

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
First Regular Session

HOUSE JOINT RESOLUTION BILL NO. 27



Introduced by **REP. FRANCISCO "KIKO" B. BENITEZ,**
REP. STELLA LUZ A. QUIMBO
and **REP. JUAN FIDEL FELIPE F. NOGRALES**

JOINT RESOLUTION
CREATING A CONGRESSIONAL OVERSIGHT COMMITTEE ON EDUCATION
TO REVIEW AND ASSESS PHILIPPINE EDUCATION, PROVIDING FUNDS
THEREFORE AND FOR OTHER PURPOSES

WHEREAS, the 1987 Constitution puts premium on the important and crucial role that education plays in fostering nationalism, accelerating social progress, and promoting total human liberation;

WHEREAS, the 1987 Constitution mandates the State to protect and promote the right of all citizens to quality, accessible, adequate and relevant education at all levels;

WHEREAS, a Congressional Committee on Education ("EDCOM") was created in 1990, by virtue of Joint Resolution No. 2, to review and assess the country's entire educational system, from basic to higher education, from non-formal to technical-vocational education;

WHEREAS, some of the reforms recommended by the EDCOM, based on its in-depth study of the educational system, to improve the quality of education in the country were not acted upon or fully implemented;

WHEREAS, one of the recommendations that were unacted upon was the creation or institutionalization of a permanent National Coordinating Council for Education that would coordinate and harmonize the policies and programs of the three foci of the Philippine educational system, namely, Commission on Higher Education ("CHED"), the Technical Education and Skills Development Authority ("TESDA"), and the Department of Education ("DepEd");

WHEREAS, there is need to strengthen the coordination among government agencies with primary mandate to perform functions which are related to the promotion and development of education to ensure complementarity and synergy of programs for its enhanced effectivity;

WHEREAS, the EDCOM also recommended that budgetary allocation to education be adequate to meet the full requirements of basic education, consistent with the Constitutional provision that mandates the highest budgetary priority to education;

1 WHEREAS, the UNESCO Education 2030 Framework for Action calls for
2 governments to commit at least 4% to 6% of their countries' gross domestic product or at
3 least 15% to 20% of public expenditure to education;
4

5 WHEREAS, while education has consistently received the highest allocation in recent
6 years, with 18.16% of the FY 2019 budget allocated to education, the quality of education in
7 the country remains wanting;
8

9 WHEREAS, while increase in student population has a corresponding increase in
10 government spending on education, the budget increase is not proportional to the former,
11 such that, according to the 2018 Programme for International Student Assessment ("PISA")
12 of the Organization for Economic Cooperation and Development, expenditure per student in
13 the Philippines was the lowest among all participating counties;
14

15 WHEREAS, the Philippines trailed behind 2018 PISA, scoring the lowest in reading
16 comprehension and second lowest in science and mathematics;
17

18 WHEREAS, a World Bank study found that despite steady increases in public
19 spending on basic education, including a 60% real increase between 2010 and 2015, there
20 have only been limited improvements in national examination performance, and there exists
21 significant inequality in performance between elementary and secondary schools with similar
22 levels of spending per student;
23

24 WHEREAS, national investments in education have not translated to significant real
25 growth in labor productivity over time, particularly in the agricultural and services sectors;
26

27 WHEREAS, the 2018 PISA report also flagged high prevalence of bullying among
28 students, which studies say may negatively affect academic performance;
29

30 WHEREAS, there are many factors affecting academic performance aside from social
31 interaction, including health and nutrition of children;
32

33 WHEREAS, the 2018 Expanded National Nutrition Survey reported high prevalence
34 of malnutrition among children under five years old, a critical period in the development of
35 children's cognitive abilities, with 30.3% stunted and 19.1% underweight;
36

37 WHEREAS, the country shifted to 13-year basic educational system (including
38 kindergarten) by virtue of Republic Act No. 10533 to provide sufficient time for learning
39 concepts and skills necessary for higher education, employment and entrepreneurship;
40

41 WHEREAS, the challenges associated with the transition towards the K-12 Program
42 exacerbated the long-standing infirmities in the basic education system, such as shortage of
43 teachers and classrooms, and disproportionate teacher to student ratio, forcing schools to hold
44 multiple shifts of classes;
45

46 WHEREAS, improving the quality of instruction and student competency in basic and
47 higher education should be the focus of educational reforms, as access to education has
48 already been addressed by recently passed laws such as Republic Act No. 10687 or the
49 United Student Financial Assistance System for Tertiary Education Act, Republic Act No.

