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SENATE

P.S. Res. No. 311

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Introduced by SEN. WIN GATCHALIAN

RESOLUTION

DIRECTING THE PROPER SENATE COMMITTEE TO CONDUCT AN INQUIRY, IN AID OF LEGISLATION AND WITHIN THE CONTEXT OF THE PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA) RESULTS, IN ORDER FOR THE SENATE TO ALIGN ITS LEGISLATIVE INITIATIVES AND BUDGETARY PRIORITIES WITH THE VISION OF THE DEPARTMENT OF EDUCATION AS IT PIVOTS ITS FOCUS FROM ACCESS TO QUALITY IN THE BASIC EDUCATION SECTOR, AND TO SUSTAIN THE BOLD EFFORTS OF OTHER STAKEHOLDERS TO IMPROVE THE EDUCATION SYSTEM AND MAKE IT INSTRUMENTAL TO DEVELOPING THE COUNTRY'S HUMAN CAPITAL AND SERVE AS A MAJOR CATALYST TO NATIONAL DEVELOPMENT

1 **WHEREAS**, Article II, Section 17 of the 1987 Constitution on the
2 Declaration of Principles and State Policies states that “[t]he State shall give
3 priority to education, science and technology, arts, culture, and sports to
4 foster patriotism and nationalism, accelerate social progress, and promote
5 total human liberation and development”;

6 **WHEREAS**, under Article XIV of the Constitution on Education, Science
7 and Technology, Arts, Culture and Sports Education, the State is mandated
8 to protect and promote the right of all citizens to quality education at all levels,
9 take appropriate steps to make such education accessible to all, as well as
10 establish, maintain, and support a complete, adequate, and integrated system
11 of education relevant to the needs of the people and society;

12 **WHEREAS**, these Constitutional policies on education are themselves
13 embodied under the 1989 International Convention on the Rights of the Child,

1 the world's most widely ratified international human rights treaty where the
2 Philippines is among the 196 nation signatories, and where Article 28 thereof
3 makes States Parties recognize the right of the child to education, and to
4 achieve this right progressively on the basis of equal opportunity, shall make
5 primary education compulsory and available free to all, and make higher
6 education accessible to all on the basis of capacity by every appropriate
7 means;

8 **WHEREAS**, the Philippine government, in pursuit of these policies and
9 declarations and with national development as the ultimate goal, has recently
10 embarked on two historic ground-breaking reforms in the education sector
11 through the enactment of the Enhanced Basic Education Act of 2013, known
12 as the K to 12 Law, and the full implementation of the Universal Access to
13 Quality Tertiary Education Act in 2018;

14 **WHEREAS**, despite these landmark laws and other persistent
15 initiatives to reform the education sector in the past, the results of the
16 Programme for International Student Assessment (PISA) administered by the
17 Organization for Economic Cooperation and Development (OECD) in 2018
18 showed dismal results where the Philippines, out of 79 participating
19 countries, yielded the following results:

- 20 1. Filipino students obtained an average score of 340 points in
21 Overall Reading Literacy, which was significantly lower than the
22 OECD average of 487 points, placing them last in rank. This
23 score is within Proficiency Level 1a, one level lower than the
24 minimum proficiency level (Level 2), suggesting that in general,
25 Filipino students cannot identify the main idea in a piece of text
26 of moderate length, and may have difficulty in making
27 comparisons based on single features of text and in making
28 connections between text and outside knowledge.¹
- 29 2. Filipino students achieved an average score of 353 points in
30 Mathematical Literacy, which was significantly lower than the
31 OECD average of 489 points, placing them second to the last in

¹ PISA 2018 National Report of the Philippines, p. 12.

