



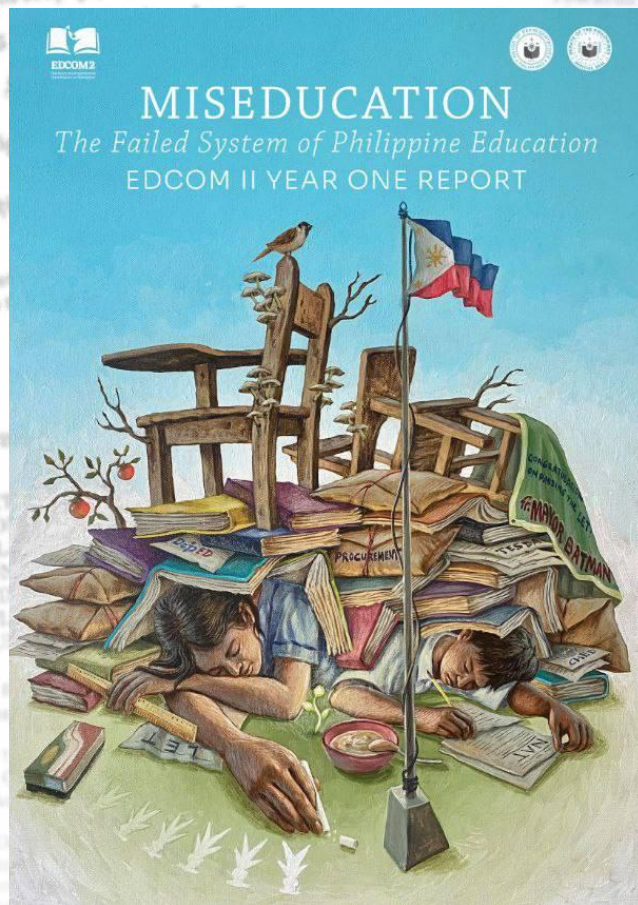
EDCOM2

The Second Congressional
Commission on Education



A Decade of Necessary Reforms 2026-2035

2025 Philippine Education Conference
03 December 2025





**37 priority bills
filed and in the
legislative process**

**10 already
enacted
into law**

**114 policy
recommendations
in the Year 2
Report**



EDCOM2 Laws Passed in the 19th Congress (2022-2025)



- 1 **Early Childhood Care and Development System Act**
[RA 12199](#)
- 2 **Providing for the Optional Implementation of the Mother Tongue as Medium of Instruction from Kindergarten to Grade 3**
[RA 12027](#)
- 3 **Basic Education Mental Health and Well-Being Promotion Act**
[RA 12080](#)
- 4 **Academic Recovery and Accessible Learning (ARAL) Program Act**
[RA 12028](#)
- 5 **"No Permit, No Exam Prohibition Act"**
[RA 11984](#)
- 6 **Enterprise-Based Education and Training (EBET) Framework Act**
[RA 12063](#)
- 7 **Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) Act**
[RA 12124](#)
- 8 **Lifelong Learning Development Framework Act**
[RA 12313](#)
- 9 **Career Progression for Public School Teachers and School Leaders**
[RA 12288](#)
- 10 **Expanded Philippine High School System Act**
[RA 12310](#)
- 11 **Concurrent Resolution in the Senate and the House, urging for the creation of a Cabinet Cluster for Education**
[AO 36 s. 2025](#)



Expanded access to ECCD for the poorest barangays

Signing of the Joint Circular between DBM and DepEd to release P1 Billion this year to establish 328 CDCs in low-income LGUs

April 3, 2025, Malacañan Palace



TESDA NC III Scholarships for ECCD Workers

ECCD, TESDA JMC on professionalizing child Development Workers

June 11, 2025 - TESDA Central Office, Taguig City



**PRC and CHED finally agree to align on the BLEPT
Ceremonial Signing of the Joint Memorandum Circular (JMC) on
BLEPT – Teacher Education Curriculum Alignment**

April 10, 2025, Malacañan Palace



Year 3 Findings and Recommendations

1

Stunting is an education issue

We will be unable to address poor literacy rates and low PISA scores without fixing stunting because its damage on cognitive development is irreversible after the First 1,000 Days.



