EIGHTEENTH CONGRESS OF THE
REPUBLIC OF THE PHILIPPINES

First Regular Session

HOUSE OF REPRESENTATIVES

HOUSE JOINT RESOLUTION No. 26

Introduced by HON. ROMMEL RICO T. ANGARA

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

WHEREAS, on August 14, 1990, then President Corazon C. Aquino approved
the creation of the Congressional Committee on Education (EDCOM), as proposed in
Joint Resolution No. 2 passed by both Houses of Congress;
WHEREAS, the EDCOM was mandated to submit a report that would lay down
the agenda for educational reform in the country;
WHEREAS, EDCOM submitted to Congress, President Corazon C. Aquino and
the nation, the report entitled Making Education Work, An Agenda for Reform as the
result of its work;
WHEREAS, laws were passed to tri-focalize the educational system into the
Commission on Higher Education (CHED), the Technical Education and Skills
Development Authority (TESDA), and the Department of Education (DepEd) to bring
about clear program focus, realistic plans and targets and rational allocation of
resources;
WHEREAS, other EDCOM recommendations were either not acted upon or not
implemented as EDCOM intended;
WHEREAS, among the major recommendations that were not acted upon was
the creation or institutionalization of a permanent National Coordinating Council for
Education (NCCE) that would coordinate and harmonize the policies and programs of
the three education agencies and dovetail them to national development plans;
WHEREAS, 25 years after the creation of major bodies in education and
manpower development sub-sectors, the following conditions continue to exist:
- the net enrollment ratio for Junior High School and Senior High School in
2018 were 81.4% and 51.2%, respectively;
- the completion rate of secondary students (Junior High School) students
was only 84.3% in 2017;
- the basic education system still suffers from chronic shortages of teachers
and classrooms, large class sizes and low levels of learning achievement;
and
- the passing rate in licensure exams was only 37.9% in 2018.
WHEREAS, Republic Act No. 10533 was signed into law on May 15, 2013
mandating the nationwide adoption of the K+12 program, and there is a need to
review government plans and policies to address the growing pains of the transition
period;
WHEREAS, the system of basic education in the country still lags behind
international standards, evidenced in particular by the results of the 2018 round of the
Programme for International Student Assessment (PISA), where out of 79 countries
assessed, the Philippines ranked last for Reading Literacy, and second to the last for
Mathematics and Science Literacy, ahead only of the Dominican Republic;
WHEREAS, the Technical Education and Skills Development Authority has yet
to fully implement the provisions of the law, which created it, on devolution of
technical and vocational education and training (TVET) to local governments and
industry and the transformation of TESDA from providing TVET to monitoring,
evaluation, regulation, planning and financing;
WHEREAS, the number of State Universities and Colleges (SUCs) and Local
Universities and Colleges (LUCs) has increased significantly since 1992, leading to
duplication of degree offerings with consequent decrease in the provision of faculty
and physical facilities requirement
WHEREAS, the United Student Financial Assistance System for Tertiary
Education (2015), Universal Access to Quality Tertiary Education Act (2017),
(UniFAST) and Tulong-Trabaho Act (2019) were enacted to ensure equitable access
to post-secondary and tertiary education, hence, reforms should now focus on
ensuring the quality and relevance of instruction and elevating the capacity of our colleges and universities to conduct meaningful research;

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

WHEREAS, the fast pace of change across the globe is demanding shifts in our educational paradigms, away from content-centric learning to skills- and outcome-based learning, where those who just started schooling are encouraged to become more flexible, critical, and creative, while those already in the workforce are provided opportunities for reskilling and retraining—with the end-goal of empowering all students across all ages to become lifelong learners;

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

WHEREAS, there are new research findings on how people learn that need to be processed in the context of the Philippine setting;

WHEREAS, the Philippines has formally agreed to the goals and purposes of various national and international studies and agreements such as the Sustainable Development Goals (SDGs) and Education for all (EFA) of the United Nations, the Basic Education Sector Reform Agenda (BESRA), and various ASEAN agreements;

WHEREAS, the Philippines' commitment to the ASEAN Economic Community in 2015 includes free movement of skilled labor in the engineering, nursing, architecture, surveying, dentistry, medicine, accounting, and tourism professions, thus making it imperative that our graduates be competitive in these areas;
NOW, THEREFORE BE IT RESOLVED, BY THE SENATE AND THE HOUSE OF
REPRESENTATIVES IN CONGRESS ASSEMBLED, That a Congressional Oversight
Committee on Education be created jointly by the Senate and the House of
Representatives to be composed of five (5) members of the House of Representatives
and five (5) members of the Senate to be designated respectively by the Speaker of
the House and the President of the Senate, who shall endeavor to have the three (3)
major geographical regions, namely Luzon, Visayas, and Mindanao, proportionately
represented. The Committee shall undertake a national review, assessment and
evaluation of the performance of the bodies created to take care of basic education,
higher education and manpower development of the country as well as of other bodies
and agencies that have initiated actions on cross-cutting recommendations that are
not within the distinct purviews of DepEd, TESDA and CHED like the Civil Service
Commission (CSC), the Department of Budget and Management (DBM), the
Department of Finance (DOF), the Department of Labor and Employment (DOLE), the
Department of Interior and Local Government (DILG), Department of Information and
Communication Technology (DICT), and the Department of Agriculture’s Agricultural
Training Institute (DA-ATI), among others. The review, evaluation and assessment
shall be made in order to determine: (a) observance of the mandates of the respective
laws that created the three education and manpower development bodies; (b) the
reasons for the gaps in the implementation of EDCOM recommendations and its
impact on the performance of the education and training sector for the past 15 years;
(c) measures to enable and empower the education and manpower institutions to
critically examine and improve performance in the light of globalization and
competitiveness, poverty alleviation, sustainable development and overall human
development goals of the country; (d) the best teaching, learning and administrative
practices of various national and foreign educational institutions that can be adopted
across the curriculum and across the system; and (e) additional legislation, if needed,
to further the goals of EDCOM;

RESOLVED, further, That to carry out its objectives, the Committee shall have
the following functions and powers:
(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.

(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) Educational/manpower development curriculum and programs;
   iv) Financing;
   v) 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, 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 the Committee shall receive no compensation, but
travelling and other necessary expenses shall be allowed.

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

Adopted,

ROMMEL RICO T. ANGARA
Representative, Lone District of Aurora