1 10931 or the Universal Access to Quality Tertiary Education Act, and Republic Act No.
2 11230 or the Tulong Trabaho Law;
3

4 WHEREAS, reforms are necessary to meet the new challenges to education resulting
5 from the Fourth Industrial Revolution (4IR), bringing with it exciting possibilities, new
6 solutions to global challenges, and employment opportunities for jobs that have yet to be
7 invented, while at the same time posing the threat of technological unemployment that drives
8 downward pressure on income security and social agency while society adapts to the new
9 normal. Combined with climate change and rapid global population growth this century, it
10 creates a milieu that is the most challenging that our species has ever faced, and calls for new
11 ways of teaching and learning, new ways for how knowledge and skills are assessed and
12 certified, new education governance and even new designs for and ways of constructing
13 schools;
14

15 WHEREAS, the fast-changing educational paradigms across the globe demands shifts
16 in our educational systems, away from content-centric learning and towards skills- and
17 outcome-based learning, where those who just started schooling are encouraged to become
18 more flexible, critical, and creative, while those already in the workforce are provided
19 opportunities to train and acquire new and relevant skills with the end-goal of empowering
20 students across all ages to become lifelong learners;
21

22 WHEREAS, international agreements such as the Bologna Process, the Washington
23 Accord, the Dublin Accord, the Sydney Accord, the APEC Register, and various international
24 accreditation initiatives have created new demands on our graduates and are exacting new
25 standards on educational institutions;
26
27

28 WHEREAS, the Philippines has committed and agreed to the goals and purposes of
29 various national and international studies and agreements such as the 2030 Agenda for
30 Sustainable Development, the UNESCO Education 2030 Framework for Action, the
31 UNESCO Education For All (EFA) movement, the Basic Education Sector Reform Agenda
32 (BESRA), and various ASEAN agreements;
33

34 WHEREAS, the Philippines' commitment to the ASEAN Economic Community in
35 2015 includes free movement of skilled labor in the engineering, nursing, architecture,
36 surveying, dentistry, medicine, accounting, and tourism professions, thus making it
37 imperative that our graduates be competitive in these areas;
38

39 WHEREAS, there is clearly a need to identify and resolve problems, challenges, and
40 issues and adapt to changes brought by the ever-changing educational paradigms and
41 international standards, institutional reforms must be executed through government
42 intervention;
43

44 WHEREAS, the degree of incapacity to compete and maintain at a level at par with
45 other countries' educational standards can no longer be addressed by simply promulgating
46 laws, rules and regulations;
47

48 WHEREAS, to fill the gap in our educational system requires going back to the
49 fundamental education principles without necessarily shunning relevant and valuable changes
50 introduced by new research and studies;

1
2 WHEREAS, it is unnecessarily demanding and unreasonable to expect abrupt changes
3 and immediate result in the educational performance of the students after the implementation
4 of programs and policies as well as making the necessary changes in the educational system
5 of the country;
6

7 WHEREAS, the improvement and growth of any educational system towards a
8 competent and respectable level requires time through the development and implementation
9 of a consistent long-term plan and vision;
10

11 WHEREAS, consistency and commitment towards the development of educational
12 competence of our country can be achieved through the incorporation of programs seeking to
13 improve the same in the Philippine Development Plan; and
14

15 WHEREAS, the above-mentioned circumstances compel and require our government
16 to take immediate action and intervene to effect the necessary programs and policies, adapt to
17 the changes, and address the existing and future problems, challenges, and issues faced by
18 our educational system.
19