Source: EDCOM2 ECCD Symposium, World Bank Advisory Services

- **Children who experienced stunted growth at age 2 showed poorer educational outcomes.**
- 16% more likely to fail a grade (Martorell, et al., 2010)
- When stunting rates increase by 10%, the number of children completing primary school falls by about 8% (Grantham, et al., 2007).

DOH & NNC must fulfill their responsibilities under the First 1000 Days Law

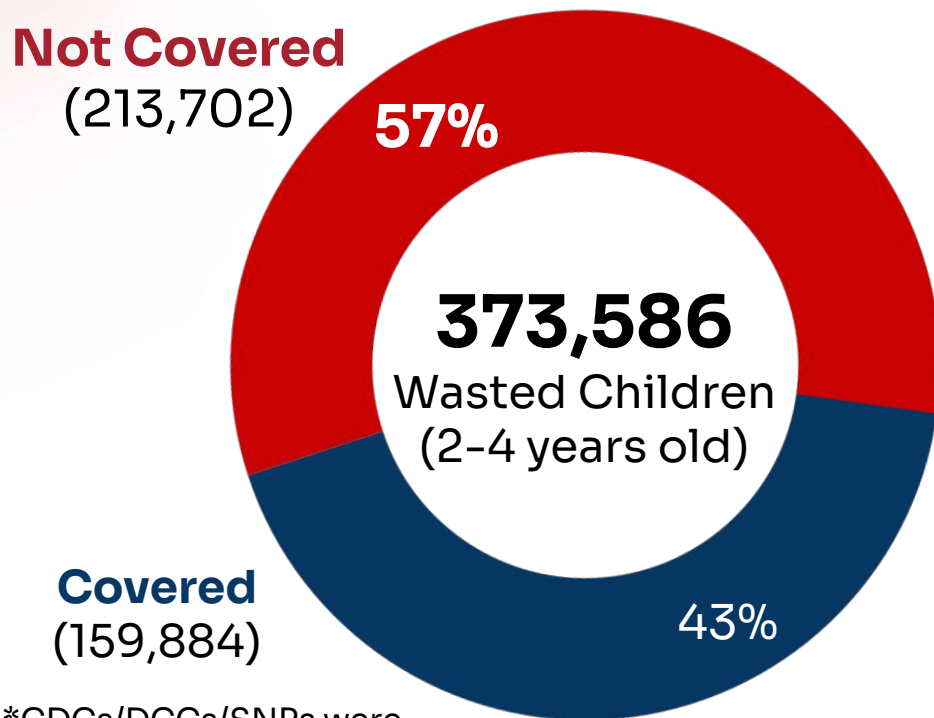
DOH Budget Allocation for Nutrition in First 1,000 Days

FHIRNRP	2025 GAA	2026 NEP
	₱ 10.18 Billion	₱10.24 Billion
Immunization Programs	~ ₱ 7.9 Billion	-
Nutrition Programs¹	~ ₱977 million	-
Oral Health Programs	~₱692 million	-

The DOH budget includes P63.9 Million for micronutrient supplementation for only 118,358 beneficiaries. This is way below the DOH target of supporting 70% of pregnant mothers (1.54 million out of the projected 2.2 million).

¹*This budget only covers nutrition commodities. This does cover other F1Kd interventions such as safe motherhood and adolescent health, WASH, maternal, child, and food security, etc.*

We need to expand DSWD's Supplemental Feeding Program (SFP)



*CDCs/DCCs/SNPs were covered by the DSWD SFP

Around 213,702 wasted children are unable to receive nutrition intervention

Additional Funding Required:
Php 961.7 million



For a **180-day** feeding cycle



at **Php 25 per meal**

Need to review sufficiency of per capita investment by region or province; per DSWD pending study by DepDev

