



Republic of the Philippines
Department of Education
 REGION II – CAGAYAN VALLEY



August 21, 2024

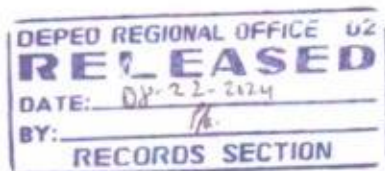
REGIONAL MEMORANDUM

No. **302**, s. 2024

**REQUEST FOR COMMENTS AND RECOMMENDATIONS ON THE DRAFT POLICY
 ON THE MODIFICATION OF THE K TO 12 BASIC EDUCATION PROGRAM**

To: Schools Division Superintendents
 Assistant Schools Division Superintendents
 Chiefs of the RO Functional Divisions
 All others concerned

1. In line with the 3rd Quarter Meeting in September 2024 to be conducted by Social Development Committee (SDC) this Office through the Policy, Planning and Research Division (PPRD) shall facilitate the submission of **Comments and Recommendations on the Draft Policy Proposal on the Modification of K to 12 Basic Education Program**.
2. One of the agenda to be discussed is the draft policy for the modification of the K to 12 Basic Education Program of the Department of Education.
3. All Schools Division Offices are required to submit their comments and recommendations on the draft policy proposal through this email address pprd.region2@deped.gov.ph on or before August 29, 2024.
4. Attached is the copy of communication letter and policy proposal for reference.
5. Widest dissemination of and compliance with this Memorandum is desired.



BENJAMIN D. PARAGAS PhD, CESO III
 Director IV / Regional Director

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REPUBLIC OF THE PHILIPPINES
REGIONAL DEVELOPMENT COUNCIL
CAGAYAN VALLEY REGION

August 19, 2024



BENJAMIN D. PARAGAS
Regional Director
Department of Education Region 02
RGC, Carig Sur, Tuguegarao City

**Subject: Request for Comments and Recommendations on the Draft
Policy Proposal**

Dear **Director Paragas**:

The Social Development Committee (SDC) will hold its 3rd Quarter Meeting in September 2024. One agenda item to be discussed is the draft policy proposing for the modification of the K to 12 Basic Education Program of the Department of Education (DepEd).

In this regard, may we request for your comments and recommendations on the attached policy proposal. Your input will be considered in the final draft of the policy proposal which will be presented during the 3rd quarter SDC meeting.

We appreciate receiving your comments and recommendations on or before August 30, 2024 through email at nro2_pmed@gmail.com.

For queries, your staff may contact Mr. Giovanni I. Maguddayao of NEDA2-PMED via mobile number 0936-051-9412.

Thank you.

Very truly yours,


DIONISIO C. LEDRES, JR.
RDC2 Vice-Chairperson and
NEDA2 Regional Director



POLICY TITLE: Proposed Modification on the K to 12 Basic Education Program

Background:

The K to 12 basic education program being implemented by the Department of Education (DepEd) is considered to be one of the most significant educational reforms in the country which introduced programs and projects aimed to improve the quality of basic education in the Philippines. This initiative is consistent with Article XIV, Section 2(1) of the Constitution, which emphasizes the importance of establishing, maintaining, and supporting a complete, adequate, and integrated system of education relevant to the needs of the people and society.

The K to 12 program covers one year of kindergarten, six years of elementary education, and six years of high school. It is designed to align the Philippine education system with global standards.

The K to 12 program follows a K-6-4-2 model, which includes one year of kindergarten, six years of elementary education (Grades 1 to 6), four years of junior high school (Grades 7 to 10), and two years of senior high school (Grades 11 to 12). The senior high school curriculum offers different tracks to prepare students for college, vocational, or technical education.

The implementation of the K to 12 basic education program began with offering kindergarten in all public schools. The enhanced 12-year basic education curriculum was initiated in the school year 2012-2013. The first-year high school students of the school year 2012-2013 were the first batch to take the senior high school curriculum, starting in the school year 2016-2017.

Objectives:

The policy aims to guide the schools in effectively organizing and managing the implementation of the K-to-12 education program particularly on the proposed modification on the program to address concerns on high dropout rates, mismatch with industry needs, and limited educational resources.

It proposes a two-track system: a 10-year basic education path leading to a high school diploma and either employment or specialized vocational training, and an option for an additional 2-year pre-college track hosted by State Universities and Colleges (SUC) and private Higher Education Institutions (HEIs) to prepare students for further education. This proposed approach aims to provide flexibility, enhance relevance, and ensure equitable access to quality education, ultimately developing a more skilled and adaptable workforce.

