboration with higher education institutions and other private agencies specializing in these skills, to all teachers who will be assigned to handle the new subjects on Critical Thinking and Logical Reasoning, as well as to subject area coordinators and supervisors.
- b) In-service Training on methodologies and teaching/learning methods that promote critical thinking shall also be conducted for all teachers.
- c) Re-training on Character Building as defined under this Act shall be conducted for teachers of Values Development / Education.
- d) Training of New Teachers. – New graduates of the current Teacher Education curriculum shall undergo additional training, upon hiring, to upgrade their skills and mastery of the 3Cs; Furthermore, the CHED, in coordination with the DepEd and relevant stakeholders, shall ensure that the Teacher Education curriculum offered in these Teacher Education Institutes (TEIs) includes mastery of critical thinking, logical reasoning, and problem solving skills. Duly recognized organizations acting as TEIs, in coordination with the DepEd, the CHED, and other relevant stakeholders, shall ensure that their curriculum is amended and upgraded accordingly.
- e) Training on Specialized Technical Skills – The DepEd, in collaboration with TESDA, shall conduct training on specialized skills identified in the different municipalities, cities, and provinces, for all teachers who will be assigned to teach the relevant subjects in all levels, as well as to the subject area coordinators and supervisors.

Henceforth, such training programs shall be initiated and conducted regularly throughout the school year to ensure constant upgrading of teacher skills.

**SEC. 13. Transition.** – The DepEd shall formulate the appropriate strategies and mechanisms needed to facilitate the smooth transition from the existing curriculum to the 3Cs Basic Education Curriculum.

**SEC. 14. 3Cs Basic Education Curriculum in Private Basic Education Institutions.** – The DepEd shall ensure that the curriculum in private basic education institutions shall conform with the minimum standards set by the DepEd following the 3Cs Basic Education Model.

**SEC. 15. Mandatory Evaluation and Review.** – One year after the implementation of this Act, the DepEd shall conduct a mandatory review and submit a midterm report to Congress as to the status and progress of implementation of the 3Cs Basic Education Model. Thereafter, the DepEd shall submit an annual report of the status and progress of implementation of the 3Cs Basic Education Model, which shall be submitted on or before the end of June.

**SEC. 16. Implementing Rules and Regulations.** – Within ninety (90) days after the effectivity of this Act, the DepEd Secretary, as Chairperson, with the TESDA Director-General and CHED Chairperson, as members, shall promulgate the rules and regulations needed for the implementation of this Act.

**SEC. 17. Appropriations.** – The amount necessary to carry out the operationalization of the 3Cs Basic Education Model shall be charged against the current year's appropriation of the DepEd. Thereafter, the amount necessary for the continued implementation of this Act shall be included in the Annual General Appropriations Act.

**SEC. 18. Suppletory Application of Republic Act No. 10533.** – The provisions of Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, insofar as they are not inconsistent with the provisions of this Act, shall apply suppletorily.

**SEC. 19. Separability Clause.** – If any provision of this Act is held invalid or unconstitutional, the same shall not affect the validity and effectivity of the other provisions hereof.

**SEC. 20. Repealing Clause.** – All other laws, decrees, executive orders and rules and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

**SEC. 21. Effectivity Clause.** – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in two (2) newspapers of general circulation.