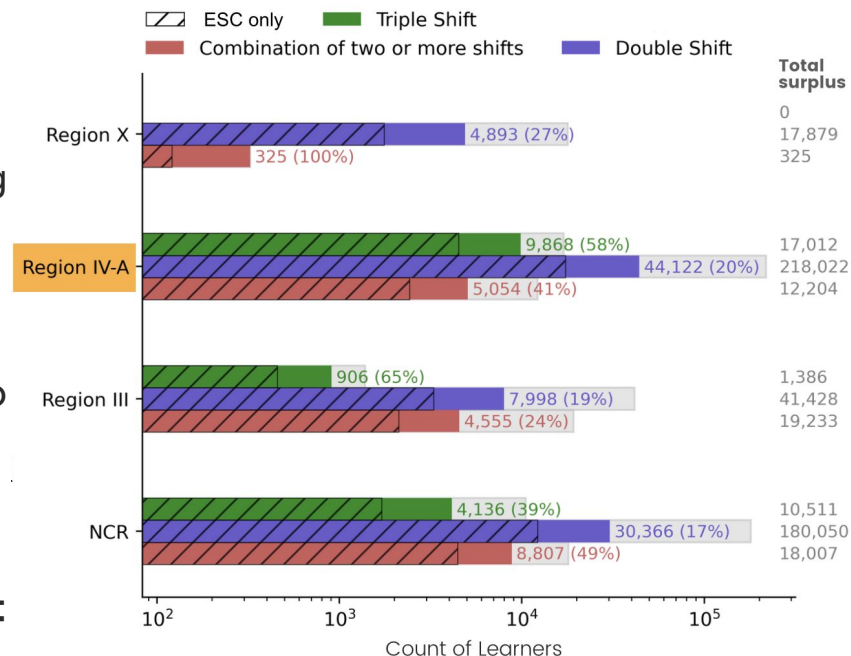
2

We need all hands on-deck for classroom decongestion and construction

TARGET OUTPUTS	2028	2031	2035
<i>Classrooms needed based on current and projected deficit</i>	200,904	214,709	221,891
<i>Current backlog</i> *2028 figure is from DepEd submission to KMY (Sep 12, 2025), wherein data was only a total figure ; EDCOM2 currently has no access to the school level breakdown (raw data) for this updated backlog figure	147,347	160,904	149,463
<i>For condemnation (classroom 50 years old and above)</i> *figures are calculated from DepEd submission, wherein the data contained 5-year buckets and the number of classrooms to be condemned per year	51,222	51,470	69,288
<i>Classrooms totally damaged by typhoons, earthquakes, and other calamities</i> *figures from DepEd submission; current data is limited to schools affected by 5 typhoons as of Dec 2024, from DepEd's Consolidated Rapid Assessment of Damages Report	2,335	2,335	3,140

We can reduce up to 23% of aisle learners through vouchers in private schools

- There are **~536,057 Surplus Elementary learners** from public schools with shifts
- Yet there are **~136,573 free seats (or current capacity)** of ESC and non-ESC schools offering Elementary
- According to a private school mapping done by ECAIR, **9.4% is equivalent to approx. 50,399 Elementary public school learners** who will be given an opportunity to study in a quality private school (or ESC schools)
- **When we consider including non-ESC schools, the number of learners we decongest from public schools will increase up to 22.5% or 121,036.**



Expansion of GASTPE

Private Basic Education Voucher Program

Filed Bills: HBN 4744, SBNs 128, 309, 364, and 422

- ✓ *House of Representatives: Approved on Third Reading; for transmittal to the Senate*
- ✓ *Senate: Pending in the Committee on Basic Education*

- **Ensuring equitable access to those from underprivileged families;**
- **Improving the targeting** of DepEd's voucher program in relation to **congested or insufficient public school facilities;**
- **Expanding the voucher program** to include those participating in the **ALS Program**, and to those intending to attend **SPED schools**, given DepEd's limited capacity in offering the same;
- Requiring DepEd to **strategically plan voucher slots relative to available and planned infrastructure**, and other efforts to **address congestion;**
- Requiring DepEd to conduct **regular monitoring and evaluation** of program impact and efficiency, **for submission to Congress.**



ALAM MO BA?

39.5%

**ng mga batang edad 10
ang nag-ulat ng exposure sa
karahasan o violence mula
sa kanilang magulang.**

Parental Violence and Educational Disruption Among Filipino Adolescents

Early exposure to parental violence significantly reduces school enrollment odds among Filipino adolescents – up to 66% lower for girls, highlighting the urgent need for sustained prevention and early intervention to safeguard both educational and developmental outcomes (Manuel, Casas, & Ulep, 2025).

4

We need to end “mass promotion” and ensure mastery of foundational skills



Fully implement ARAL (ongoing implementation by DepEd)

After LRP and BBMP implementation last summer, Grade 3 students identified as “low-emerging readers” decreased significantly from 51,537 to 1,871 across all regions.



