The K to 12 Basic Education Program

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Consultant, K to 12 Curriculum Development
## World Economic Forum Global Competitiveness Report

<table>
<thead>
<tr>
<th>Country and Overall Rank</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>Singapore</td>
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<td>3</td>
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<tr>
<td>Malaysia</td>
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<td>21</td>
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<tr>
<td>Brunei Darussalam</td>
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<td>Vietnam</td>
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<td>Cambodia</td>
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<td>110</td>
<td>109</td>
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</table>
We are the last country in Asia and one of the only three countries in the world with a 10-year pre-university program.
• DJIBOUTI
• ANGOLA
• PHILIPPINES

– minimum 12 years pre-university education for recognition of engineering professionals

minimum 12 years pre-university education for university admission and practice of profession in European countries
EFA 2015

MDGs 2015

BESRA 2015
EFA 2015
Goals
Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
EFA 2015

Goals

Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities,
EFA 2015 Goals

have access to and complete, free and compulsory primary education of good quality.
EFA 2015

Goals

Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
K - 12
Basic Education Program

EFA 2015

MDGs 2015
The Millennium Development Goals are a set of eight time-bound, concrete and specific targets aimed at significantly reducing,
MDGs 2015

if not decisively eradicating poverty, by the year 2015:
189 countries, including the Philippines, committed to attain the EFA Goals and MDG in September 2000.
Goal 1: Eradicate extreme poverty and hunger

Goal 2: Achieve universal primary education

Goal 3: Promote gender equality and empower women

Goal 4: Reduce child mortality

Goal 5: Improve maternal health

Goal 6: Combat HIV/AIDS, malaria and other diseases

Goal 7: Ensure environmental sustainability

Goal 8: Global partnership for development
K - 12
Basic Education Program

BESRA 2015

Basic Education Sector Reform Agenda

Conceptualized in 2005 to facilitate implementation of Philippine EFA 2015 Plan
K to 12 builds on the reform thrusts of BESRA.

Quality & Accessible Education For All

K to 12 Basic Education Program

Basic Education Sector Reform Agenda

KRT1: School-Based Management
KRT 2: Teacher Education & Development
KRT 3: National Learning Strategies
KRT 4: Quality Assurance & Accountability/M&E
KRT 5: Organizational Development

BESRA as a package of reform initiatives considers K to 12 as the flagship reform strategy.
With K to 12, we will...

Produce holistically developed Filipinos who have 21st century skills and are prepared for higher education, middle-level skills development, employment, and entrepreneurship.

“...country with an organized and shared rapid expansion of our economy through a government dedicated in honing and mobilizing our people’s skills and energies...”

- Philippine Development Plan 2011-2016
Vision

Filipino graduates are envisioned to:

• Possess sufficient mastery of basic competencies (e.g. literacy, numeracy, problem solving, etc.) to develop themselves to the fullest;

• Be emotionally developed and competent to live a meaningful life;

• Be socially aware, pro-active, and involve in public and civic affairs and contribute to the development of a progressive, just and humane society;

• Be adequately prepared for the world of work or entrepreneurship or higher education; be legally employable; and

• Be globally competent and competitive.
They are characterized as graduates who:

- Possess healthy mind and body
- Have a solid moral and spiritual grounding
- Appreciate and care for humanity, the world and environment
- Are proud to be Filipinos
Comparison of Current BEC and K to 12 Education

Basic Education Curriculum (BEC) 2002
BEC is a restructuring of the NESC (1983) and the NSEC (1989) in order to raise the quality of the Filipino learners and graduates and empower them for lifelong learning.

2010 Secondary Education Curriculum (SEC)
The 2010 Secondary Education Curriculum (SEC) is the revised 2002 BEC incorporating Understanding by Design (UBD) which seeks to contribute to functional literacy for all and the development of 21st Century core skills needed for global competitiveness.

K to 12 Curriculum 2012
The K to 12 Basic Education Curriculum is geared towards the development of holistically developed Filipino with 21st century skills who is ready for employment, entrepreneurship, middle level skills development and higher education upon graduation.
PHILOSOPHICAL and LEGAL BASES
- The 1987 Phil. Constitution
- B.P. 232, Education Act of 1982
- R.A. 9155, Governance of Basic Education Act of 2001
- The 4 pillars of education (UNESCO)
- The vision-mission statements of DepEd
- The EDCOM Report of 1991
- Basic Education Sector Reform Agenda (BESRA)

NATURE OF THE LEARNER
- Has a body and spirit, intellect, free will, emotions, multiple intelligences, learning styles
- Constructor of knowledge and active maker of meaning not a passive recipient of information

