

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
Third Regular Session

House Resolution No. 1952



Introduced by **REPRESENTATIVE JOY MYRA S. TAMBUNTING**

A RESOLUTION

DIRECTING THE HOUSE COMMITTEE ON BASIC EDUCATION AND CULTURE TO CONDUCT AN INQUIRY, IN AID OF LEGISLATION, INTO THE BELOW MINIMUM LEVEL OF PROFICIENCY AMONG STUDENTS AS REPORTED IN THE 2021 WORLD BANK SYNTHESIS REPORT ON STUDENT LEARNING OUTCOMES AND WELL-BEING, WITH THE END IN VIEW OF IMPROVING THE QUALITY OF EDUCATION IN THE COUNTRY

WHEREAS, World Bank released a synthesis report on student learning outcomes and wellbeing in the Philippines which presents key findings from Philippines' participation in the most recent cycles of three cross-national large-scale assessments namely, the Programme for International Student Assessment (PISA) in 2018, Trends in International Mathematics and Science Study (TIMMS) in 2019, and the Southeast Asia Primary Learning Metrics (SEA-PLM) in 2019;

WHEREAS, Philippines took part in PISA for the first time in 2018. PISA measures the application of key knowledge and skills of 15-year-olds enrolled in school in reading, mathematics, and science. The country also participated in TIMMS, which assesses achievement in mathematics and science at the fourth and eighth grades, in 2019 after a 16-year break. During the same year, Philippines also participated in SEA-PLM, a regional assessment developed by and for countries in Southeast Asia, measuring reading, writing, and mathematical literacy and global citizenship among Grade 5 students;

WHEREAS, the Philippines performed poorly on the above mentioned assessments, with the country ranking at bottom or near the bottom in each learning domain assessed. Among the key findings presented in the report are: below minimum level of proficiency among students for their respective grades which is deeply rooted in the limited proficiency of students in the language of instruction, the relatively longer instructional time and higher curriculum coverage which does not appear to be helping to improve student performance, and the limited availability school sources, which is often positively related with performance;

WHEREAS, the report also noted that the students in the country tend to lack a conducive disciplinary climate, with bullying being a prevalent issue. Parents' emotional support and engagement in learning at home also tend to be more limited in the Philippines than on average, particularly for disadvantaged students. The report further stated that poor performance is observed even among socioeconomically advantaged students;

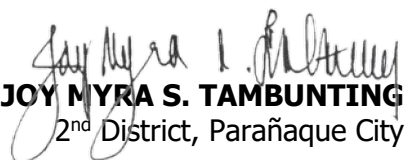
WHEREAS, the Education Secretary Leonor Briones and Finance Secretary Carlos G. Dominguez III has since disputed that the report published in June 2021 by the World Bank contained outdated findings and the government has already taken steps to address these;

WHEREAS, as of writing, World Bank has already issued an apology to the Philippine Government and has temporarily removed the report from its website;

WHEREAS, all things considered, it is still imperative that the Department of Education carefully look into the key findings of these assessments, particularly in the context of the COVID-19 pandemic and the adoption of blended learning. It is also incumbent upon this chamber to review and evaluate the projects and programs that has since been adopted by the Department of Education to address the findings in this report and improve the quality of education in the country.

NOW, THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the House of Representatives direct the House Committee on Basic Education and Culture to conduct an inquiry, in aid of legislation, into the below minimum level of proficiency among students as reported in the 2021 World Bank synthesis report on student learning outcomes and well-being, with the end in view of improving the quality of education in the country.

Adopted,


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