Revise RPMS, OPCR and GAA targets

Enforces **actual learning outcomes and student proficiency** over simple promotion rates will **reduce the systemic pressure on teachers** to engage in mass promotion by linking success to genuine student performance



Amend grade transmutation policy

Requires the final grade to accurately reflect the student's true level of subject mastery and allows actual targeted intervention to be implemented

DBM Program Expenditure Classification (PREXC) Indicators

Department of Education - GAA 2025

(Similar targets in PDP Midterm)

SUPPORT TO SCHOOLS AND LEARNERS PROGRAM	
Outcome Indicators	
1. Retention rate	
Elementary	98%
Secondary (Grade 7 to 12)	96%
2. Completion Rate	
Elementary	95%
Secondary (Grade 7 to 12)	85%

- *What might be alternate indicators that could be used that would not unintendedly result in “mass promotion”?*
- *In some divisions, when they formulate their own targets, this is interpreted as “zero dropout” or “100% completion rate”*
- *E.g., % of struggling readers supported/moved up to grade-level reader (or more related to ARAL efforts), or % proficient*



5

CHED must address proliferation of diploma mills offering teacher education masters and PhDs

The Second Congressional Commission on Education's (EDCOM 2) urges the Commission on Higher Education (CHED) to undertake rigorous and immediate quality regulation on graduate programs, particularly within teacher education.

This is after the Commission's latest study found that **hiring and promotions policies in government have contributed to the proliferation of poor-quality graduate education programs in the country, especially in teacher education.**

YUNG FEELING NA ANG DAMI DAMI NA NILA NGAYON DAHIL SA DIPLOMA MILLS...



ON GRADUATE CREDITS AND PROMOTION

**Kahit saan ako mag-Master's,
mapo-promote naman ako.**

This explains why we lack teachers
who are competent in more
specialized fields

Focus Group Discussion Participant

Investigating the State of Graduate Education in the Philippines: Challenges,
Opportunities, and Policy Implications (Candelaria, Dio, and Delosa)

Forthcoming EDCOM 2-AdMU Research Fellowship
17 October 2025

#ItaasAngAntas #BangonEdukasyon



@edcom2ph www.edcom2.gov.ph



CHED, DepEd, TEC, PRC Signed JMC to Combat Diploma Mills

November 12, 2025 - UP BGC



Philippine Teacher Education Registry

The Official Government Registry of Teacher Education Programs

Visit:

<https://tec.gov.ph/philter>

Powered by:



In partnership with:



The **Philippine Teacher Education Registry (PhilTER)** is an integrated national database that aims to centralize and validate information on Teacher Education Institutions (TEIs), their programs and performance outcomes to support the full implementation of **Republic Act No. 11713**, or the Excellence in Teacher Education Act.

User Guide

Region

Province

City / Municipality

Institution Type

Teacher Education Institution
1,740

Select Teacher Education Institution

Centers of Excellence

Center of Development

Teacher Education Institution	Type	Undergraduate Programs	Graduate Programs
1. ABADA COLLEGE	PRIVATE	<ul style="list-style-type: none">Bachelor of Elementary EducationBachelor of Secondary EducationBSEd: EnglishBSEd: FilipinoBSEd: MathematicsBSEd: ScienceBSEd: Social Science	
2. ABE INTERNATIONAL COLLEGE OF BUSINESS & ACCOUNTANCY - CUBAO			
3. ABRA STATE INST. OF SCIENCE & TECH.(ABRA IST)-BANGUED	SUC	<ul style="list-style-type: none">Bachelor of Technical-Vocational Teacher Education	<ul style="list-style-type: none">Doctor in Philosophy major in Language Education



LEGITIMACY AND EXCELLENCE LEGENDS

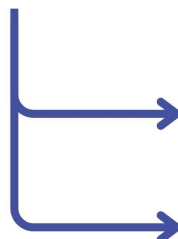
These are **Excellence Markers!** Recognized for superior quality and performance above basic compliance.