1 rank. This score is classified as below Level 1 proficiency, where
2 the minimum expected level to which students should perform is
3 Level 2. This means that students who scored below Level 2
4 Proficiency cannot employ basic algorithms, formulae,
5 procedures, or conventions to solve problems involving whole
6 numbers.²

- 7 3. Filipino students attained an average score of 357 points in
8 Scientific Literacy, which was significantly lower than the OECD
9 average of 489 points, placing them also second to the last in
10 rank. This score is classified as below Level 1a proficiency,
11 suggesting that the majority of students are unable to draw on
12 everyday content and basic procedural knowledge to identify an
13 appropriate scientific explanation, interpret data, and identify
14 the question being addressed in a simple experimental design.
15 They can neither use basic or everyday scientific knowledge to
16 identify a valid conclusion from a simple data set.³

17 **WHEREAS**, in a Multi-Stakeholder Panel Discussion on the PISA and
18 the Challenge of Education Quality in the Philippines held on December 4,
19 2019, on the same day the PISA results were publicly released, the OECD
20 discussed the PISA Results, especially relating it to the Philippines, with
21 notable emphasis on Quality and Equity. Equity means that whatever
22 variations there may be in education outcomes, such as access to schooling,
23 student performance, students' attitudes and beliefs, and students'
24 expectations for their future, they are not related to a student's background
25 such as socio-economic status, gender or immigrant background. The weaker
26 the relationship between education outcomes and the student's socio-
27 economic status, the more equitable the school system, as all students can
28 flourish in such a system;⁴

29 **WHEREAS**, for a country to achieve No. 4 of the 2030 United Nations
30 Sustainable Development Goals of ensuring inclusive and equitable quality

² *Id.* at p. 26.

³ *Id.* at p. 35.

⁴ https://www.oecd.org/pisa/Combined_Executive_Summaries_PISA_2018.pdf

1 education and promoting lifelong learning for all, and for every person to have
2 “a fair chance to improve his or her life, whatever his or her personal
3 circumstances”⁵, it must ensure that all students have access to the best
4 education opportunities;

5 **WHEREAS**, in the same Multi-Stakeholder Panel Discussion on the
6 PISA, it was likewise discussed that in order to drive change, and improve
7 education outcomes including better performance in assessment standards
8 such as the PISA, there needs to be a national assessment to establish
9 ownership of the results by the government and broad stakeholders;⁶

10 **WHEREAS**, the Department of Education (DepEd) has recently
11 launched its reforms to achieve quality in basic education through its
12 battlecry “*Sulong Edukalidad*” where the Department also “secured the
13 commitment of all local and international partners, various education leaders,
14 champions, advocates and stakeholders, including representatives from the
15 executive and legislative branch of the government, to contribute their
16 concrete support and collaboration”⁷;

17 **WHEREAS**, as “*Sulong Edukalidad*” will have KITE as its four key
18 reform areas: **K** to 12 Curriculum review and update; **I**mprovement of learning
19 environment; **T**eachers’ upskilling and reskilling; and **E**ngagement of
20 stakeholders for support and collaboration, it is imperative for the legislature
21 to craft and push for legislations that will complement, support and accelerate
22 these policy reforms;

23 **NOW, THEREFORE, BE IT RESOLVED, AS IT IS HEREBY**
24 **RESOLVED BY THE SENATE OF THE PHILIPPINES**, to direct the proper
25 Committee to conduct an inquiry, in aid of legislation and within the context
26 of the Programme for International Student Assessment (PISA) results, in
27 order for the Senate to align its legislative initiatives and budgetary priorities
28 with the vision of the DepEd as it pivots its focus from access to quality in the
29 basic education sector, and to sustain the bold efforts of other stakeholders

⁵ *Ibid.*

⁶ Yuri Belfali, PISA 2018 Results Philippines, Multi-Stakeholder Panel Discussion: PISA and the Challenge of Education Quality in the Philippines, December 4, 2019, SEAMEO Innotech, Diliman, Quezon City.

⁷<https://www.deped.gov.ph/2019/12/03/sulong-edukalidad-depeds-battlecry-moving-forward/>

1 to improve the education system and make it instrumental to developing the
2 county's human capital and serve as a major catalyst to national
3 development.

4 Adopted,



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