NEEDS OF THE LEARNER
- Life skills
- Self-actualization
- Preparation for the world of the work, entrepreneurship, higher education

NEEDS OF NATIONAL and GLOBAL COMMUNITY
- Poverty reduction and human development
- Strengthening the moral fiber of the Filipino people
- Development of a strong sense of nationalism
- Development of productive citizens who contribute to the building of a progressive, just and humane society
- Ensuring environmental sustainability
- Global partnership for development

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CURRICULUM SUPPORT SYSTEM

FAMILY SUPPORT
- Internal and External Stakeholders’ Support

INSTRUCTIONAL SUPPORT
- Teachers’ CPD, Textbooks and other IMs

ADMINISTRATIVE SUPPORT
- CO, RO, DO School

SOCIETAL SUPPORT
- Public-Private Partnership Media, GO, NGO

MONITORING and EVALUATION SYSTEM

Holistically Developed Filipino with 21st Century Skills
The K to 12 Basic Education curriculum will be enhanced

Integrative, Inquiry-based, Constructivist

Focuses on the development of the Filipino

Learner-Centered

Enriched

Technology Enhanced

Allows for mastery of competencies

Responsive

Decongested

Seamless

Flexible to local needs

Continuum following an expanding spiral progression model
Significant Changes of the Education Structure

2002 BEC Structure

K TO 12 STRUCTURE

High School
Year 1 to 4

17 to 18 years old

Senior HS
Grades 11 to 12

Elementary
Grades 1 to 6

12 to 16 years old

Junior HS
Grades 7 to 10

Optional pre-school

6 to 11 years old

Elementary
Grades 1 to 6

5 years old

Mandatory Kindergarten

5 years old
K to 12 Basic Education Program

6 years of Elementary

Grade 1 (6 years old)
Grade 2 (7 years old)
Grade 3 (8 years old)
Grade 4 (9 years old)
Grade 5 (10 years old)
Grade 6 (11 years old)
Grade 7 (12 years old)
Grade 8 (13 years old)
Grade 9 (14 years old)
Grade 10 (15 years old)
Grade 11 (16 years old)
Grade 12 (17 years old)

4 years of Junior High School

New HS Year 1
New HS Year 2
New HS Year 3
New HS Year 4
New HS Year 5
New HS Year 6

2 years of Senior High School
Transitional Arrangement from the 2002 BEC/2010 SEC to the K to 12 Curriculum

- **Kindergarten** (2011-2012)
- **Grade 1** (2012-2013)
- **Grade 6** (2016-2017)

First cohort of K to 12 Grade 6 and Grade 12 graduates in 2018

- **Grade 2** (2013-2014)
- **Grade 3** (2014-2015)
- **Grade 4** (2014-2015)
- **Grade 5** (2015-2016)
- **Grade 7** (2015-2016)
- **Grade 8** (2015-2016)
- **Grade 9** (2014-2015)
- **Grade 10** (2014-2015)
- **Grade 11** (2015-2016)
- **Grade 12** (2016-2017)

Start of K to 12 education for Grade 1 and Grade 7 in 2012-2013.
REFORMS IN KINDERGARTEN
Curriculum for Kindergarten Classes

Six Developmental Domains:

1. Character/values development,
2. Physical health and motor development,
3. Social and emotional development,
4. Cognitive/intellectual development,
5. Creative/aesthetic development, and
6. Language literacy and communication
Kindergarten learning areas:

1. Physical Education & Health, and Music & Arts,
2. Values Education and Social Studies,
3. Mathematics,
4. Science, and
5. Language
Kindergarten to Grade 1 Transition Paradigm

**KINDERGARTEN**

- **DOMAINS**
  - Physical Health, Well-Being & Motor Development
  - Creative and Aesthetic Development
  - Social-Emotional Development
  - Character and Values Development
  - Cognitive/Intellectual Development
  - Language Development

**LEARNING AREAS**

- Physical Education & Health, Music & Arts
- Values Education and Social Studies
- Mathematics
- Science
- Language

**GRADE 1**

- **CORE LEARNING AREAS**
  - Physical Education and Health
  - Music and Arts
  - Edukasyong Pagpapakatao
  - Araling Panlipunan
  - Mathematics
  - English, Filipino and Mother Tongue
The kindergarten under K to 3 is adopting mother tongue-based multilingual education (MTB MLE). The mother tongue of the learners is the primary medium of instruction for teaching and learning.
Key Changes in the Elementary Curriculum

