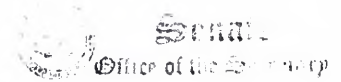


NINETEENTH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
First Regular Session)



'22 JUL 12 P 2 :07

SENATE
S. No. 407

RECEIVED BY

Introduced by SENATOR FRANCIS "TOL" N. TOLENTINO

AN ACT

EXPANDING THE BASIC EDUCATION CURRICULUM, INCREASING THE FUNCTIONS OF THE BUREAU OF LEARNING DELIVERY UNDER THE DEPARTMENT OF EDUCATION TO INCLUDE DISTANCE EDUCATION AND ONLINE LEARNING, THEREBY AMENDING REPUBLIC ACT NO. 10533, OTHERWISE KNOWN AS THE "ENHANCED BASIC EDUCATION ACT OF 2013," AND FOR OTHER PURPOSES

EXPLANATORY NOTE

Article XIV, Section 1 of the 1987 Constitution provides that "the State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all." The right to education therefore is a fundamental right. To increase accessibility, the State is also mandated to "encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs".¹ However, the spread of the novel Coronavirus or COVID-19 across the globe has greatly restricted mobility of persons and has prevented the full utilization of public services as well as access to different social institutions.

¹ Article XIV, Section 2, 1987 Philippine Constitution.

Foreign governments have implemented school closures across their countries to curb the transmission of the disease, impacting over 90% of the world's student population.² This has adversely affected the fulfillment of the socio-economic needs of millions of children and has displaced many students who depend on educational institutions for food and shelter. In the Philippines alone, 27.7 million students have been affected by school closures.³

On the financial aspect, the Coordinating Council of Private Educational Associations (COCOPEA) has expressed growing concern on the disruption of classes, reportedly, "private schools nationwide are bracing an estimated revenue loss of Php 55.2 billion, which may shoot up to P142.1 billion if classes do not open at all due to COVID-19 situation in the country.

The COVID-19 pandemic has impelled countries to fast-track the integration of remote learning in their curricula. Areas in low income countries in Latin America, South Asia and Africa, where no internet access is available, are also adopting alternative modes of learning through radio/television broadcast. In the Philippines, some schools made the shift to online platforms but many found no success in efficiently reaching out to all their students for lack of internet access and electronic tools. Schools have either granted automatic passing marks or deferred grades due to the abrupt ending of the school calendar. This raises concern on the quality of academic learning of students given the limited online teaching tools and connectivity.

A major program of the Department of Education (DepEd) for remote learning is the "DepEd Commons." It is an online platform for public school teachers to support distance learning modalities "to continue the delivery of basic education to our children."⁴ However, the DepEd Commons still has much room for improvement, purportedly, "contents are not yet that many, evaluation and ranking have not yet

² Covid19 Educational Disruption and Response, UNESCO, retrieved from <https://en.unesco.org/covid19/educationresponse>.

³ Private schools on the 'verge of closing down operations' due to COVID-19, Hemando Malipat, M., Manila Bulletin, 25 April 2020, retrieved from <https://news.mb.com.ph/2020/04/24/private-schools-on-the-verge-of-closing-down-operations-due-to-covid-19/>

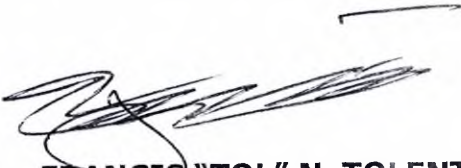
⁴ DepEd launches online platform to support distance learning, Hemando-Malipat, M., Manila Bulletin, 18 March 2020, retrieved from <https://news.mb.com.ph/2020/03/18/deped-launches-online-platform-to-support-distance>

been included, separate channels for teachers, parents, students, and officials have not yet been established."⁵

This bill mandates the integration of a distance learning curriculum in basic education and the expansion of the Bureau of Learning Delivery of the DepEd to include distance education and online learning, to address current and future developments that would require the recalibration of the "in-person" school system.

Given the present shortfalls of distance education in the Philippines and the lack of guidance and trainings for educators with respect to the conduct of remote learning, it is important for the DepEd to mainstream distance education initiatives through the development of a national education policy framework for online or broadcast learning delivery.

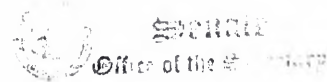
In view of the foregoing, the passage of this measure is earnestly sought.



FRANCIS "TOL" N. TOLENTINO

⁵ *Id.*

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

1 **SECTION. 1. Short Title.** - This Act shall be known as the "Basic Online
2 Learning and Distance Education Act of 2022."

