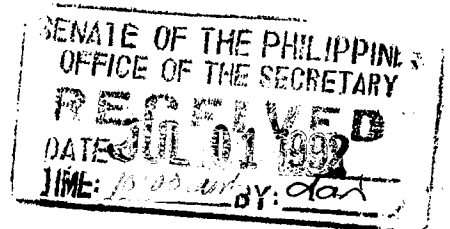


S E N A T E
S. No. 4



Introduced by Senator Guingona, Jr.

EXPLANATORY NOTE

Ours is a young nation not only because of our rebirth to a real democracy but, more so, because our people are a young people --- the median age of our population is sixteen. Now approximately 16 million, the youth of high school, age will reach a total of 20 million by the year 2000.

Of this, however, only about sixty-five percent (65%) are able to enroll in high school. Of those who are enrolled, only about seventy-two percent (72%) finish their secondary education. And of those who do graduate, roughly eighty percent (80%) proceed to college with only twenty percent (20%) of them actually graduating. Of the 20% who do finish college and who try to find a job in the profession they have studied for only an average of 36% will find a job within a bearable time.

In sum, then, only 7.3% of university beginners or a percentage rate of only 6% of all high school graduate will eventually be employed without difficulty. Those who do not make it represent around 4 million or roughly 6 million by the year 2000. These are the realities of our times; realities which we have to correct through the enactment of legislation.

The context of our nation's poverty and employment is a poverty and unemployed of the youth. Yet the Constitution mandates free public education not only in the elementary but also in the high school levels. Furthermore, our Constitution provide in Article XIV, Section 2 that the State shall:

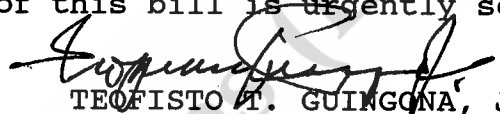
- (a) establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society; and
- (b) encourage non-formal, informal and indigenous learning system, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs.

In Section 3, the Constitution mandates for the development of a curriculum that shall "encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency."

In Section 10, the Constitution realizes the importance of developing a sound and relevant science and technology policy using education as its main engine and vehicle: Science and technology are essential for national development and progress. The State shall give priority to science and technology education, training and services. Scholarships, grants-in-aid, or other forms of incentives shall be provided to deserving science students.

It is within this Constitutional mandates that this bill is respectfully presented. This bill seeks an optimal allocation of such resources. It seeks an education relevant for our youth within the context of nation-building. It seeks to establish an environment which allows the youth to both study and work, to be molded and to mold. It seeks the strengthening not only of vocational but more so of technical education. It seeks to establish both a new work and study ethics.

Therefore, the approval of this bill is urgently sought.



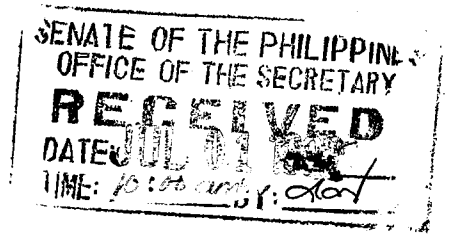
TEOFISTO T. GUINGONA, JR.
Senator

Senate Archives



Congress of the Philippines)
First Regular Session)

S E N A T E
S. NO. 4



Introduced by Senator Guingona, Jr.

"AN ACT TO STRENGTHEN TECHNICAL EDUCATION BY INTRODUCING REFORMS IN THE CURRICULUM, PROVIDING INCENTIVES THEREFOR , AND FOR OTHER PURPOSES"

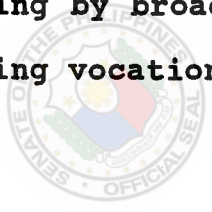
Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

Chapter I

SECTION 1. Short Title. This act shall be known and cited as the Educational Reform Act of 1989."

SEC. 2. Statement of Policy. - It is hereby declared a policy of the State to establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development. Toward this end, the government shall ensure, within the context of a free and democratic system, maximum contribution of the educational and other sectors to the attainment of the following national development goals:

- (a) the development of moral character and personal discipline and the encouragement of critical and creative thinking by broadening scientific and technical knowledge and promoting vocational efficiency;



(b) the encouragement of local planning in the development of educational policies and programs;

(c) the recognition and encouragement of the complementary roles of public and private institutions in the educational system through the establishment of incentives, including tax deductions, to encourage private participation in programs designed to enhance technical skills;

(d) the preparation of the student to meet the technical/vocational skills and technical knowledge and information requirements of employment in industry, agriculture, business, fishery and other economic endeavors through integrated education and training directed toward social and economic development and advancement.