1. Medium of instruction
2. Learning areas
3. Assessment
Comparison of the 2002 BEC and the K to 12

2002 BEC

Bilingual (English and Filipino)

National Achievement Test for Grade 6

K TO 12

Mother Tongue-Based Multilingual Education

End-of-Grade 6 Assessment, as exit exam and as readiness test for Junior High School

Medium of Instruction

Assessment
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Medium of Instruction per Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G1</td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mother Tongue</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Araling Panlipunan</td>
<td></td>
</tr>
<tr>
<td>Edukasyong Pantahanan at Pangkabuhayan (EPP)</td>
<td></td>
</tr>
<tr>
<td>MAPEH</td>
<td></td>
</tr>
<tr>
<td>Edukasyon sa Pagpapakatao</td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the medium of instruction per grade level for different learning areas. The medium of instruction for each grade level is specified for each subject, with 'Mother Tongue' indicating the use of the local language and 'English' indicating the use of English.
<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>2002 BEC Curriculum (minutes per day)</th>
<th>K to 12 Education (minutes per day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English</td>
<td>60-90</td>
<td>30-50</td>
</tr>
<tr>
<td>2. Filipino</td>
<td>60-70</td>
<td>30-50</td>
</tr>
<tr>
<td>3. Mother Tongue (Grades 1-3)</td>
<td>none</td>
<td>50</td>
</tr>
<tr>
<td>4. Mathematics</td>
<td>60-70</td>
<td>50</td>
</tr>
<tr>
<td>5. Science (Grades 3 to 6)</td>
<td>40-60</td>
<td>50</td>
</tr>
<tr>
<td>6. Araling Panlipunan</td>
<td>40+60</td>
<td>40</td>
</tr>
<tr>
<td>7. Edukasyon sa Pagpapakatao</td>
<td>20-30</td>
<td>30</td>
</tr>
<tr>
<td>8. Music, Arts, PE and Health (MAPEH)</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>9. Edukasyong Pantahanan at Pangkabuhayan/TLE (Grades 4 to 6)</td>
<td>40</td>
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</tbody>
</table>
## Comparison of the Learning Areas and Time Allotment of the 2002 BEC and the K to 12 Curriculum - Secondary Education

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>2002 BEC Curriculum (hours per week)</th>
<th>K to 12 Education (hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2. Filipino</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>4. Mathematics</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5. Science</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>6. Araling Panlipunan</td>
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<td>3</td>
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<tr>
<td>7. Edukasyon sa Pagpapakatao</td>
<td>2-3</td>
<td>2</td>
</tr>
<tr>
<td>8. Music, Arts, PE and Health (MAPEH)</td>
<td>4</td>
<td>4</td>
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<td>9. Edukasyong Pantahanan at Pangkabuhayan/TLE (Grades 4 to 6)</td>
<td>4</td>
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</tbody>
</table>
K to 12 Curriculum Model

- **Kindergarten**: Learning Domains
- **Grades 1 – 6**: Core Learning Areas plus Mother tongue until Grade 3; Science starting Grade 3; EPP starting Grade 4
- **Grade 7 – 8 (New HS Years 1-2)**: Core learning areas and TLE
- **Grades 9 – 10 (New HS Years 3-4)**: Core Learning areas plus TLE of the student’s choice
- **Grades 11 – 12 (New HS Years 5-6)**: Science, Math, English, Filipino, Contemporary Issues and Specializations

Offers tracks that lead to specialization in Academics, Tech-Voc and Sports & Arts.
# Career Pathways from Grades 7 to 12

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Academics</th>
<th>ELECTIVES</th>
<th>Certification</th>
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</thead>
<tbody>
<tr>
<td>12 11</td>
<td>Core Competencies + Career Pathways Specialization</td>
<td>Academic</td>
<td>TLE Offering</td>
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<tr>
<td></td>
<td>Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 9</td>
<td>Core Competencies + TLE Specialization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 8 7          | Exploratory Tech-Voc Electives focused on 5 common competencies:  
• Mensuration and Calculation  
• Use of tools and Equipment  
• Interpretation of Plans/Drawing  
• Occupational Health and Safety  
MODELS FOR CAREER PATHWAYS
Technical-Vocational Curriculum of San Pedro Relocation Center National High School

Technical-Vocational Education Curriculum

First Year
- Technical Drawing
- Internet Computing Fundamental
- TVE Exploratory Subjects

Second Year
- Technical Drawing
- Internet Computing Fundamental
- TVE Specialization Subjects