3 SEC. 2. Section 5 of Republic Act No. 10533, otherwise known as the
4 "Enhanced Basic Education Act of 2013," is hereby amended as follows:

5 "SEC. 5. Curriculum Development - The DepED shall formulate the
6 design and details of the enhanced basic education curriculum. It shall work
7 with the Commission on Higher Education (CHED) to craft harmonized basic
8 and tertiary curricula for the global competitiveness of Filipino graduates. To
9 ensure college readiness and to avoid remedial and duplication of basic
10 education subjects, the DepEd shall coordinate with the CHED and the
11 Technical Education and Skills Development Authority (TESDA).

1 **THE DEPED SHALL TAKE THE NECESSARY AND IMMEDIATE**
2 **STEPS TO INTEGRATE DISTANCE EDUCATION INITIATIVES IN THE**
3 **BASIC EDUCATION CURRICULUM THROUGH THE DEVELOPMENT OF**
4 **A NATIONAL EDUCATION POLICY FRAMEWORK FOR ONLINE OR**
5 **BROADCAST LEARNING DELIVERY FOR BASIC EDUCATION.**

6 To achieve an effective enhanced basic education curriculum, the
7 DepED shall undertake consultations with other national government agencies
8 and other stakeholders including, but not limited to, the Department of Labor
9 and Employment (DOLE), **THE DEPARTMENT OF INFORMATION AND**
10 **COMMUNICATIONS TECHNOLOGY (DICT), THE DEPARTMENT OF**
11 **SCIENCE AND TECHNOLOGY (DOST)**, the Professional Regulation
12 Commission (PRC), the private and public schools associations, the national
13 student organizations, the national teacher organizations, the parents-
14 teachers associations and the chambers of commerce on matters affecting the
15 concerned stakeholders.

16 x x x "

17 **SEC. 3.** A new section designated as Section 8 is inserted in Republic Act No.
18 10533 and shall read, thus:

19 **"SEC. 8. BUREAU OF DISTANCE EDUCATION AND LEARNING**
20 **DELIVERY. - THE CURRENT BUREAU OF LEARNING DELIVERY**
21 **UNDER THE DEPARTMENT OF EDUCATION SHALL HEREAFTER BE**
22 **KNOWN AS THE "BUREAU OF DISTANCE EDUCATION AND**
23 **LEARNING DELIVERY."** THE BUREAU SHALL RETAIN ALL OF ITS
24 **EXISTING FUNCTIONS AND SHALL LIKEWISE FORMULATE AND**
25 **MANAGE PROGRAMS THAT INCLUDE COMPREHENSIVE AND**
26 **ALIGNED SERVICES THAT USE INDIVIDUALIZED, COLLECTIVE, AND**
27 **STATE-OF-THE-ART TECHNOLOGY OF DISTANCE AND ONLINE**
28 **LEARNING PORTALS FOR BASIC EDUCATION TO SUPPLEMENT**
29 **TRADITIONAL INSTRUCTION METHODOLOGIES.**

1 **THE BUREAU SHALL DEVELOP AND MANAGE A NATIONAL**
2 **EDUCATION POLICY FRAMEWORK AND CURRICULUM THAT**
3 **INCORPORATES EDUCATION PROGRAMMING VIA VIDEO OR**
4 **RADIO AND/OR ONLINE OR INTERNET-BASED, REMOTE AND OTHER**
5 **VITRUAL LEARNING METHODS.**

6 **GUIDANCE AND TRAINING FOR DISTANCE LEARNING SHALL**
7 **BE GIVEN TO INSTRUCTORS AND TEACHERS TO ENABLE THEM TO**
8 **CARRY OUT THE FUNCTIONS REQUIRE BY THE NEW DISTANCE**
9 **LEARNING CURRICULUM IN COOPERATION WITH DEPARTMENT**
10 **OF INFORMATION AND COMMUNICATIONS TECHNOLOGY (DICT)**
11 **AND DEPARTMENT OF SCIENCE AND TECHNOLOGY (DOST)."**

12 All succeeding sections of the same Act are hereby renumbered accordingly.

13 **SEC. 4. *Implementing Rules and Regulations.*** - The Secretary of
14 Education shall promulgate the rules and regulations to effectively implement the
15 provisions of and carry out the policy set forth in this Act within sixty (60) days from
16 its effectivity.

17 **SEC. 5. *Separability Clause.*** - If any provision of this Act is declared invalid
18 or unconstitutional, the remaining provisions shall continue to be in full force and
19 effect.

20 **SEC. 6. *Repealing Clause.*** - All laws, decrees, executive orders,
21 proclamations, rules and regulations, and issuances, or parts thereof which are
22 inconsistent with the provisions of this Act, are hereby repealed, amended, or
23 modified accordingly.

24 **SEC. 7. *Effectivity.*** — This Act shall take effect fifteen (15) days after its
25 publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,