**Philippine
Teacher
Education
Registry**

tec.gov.ph/philter

★ Center of Excellence (COE) ● Center of Development (COD)



Teacher Education Institution	Type	Undergraduate Programs	Graduate Programs
1. ★ NAME OF INSTITUTION	PRIVATE	<ul style="list-style-type: none"> Bachelor of Early Childhood Education Bachelor of Physical Education Bachelor of Secondary Education BSEd: English BSEd: Filipino BSEd: Mathematics BSEd: Science BSEd: Social Science BSEd: Values Education Bachelor of Special Needs Education 	<ul style="list-style-type: none"> Doctor of Philosophy in Education in English Language and Literature Master in Physical Education Master of Arts in Education Early Childhood Education Master of Arts in Education Mathematics Education Master of Arts in Education Science Education Master of Arts in Education Religious and Values Education Master of Arts in Education Science Education Master of Arts in Education Special Education
2. ● NAME OF INSTITUTION	PRIVATE	<ul style="list-style-type: none"> Bachelor of Elementary Education Bachelor of Physical Education Bachelor of Secondary Education BSEd: English BSEd: Filipino BSEd: Mathematics BSEd: Science BSEd: Social Science BSEd: Values Education Bachelor of Special Needs Education 	<ul style="list-style-type: none"> Doctor of Philosophy in Education in Educational Management Master of Arts in Education Early Childhood Education Master of Arts in Education Educational Management Master of Arts in Education Guidance and Counseling Master of Arts in Education Mathematics Master of Arts in Education Science Education Master of Arts in Education Special Needs and Inclusive Education Master of Arts in Special Education Master of Arts in Teaching Education

ACCESS PHILTER USING THE LINK BELOW

<https://tec.gov.ph/philter>



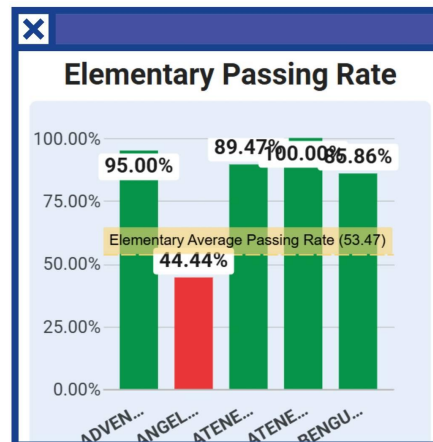
CHECKING PERFORMANCE THROUGH BLEPT RATES

Performance data, through **BLEPT** passing rates, helps you compare the quality of instruction.



**Philippine
Teacher
Education
Registry**

tec.gov.ph/philter



What to look for: PhilTER provides the latest BLEPT Passing Rates for each TEI. Compare performance against the national average, filtering by Overall Taker, First-Time Taker, and Repeat Taker.

Accreditation Level: External accreditation levels are also included (currently for Graduate Programs, expanding soon).

ACCESS PHILTER USING THE LINK BELOW

<https://tec.gov.ph/philter>





Remaining Proposed Legislation for the 20th Congress

Remaining Policy Targets for the 20th Congress

List of refiled EDCOM priority bills for the 20th Congress

Committee on Basic Education	<ol style="list-style-type: none">1. Expansion of GASTPE – “Private Basic Education Vouchers Act”*2. Spiral Progression – Amending RA 10533 or the Enhanced Basic Education Act of 20133. Bill amending RA 8525 or the Adopt-a-School Act of 19984. Bill Strengthening the Complementarity of Public and Private Sectors in Improving Student Choice and the Delivery of Quality and Accessible Education Across All Levels5. Education Pathways Act – Amending RA 10533 or the the Enhanced Basic Education Act of 20136. Classroom-Building Acceleration Program Act*7. Bill amending RA 11037 or the Masustansyang Pagkain Para sa Batang Pilipino Act*8. Special Education Fund – Bill amending RA 7160 or the Local Government Code *
Committee on Higher and Technical Education	<ol style="list-style-type: none">1. Amendments to RA 10931 (Universal Access to Quality Tertiary Education)*2. Bill amending RA 9225 or the Citizenship Retention and Re-acquisition Act of 20033. Bill amending RA 8292 or the Higher Education Modernization Act of 19944. Bill amending RA 7796 or the TESDA Act of 19945. Proposed Bill on the Governance of Local Universities and Colleges (LUCs)6. Proposed Bill on the Supervision of Career Line Act7. Presidential Merit Scholarship Program*
Committee on Civil Service	<ol style="list-style-type: none">1. Bill further amending RA 7836 or the Teachers Professionalization Act of 1994*