Third Year
- Internet Computing Fundamental
- Entrepreneurship
- TVE Specialization Subjects

Fourth Year
- Entrepreneurship
- TVE Specialization Subjects
Technical High School Program of Don Bosco Technical College

1st Year
- Drafting
- Mechanical
- Computer
- Electro-Electrical

2nd Year
- Drafting
- Mechanical
- Computer
- Electro-Electrical

3rd Year
- Electronics
- Industrial Drafting
- Electronics
- Mechanical (Machine Shop)

4th Year
- Electronics
- Industrial Drafting
- Electronics
- Mechanical (Machine Shop)
### Subjects and their Corresponding Units at Manila Science HS

<table>
<thead>
<tr>
<th>SUMMARY OF UNITS</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Yr</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Yr</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Yr</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Yr</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Units</td>
<td>No. of Subjects</td>
<td>Units</td>
<td>No. of Subjects</td>
<td>Units</td>
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<tr>
<td>CORE SUBJECTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2.4</td>
<td>2</td>
<td>2.4</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2.4</td>
<td>2</td>
<td>3.0</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>English</td>
<td>1.5</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>2.4</td>
</tr>
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<td>Filipino</td>
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<td>1.2</td>
<td>1</td>
<td>1.2</td>
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<tr>
<td>Social Studies</td>
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<td>1.2</td>
<td>1</td>
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</table>
# Subjects and their Corresponding Units at Manila Science HS

<table>
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<tr>
<th>Subjects/Unit</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Yr</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Yr</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Yr</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Yr</th>
<th>Total</th>
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<td><strong>Units</strong></td>
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<td>Units</td>
<td>No. of Subjects</td>
<td>Units</td>
<td>No. of Subjects</td>
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<td>MAPEH/CAT</td>
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<td>1</td>
<td>1.2</td>
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</tr>
<tr>
<td>TLE</td>
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<td>1.2</td>
<td>1</td>
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<tr>
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<td>0.6</td>
<td>1</td>
<td>0.0</td>
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<tr>
<td>Research</td>
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<td>0.9</td>
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<tr>
<td>Computer Science</td>
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<td>0.6</td>
<td>1</td>
<td>0.6</td>
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<tr>
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<td>0.9</td>
<td>1</td>
<td>0.9</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>13.2</strong></td>
<td><strong>12</strong></td>
<td><strong>14.7</strong></td>
<td><strong>13</strong></td>
<td><strong>15.6</strong></td>
</tr>
</tbody>
</table>
Key Changes in Secondary Education

- Structure
- Curriculum
- Assessment
K to 12 Secondary Education Structure

Junior High School
- Grades 7 & 8
  Core learning areas & TLE Exploratory Course
- Grades 9 & 10
  Core learning areas plus TLE of the learner’s choice

Senior High School
- Grades 11 & 12
  Science, Mathematics, Languages, Logic
  Contemporary Issues and Career Pathways
  Specialization
Comparison of the 2010 SEC and the K to 12 National Achievement Test for Second Year students

Understanding by Design (UbD) framework follows three stages: results or desired outcomes, assessment, and learning plan.

Spiral progression of curriculum that starts from simple to complex and requires revisiting prior knowledge.

End-of-Grade 10 exam and End-of-Grade 12 Exam.
Implications

Librarians are expected to be the information expert in the school. Searching various areas of the Web requires a variety of search tools (Google, Yahoo ...). Help the learners navigate the information landscape.
Make learning in your “libratory” an engaging and colorful experience. Your physical space is about books and way more than books. Welcome and create space for media production-podcasting, video production, story-telling producing and presenting.
Cope with ubiquity. Learn to love it. Ubiquity changes everything. In all modern, truly relevant environments, library must also be ubiquitous. Library MUST be everywhere. Librarians must teach everywhere, in and outside of the library.
Be concerned about the new digital divide—those who can effectively find quality information in all media formats, and those who cannot. Lend flash sticks, cameras and other tools that students need.
Consider new ways to promote reading. Supply learners with downloadable audio books, Playaways, Kindles, iPads, Nooks.
Communication is the end-product of research. Teach learners how to communicate and participate creatively and engagingly.
Seek your professional development that will help you grow even if it is not offered by your school. Even if you don’t get PD credit. Guide your colleagues in setting up their own professional learning networks.
Make sure your learners and co-teachers can access developmentally and curricularly databases, portals, websites, blogs, videos and other media.
A Friendly Invitation...

Help our K to 12 Basic Education Program succeed...
For the Filipino children and youth,
For our country,
For God.
Mabuhay at Maraming Salamat!