SEC. 3 Statement of Purposes and Objectives. - It is the purpose and objectives of this act to:

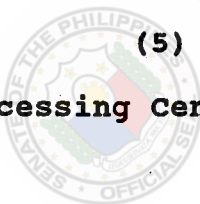
(1) call for a continuous review of the curriculum of education institution;

(2) mandate the establishment of pilot projects;

(3) amend certain provisions of the Labor Code;

(4) provide guidelines whereby certain schools can be exempted from the implementation of the 1989 revised curriculum ; and

(5) convert the facilities of the Philippine Refugee Processing Center for establishment of technical high schools.



SEC. 4. Definition of Terms. - As used in this Act, unless the context deems otherwise;

"Apprenticeship" means practical on-the-job training supplemented by related theoretical instruction.

"Apprentice" is a worker who is covered by a written apprenticeship agreement with an individual employer or any of the entities recognized under this chapter.

"Apprenticeable occupation" means any trade, form of employment or occupation which requires more than three months of practical training on the job supplemented by related theoretical instruction.

"Apprenticeship agreement" is an employment contract wherein the employer binds himself to train the apprentice and the apprentice in turn accepts the terms of training.

"Basic occupational skills" refers to developed capacities which will facilitate gainful employment.

"Learners" refer to persons hired as trainees in semi-skilled and other industrial occupations which are non-apprenticeable and which may be learned through practical training on the job in the relatively short period of time which shall not exceed three (3) months.

"Curriculum" refers to the whole body of courses offered by an educational institution.

"Dual training" refers to a system of formal vocational or technical education which combines the school and the enterprise or company as a venue for learning.

"Proposed 1989 New Secondary Education Curriculum" refers to the curriculum devised by the Department of Education, Culture and Sports pursuant to Batas Pambansa Bilang 232 and to be made applicable to all high schools by school year 1989.

"Schools" refer to all institutions of education and learning recognize by the State.

"Secondary education" refers to the stage of formal education following the elementary level and concerned primarily with continuing basic education and expanding it to include the learning of employable and gainful skills and which usually corresponds to four years of high school.

"Technical education" refers to that type of education that increases the amount of technical skills and knowledge more than that of the skilled worker but less than that of the professional or management engineer and within the range of the classified position "technician".

"Technical high school" are learning institutions offering secondary education in the compliance with the provisions of this Act.



"Technical School" refers to schools whose curricula are primarily designed for the promotion of technical skills.

"Vocational education" refers to the training of skilled workers usually associated with manual work and machine operations.

Chapter II**TECHNICAL HIGH SCHOOLS**

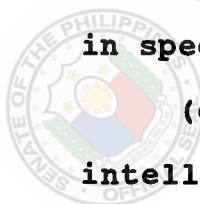
SEC. 5. Priority in Free High Schools. - In the establishment and maintenance of a system of free public education in the high school levels, the highest priority shall be accorded to the development of technical high schools.

SEC. 6. Technical High Schools. - Technical high schools shall primarily aim at reinforcing, intensifying, and reaffirming the spiritual, moral, civic, and intellectual values and skills acquired in the elementary level. It shall also provide its students with substantial competence and preparation for college and basic occupational skills to have gainful employment. More specifically, technical high schools shall enable the students to:

(a) Acquire more comprehensive intellectual skills in the different area of human knowledge for the promotion of their intellectual, physical, spiritual and social well-being;

(b) Acquire basic occupational skills; acknowledge and appreciate the values of manual labor through the different technological courses offered, and/or acquire an immediate gainful employment in industry by specializing or training in specified technical courses;

(c) Acquire additional skills that will enhance their intellectual, oral, and written skills; and develop their ability to react intelligently to daily life situations;



(d) Develop and maximize their potentials in the fields of science and technology as a means of self-fulfillment;

(e) Make them realize their full potentials as valuable members of both the Filipino and human community; and

(f) Prepare for a higher level of learning or education, preferably in highly technical fields such as engineering and related technologies.

SEC. 7 Evolution of the Curriculum. - The Department of Education, Culture and Sports or DECS, acting as the lead agency through the Bureau of Technical and Vocational Education and in coordination with appropriate government and private ^{agencies} educational institution, shall conduct, continuing studies for the evolution of a curriculum designed in accordance with the preceding section. Said continuing studies shall commence immediately upon the effectivity of this Act and shall be completed within a period of eighteen (18) months. Thereafter, such curriculum design evolved shall be utilized as the standard curriculum for all technical high school: Provided, however, That nothing in this Act shall be construed as precluding continuous reviews of said curriculum and the implementation of the results of such reviews.