EDCOM Final Report (Year 3)

National Education and Workforce Development Plan

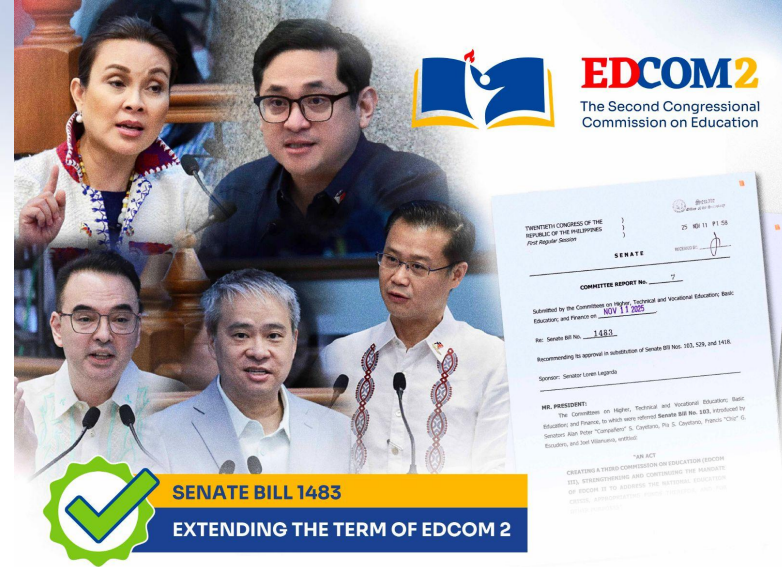
January 2026

- Synthesizes all the findings of EDCOM in the last 3 years
- Recommends top 20 priorities for 2026 to 2035
- Sets targets, needed reforms, and budgets for the next 10 years

EDCOM 2 Extension

For 2 years, until December 2027

- To **conduct necessary further research and consultations** and to exercise **oversight over the implementation of the National Education and Workforce Development Plans**.
- To **align Philippine education's quality with globally recognized benchmarks** and ensure measurable learning outcomes.
- To **determine and address challenges and gaps** in school infrastructure, learning resources, and the qualification, training, and professional development of teachers and school leaders.
- To **update the National Education Agenda and Roadmap as needed**



Historic First: EDCOM 2 Extension Becomes First Measure to Pass 3rd Reading in the 20th Congress

Senate Bill 1483 extending the lifespan of the Second Congressional Commission on Education (EDCOM 2) has passed third reading in Senate today. The bill, principally authored and sponsored by EDCOM 2 Co-Chair Sen. Loren Legarda, seeks to extend the term of the Commission from 2025, to the end of 2027. This makes the EDCOM II extension the first measure to pass the third reading in the 20th Congress.

**We are at a
turning point in our
country's history**

4.5%

The 2026 budget is an
“Education Budget”

289%

Breaking the 10-year gridlock: DepEd textbook procurement jumps 289% under Angara reforms

By Merlina Hernando-Malipot

MANILA BULLETIN

DepEd posts 289% jump in textbook procurement, ending decades-long slowdown

By [SHERYLIN UNTALAN](#), GMA Integrated News

GMA NEWS

1.3 years

The equivalent of 20 days of intervention
through DepEd's Bawat Bata Makababasa
Summer Program in Zamboanga

We are at a turning point in our country's history

- **We know the solutions, and we are capable of solving them.**
- **We should accept that we cannot solve all our problems overnight**— this is a product of at least 30 years of accumulated gaps.
- But we need to all **FOCUS, PRIORITIZE, and ENSURE CONTINUITY OF REFORMS:**
we cannot afford to keep restarting every 3 or 6 years.
- **We need to sustain our efforts for the next 10 years.**

An aerial photograph of a city at sunset. The city is nestled in a valley, with its lights beginning to glow. The sky is a mix of deep blues and oranges, with a thick layer of white clouds just above the city. The foreground shows dark, silhouetted mountains.

**PRAY NOT FOR A LIGHTER LOAD,
BUT FOR STRONGER SHOULDERS.**

Augustine of Hippo



**Let us build an education system
that matches the talent of every Filipino child**



EDCOM2

The Second Congressional
Commission on Education



www.edcom2.gov.ph



info@edcom2.gov.ph



[@edcom2ph](https://www.instagram.com/edcom2ph)