Problem Statement:

The current K-12 education program faces significant challenges that limit its effectiveness, despite good intentions.

1. **High Student Dropout** - 40 percent of students drop out by the 10th grade, mainly due to lack of personal interest and financial difficulties (Gatchalian, 2023; PhilStar, 2023a). This indicates a disconnect between the existing system and the needs of a substantial portion of the student population.
2. **Limited Education Department Resources** - The DepEd has persistent funding constraints, hindering its ability to properly support both academic and vocational training programs, especially within the expanded K-12 framework.
3. **Mismatch with Job Market Needs** - The current system struggles to provide students with the practical skills and knowledge required by the rapidly changing job market, particularly in high-demand fields like technology, tourism, and skilled trades.

Proposed Policy Changes

This proposal calls for a fundamental change in the Philippine education system by adopting a two-track approach:

Track 1: 10-Year Basic Education for Employment and Specialized Vocational Training

This proposal suggests reverting to the 10-year basic education system (in addition to mandatory kindergarten) program overseen by the DepEd. After completing six years of elementary school and four years of secondary education, students will receive a high school diploma (considered as High School graduates), indicating their preparedness for the job market or specialized training. These graduates can already proceed to advanced technical, highly specialized, or vocational courses. This will shorten the period and lower the cost of training for most technical and vocational workers.

This method, drawing inspiration from the "schools of arts and trades" which have been successful in producing graduates ready for employment, removes the extra two years of senior high school for students not intending to pursue a college degree. It allows them to enroll in technical, specialized, or vocational courses directly. This streamlined approach reduces the time and cost of acquiring in-demand skills and strengthens the connection between secondary education and the requirements of different industries.

Track 2: Additional 2-Year Pre-College Program for Tertiary Education

For students aiming to pursue a college degree, this approach presents a focused 12-year education track, consisting of six years of elementary school, four years of high school, and a two-year pre-college program. This pre-college program shall be offered by the SUCs and private HEIs to provide a strong foundation for higher education. It will cover core academic subjects including advanced coursework aligned with intended college majors, and cultivates critical thinking, communication and language proficiency, and research skills, which are essential for success in college.

The additional two years will be shouldered by the students, which will relieve the education department of extra facility, faculty, and operational costs. Furthermore, this concentrated preparatory program streamlines the college experience, potentially reducing the time needed to obtain a degree. Students entering university after completing this program benefit from a stronger academic foundation and enhanced readiness for the challenges of higher education.

Expected Outcomes:

1. The two-track system addresses both financial and interest-based barriers by providing clear, alternative pathways. This empowers students to choose the track that best suits their aspirations and circumstances, leading to lower dropout rates.
2. Graduates from both tracks enter the workforce with relevant skills and knowledge. Those who opt for direct entry after Grade 10 can gain vocational skills and enter the workforce sooner, potentially reducing overall education costs. On the other hand, those who pursue the enhanced tertiary education track are better prepared for specialized professions.
3. The shift to the two-track system allows the DepEd to focus its resources on strengthening the quality of basic education within the 10-year track. This ensures maximum impact and a more efficient use of educational resources.
4. The emphasis on vocational training in the two-track system fosters deeper collaboration between educational institutions and industry partners. This collaboration ensures that the curriculum remains relevant to the needs of the workforce and creates a pipeline of skilled talent to meet the demands of the job market.

Implementation Strategies:

1. The transition to a two-track system requires a phased approach, starting with developing the curriculum, testing it in selected schools, and gradually expanding the program based on ongoing evaluation.
2. Effective implementation necessitates close collaboration with key stakeholders, including the education departments, industry leaders, teachers, parents, and student representatives, to secure support and consider diverse perspectives.
3. Strengthening the established monitoring and evaluation framework is essential for tracking progress, assessing indicators such as dropout rates, employment outcomes, and the effectiveness of programs, and guiding continuous adjustments and enhancements.

References:

Gatchalian, S. (2023, June 22). 4 out of 10 learners drop out by Grade 10. The Philippine Star. <https://www.philstar.com/headlines/2023/06/22/2275639/4-out-10-learners-drop-out-grade-10->

Editorial - Dropping Out. (2023, June 23). The Philippine Star. <https://www.philstar.com/opinion/2023/06/23/2276002/editorial-dropping-out->

Task for EDCOM: Help the 4 out of 10 learners who drop out by Grade 10. (n.d.). Win Gatchalian. Retrieved August 1, 2023, from <https://wingatchalian.com/news/task-for-edcom-help-the-4-out-of-10-learners-who-drop-out-by-grade-10/>