20 NOW, THEREFORE BE IT RESOLVED, BY THE SENATE AND THE HOUSE
21 OF REPRESENTATIVES IN CONGRESS ASSEMBLED, That a Congressional Oversight
22 Committee on Education be created jointly by the Senate and the House of Representatives
23 to be composed of five (5) members of the House of Representatives and five (5) members of
24 the Senate to be designated respectively by the Speaker of the House and the President of the
25 Senate, who shall endeavor to have the three (3) major geographical regions, namely Luzon,
26 Visayas, and Mindanao, proportionately represented. The Committee shall undertake a
27 national review, assessment and evaluation of the performance of the bodies created to take
28 care of basic education, higher education and manpower development of the country as well
29 as of other bodies and agencies that have initiated actions on cross-cutting recommendations
30 that are not within the distinct purviews of DepEd, TESDA and CHED like the Civil Service
31 Commission (CSC), the Department of Budget and Management (DBM), the Department of
32 Finance (DOF), the Department of Labor and Employment (DOLE), the Department of
33 Interior and Local Government (DILG), Department of Information and Communication
34 Technology (DICT), and the Department of Agriculture's Agricultural Training Institute
35 (DA-ATI), among others. The review, evaluation and assessment shall be made in order to
36 determine: (a) observance of the mandates of the respective laws that created the three
37 education and manpower development bodies; (b) the reasons for the gaps in the
38 implementation of EDCOM recommendations and its impact on the performance of the
39 education and training sector for the past 15 years; (c) trends in sectoral quality and
40 performance and reasons behind the aforementioned poor educational outcomes; (d)
41 measures to enable and empower the education and manpower institutions to critically
42 examine and improve performance in the light of globalization and competitiveness, poverty
43 alleviation, sustainable development and overall human development goals of the country; (e)
44 the best teaching, learning and administrative practices of various national and foreign
45 educational institutions that can be adopted across the curriculum and across the system; and
46 (f) additional legislation, if needed, to further the goals of EDCOM;
47

48 RESOLVED, further, that to carry out its objectives, the Committee shall have the
49 following functions and powers:
50

- 1) The Committee shall review, assess and evaluate the formal, non-formal, informal and alternative learning systems, including continuing systems of education at all levels; and,
- 2) It shall produce a report of its findings and shall formulate short - and long-term policy and program recommendations – in the context of the abovementioned goals – to include each of the following areas:
 - i) Sectoral plans and targets;
 - ii) Governance and management;
 - iii) Infrastructure and technical facilities;
 - iv) Educational/manpower development curriculum and programs;
 - v) Financing; and,
 - vi) Convergences among all departments and sectors concerned with human resource management and development for national development.

For the foregoing purposes, the Committee shall:

- a) Prescribe and adopt the guidelines that will govern the national review and assessment;
- b) Approve the work plan for the conduct of the national review, evaluation and assessment;
- c) Approve the budget for the programs of the Committee and all disbursements therefrom, including compensation of all personnel;
- d) Hold hearings, receive testimonies, reports and expert advice on the status of Philippine education and on available remedies to identify problems;
- e) Pass upon the recommendations of the Technical Secretariat which it shall organize, to be headed by an executive director, to provide the necessary technical, management and staff services;
- f) Report to Congress its accomplishments on a periodic basis, its findings and recommendations on actions to be taken by Congress and the departments concerned with education and manpower development;
- g) Secure from any department, bureau, office or instrumentality of the Government such assistance as may be needed, including technical information, preparation and production of reports and the submission of recommendations or plans as it may require;
- h) Hire and appoint such employees and personnel whether temporary, contractual, or on consultancy, including hiring of independent sector experts as researchers, subject to applicable rules;
- i) Summon by subpoena any public official or private citizen to testify before it, or require by subpoena duces tecum to produce before it such records, reports or other documents as may be necessary in the performance of its functions; and,
- j) Generally, to exercise all the powers necessary to attain the purposes for which it is created.

RESOLVED, further, that the Chairpersons of the Senate Committees on Basic Education, Arts and Culture and on Higher, Technical and Vocational Education and the Chairpersons of the House of Representatives Committees on Basic Education and Culture and on Higher and Technical Education shall serve as co-Chairmen of the Committee. The members of the Committee may establish standing committees from among its members and use resource persons from the public and private sectors as may be needed. The members of

1 the Committee shall receive no compensation, but travelling and other necessary expenses
2 shall be allowed.
3

4 RESOLVED, finally, that the Committee shall accomplish its mandate within three
5 (3) years from its organization and that in order to carry out the objectives of this Resolution,
6 the sum of Ten Million Pesos (P10,000,000.00) shall be charged annually against the budget
7 of the Philippine Senate and another Ten Million Pesos (P10,000,000.00) shall be charged
8 annually against the budget of the House of Representatives, both for a period of three (3)
9 years, to commence on 2020, for an annual budget of Twenty Million Pesos
10 (P20,000,000.00). Such amount shall be subject to authorized increases that may be made by
11 Congress.

Adopted,


REP. JOSE FRANCISCO "KIKO" BENITEZ


REP. STELLA LUZ A. QUIMBO


REP. JUAN FIDEL FELIPE F. NOGRALES