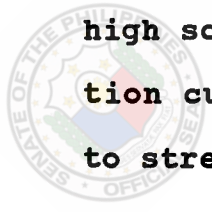


As well as government and private

SEC. 8. Clustering of Courses and Relevance to Goals. - The evolution or the study for the curriculum design provided in the preceding section shall consider the practicability of non-traditional clustering of the following courses such as, (a) business and manufacturing cluster; (b) human service cluster; (c) food production cluster; (d) transport and communication cluster.

Furthermore, the curriculum shall be designed to allow flexibility for technical education to respond to the developmental goals of the different regions as well as other local government units. For this purpose, coordination shall be established with the various Regional Development Councils, Regional Consultative Commissions, and other appropriate agencies or instrumentalities.

SEC. 9. Devocationalization. - Within six (6) months from the effectivity of this act, the DECS shall identify all schools which, by virtue of their intent, goals and objectives, as well as their physical, financial, and manpower support facilities can be converted into or should remain as technical high schools. Schools deemed inadequate or inappropriate for conversion of maintenance as technical high schools shall adopt the standard secondary level education curriculum provided provisions have been made by DECS to strengthen the practical arts program therein.



SEC. 10. Exemption From Curriculum. - All existing laws, decrees, executive orders or other issuances to the contrary notwithstanding, the proposed 1989 New Secondary Education Curriculum shall not apply to educational institution which have shown by a preponderance of evidence before the Bureau of Technical and Vocational Education their substantial compliance with Section 6 and other relevant provisions of this Act and which have, further, shown that their educational institution possesses a known record of quality technical education.

SEC. 11. Utilization of Facilities. - "Upon reversion to the National Government, all existing facilities of the Philippine Refugee Processing Centers shall be utilized for the establishment of technical high schools for out-of-school youth.

SEC. 12. Tax Incentives. - Subject to rules and regulations hereafter promulgated by the Bureau of Internal Revenue in coordination with the DECS, all costs directly attributable to the pursuance of an education in a technical high school shall be fully deductible for income tax purposes.

SEC. 13. Educational Linkage Programs. - There is hereby recognized educational linkage programs between technical high schools and companies or enterprises. Such linkages shall take the form of apprenticeship or learner-ship programs or dual training programs. The validity of such educational linkage programs shall be subject to the



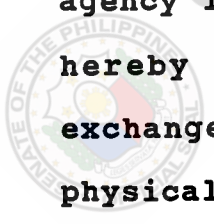
rules and regulations promulgated by the Department of Labor in coordination with DECS for this purpose.

The DECS shall implement the necessary guidelines for the optional summer training of interested students in all year levels taking into consideration their present levels of training and skill.

Any provision of existing laws to the contrary notwithstanding, any donation, contribution, bequest, subsidy or financial aid which may be made to the linkage projects shall be exempt from taxes of any kind and shall constitute allowable deductions in full from the income of the donors and the donees for income tax purposes.

SEC. 14. Student Learners and Apprentices. - For the purpose of the linkage programs in the preceding section, the minimum age for qualification for apprenticeship and learnership programs shall be twelve years of age: Provided, however, That the consent of both the parents or legal guardians of the students and the schools concerned shall be obtained should the learner be a minor. The provisions of Presidential Decree Numbered 442, as amended, otherwise known as the Labor Code, shall have suppletory effect.

SEC.15. Related Programs. - The DECS acting as lead agency in coordination with other appropriate agencies is hereby authorized to establish inter-school technical exchange, faculty development programs, technical school physical plant development and upgrading programs, out-of-school youth development programs and other programs designed to promote the policies and objectives of this Act.



SEC. 16. Pilot Projects. - With thirty (30) months from the effectivity of this Act, three (3) pilot projects corresponding to the technical high schools provided herein shall be established in the following areas: (a) Cagayan de Oro City; (b) San Fernando, Pampanga; and Iloilo City. Nothing herein, however, shall be construed as preventing any expansion or integration of said pilot projects to cover or offer both primary and tertiary education: Provided, That said expansion or integration shall be in line with technical education.

SEC. 17. Pilot Project Curriculum. - The curriculum for the pilot projects shall include the following subjects:

(1) Communication Arts - English and Pilipino, Communications Arts shall aim at further developing the students' communication skills: listening, speech, writing and grammar, reading and comprehension in the English and Pilipino language.

Communication Arts English in the First Year shall focus, on the mastery of the basic sentence and paragraph patterns, Philippine Literature and the appreciation of art forms.



Communication Arts English in the Second Year shall focus on expanded sentence forms and on Asian and African literature.

Communication Arts English in the Third Year shall focus on the different composition patterns on English & American.

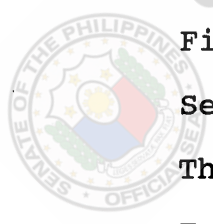
Communication Arts in the Fourth Year shall focus on formal writing; term paper design, research and presentation; and on world classical literature.

Communication Arts Pilipino in the First Year shall cover mastery of the basic sentence and paragraph patterns.

Communication Arts in the Second Year shall focus on more complex sentence patterns and on Pilipino prose and poetry.

Communication Arts Pilipino in the Third Year and Fourth Year shall put emphasis on longer forms of discourse.

(2) Mathematics. Arithmetic, Algebra, Geometry, and Trigonometry shall be integrated and presented in a unified form in every curriculum year, with emphasis differing from year to year. Subjects per year level are:



- First Year : Elementary Algebra
- Second Year : Advanced Algebra
- Third Year : Geometry
- Fourth Year : Trigonometry with basic Calculus

(3) Science. The science subjects shall aim to strengthen the students' appreciation for the natural science by their acquisition and study of the basic scientific concepts and principles. Subjects per year level are:

First Year : General Science
Second Year : Biology
Third Year : Chemistry
Fourth Year : Physics

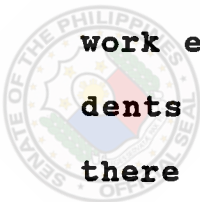
(4) Social Studies. The social studies subjects shall have corresponding conceptual themes for each level. The teaching of proper values shall be stresses in order to develop good citizenship. Conceptual themes per year level are: First Year : Philippine Community Life, which shall include geography, anthropology and sociology as dominant thrust.

Second Year : Philippine History and Government, which shall include the study of concepts covering political science and the Philippine Constitution.

Third Year : World History, which shall include cultural perspectives, geography, anthropology and sociology of the world countries as its dominant disciplines.


Fourth Year : Basic Economics

(5) Technical Arts. The technical arts program shall aim to expose the students to the different skills in industry, to develop trainability through industrial orientation, occupational relevance and to develop a conscientious work ethics. During the first and second years, the students shall go through General Technology Shopwork where there is a exposure to the basic technical and vocational areas as presented herein.



First Year General Technology Shopwork. The course in the first year shall provide basic technical knowledge and experiences useful at home, in school, and industries. The Course shall include the study of different types of basic hand tools - their parts and their uses, their proper classification or specification. Upon completion of the course, the students must have been taught to identify and determine the use of fastening and finishing materials as applied in basic metal work and the basic principles and concepts applied in Electro-Electricity. Theories and information learned shall be applied during the practical part of shopwork.

Second Year General Technology Shopwork. The course in the second year shall provide the students with the basic skills and know-how useful at home, in school, and industries. the course shall include the application of basic hand tools, its processes and operations, such as drilling, grinding, with more advanced treatment in hand tools operations, and a sufficient understanding of the principles and applications of electricity, such as electron theory and the analysis and computation of the series, parallel and combination circuits, reading of electrical measuring instruments and schematic diagramming. The theories studied under this course shall find their application during the practical part of the shopwork phase.



At the end of the second year, each student shall select one area for specialization and further training during his third and fourth years. The areas of specialization shall include but shall not be limited to:

- (a) Automotive Technology
- (b) Computer Technology
- (c) Industrial Technology
- (d) Mechanical Technology
- (e) Electrical Technology
- (f) Electronics Technology
- (6) Any other subjects as required by DECS:

Provided, That the minimum curricula established herein shall not be diminished in both content and time periods.

Chapter III

FINAL PROVISIONS

SEC. 18. Implementing Rules. - The DECS is hereby authorized to issue such rules and regulations as may be necessary for the full implementation of this Act.

SEC. 19. Appropriation. - The sum of Four Hundred Fifty Million Pesos (P459,000,000.00) is hereby appropriated out of any funds from the National Treasury not otherwise appropriated, for, the initial operations required under this Act, such as:

- (1) preparation of initial studies;
- (2) procurement of teaching aids;
- (3) procurement of technical machinery and equipment;
- (4) infrastructure development; and
- (5) other activities pursuant to the mandates of Act.

Thereafter, such other sums as may be necessary for the continuance and maintenance of said operations shall be included in the annual budgetary allocations for the DECS.

SEC. 20. Separability Clause. - If any part of this Act is declared void, the reminder hereof shall remain valid and binding.

SEC. 21. Repealing Clause. - All laws, decrees, other issuances or parts thereof which are inconsistent with this Act are hereby repealed or modified accordingly.

SEC. 22. Effectivity Clause. - This Act shall take effect immediately after its publication by the DECS in the Official Gazette and in two national newspapers of general circulation.

Approved, .

