

CHAPTER 9

LEGAL BASES OF THE 2002 BASIC EDUCATION CURRICULUM (BEC), THE REVISED BASIC EDUCATION CURRICULUM (RBEC), AND THE ENHANCED BASIC EDUCATION CURRICULUM K TO 12 PROGRAM

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Batas Pambansa 232 or the Education Act of 1982

- otherwise known as the Education Act of 1982
- stipulates the following to be the objectives of Secondary Education in the country:
 - Continue general education started in the elementary;
 - Prepare the students for college; and
 - Prepare the students for the world of work.

The 2002 Basic Education Curriculum

- essentially a restructuring and not a complete overhaul of the elementary and secondary curriculum (NESC and NSEC) implemented in 1983 and 1989 respectively
- “to be functionally literate, equipped with life skills, appreciative of the arts and sports, and imbued with the desirable values of a person who is makabayan, makatao, makakalikasan, and maka-Diyos.”

Philosophy Behind the 2002 BEC

- “DepEd has the mission to provide quality basic education that is equitably accessible to all, and to lay the foundation for lifelong learning and service for the common good.”
- These core life skills, according to the 2002 Basic Education Curriculum, are the following:
 - Self-Awareness;
 - Effective communications;
 - Empathy;
 - Creative thinking;
 - Critical thinking;
 - Problem-solving;
 - Decision-making;
 - Understanding one’s emotion, coping strategies for stress;
 - Interpersonal skills; and
 - Productive/entrepreneurial skills

Philosophy Behind the 2002 BEC

- The BEC is premised on the conviction that functional literacy in its comprehensive meaning is the ability to adjust to life's multifarious adjustments.
- The curriculum aims at empowering the Filipino learner to be capable of self-development throughout one's own life. Such a curriculum must develop him into one who is patriotic, benevolent, ecologically aware, and, most important of all, a theistic person.

Philosophy Behind the 2002 BEC

- Anchored with the internalization of the different principles and values in life and the ultimate development of a person's multiple intelligences
- Promotes more mutual interaction between the students and the teachers, among the students themselves, between the students and the instructional materials or multi-media sources and also between the different teachers of the different disciplines or teaching across its heavy reliance on information technology

Ideal Teacher of BEC

- Trustworthy facilitator or manager or the director of the learning process
- not the authoritarian or “terror” teacher or instructor
- enables the learners to become active constructors of knowledge and not passive recipients of information
- knows well his/her particular discipline, but is also ready to transcend it, to do collaborative teaching
- essentially a values educator

Some Basic Features of the BEC

- believes competence in learning how to learn throughout one's life in this fast changing world entails the secure attainment of functional literacy
- essential abilities such as linguistic fluency and scientific-numerical competence in Philippine basic education
- Filipino, English, the Sciences, Mathematics, and “Laboratory of life” or a practice environment

Some Basic Features of the BEC

- Restructuring of the learning areas into five: Filipino, English, Science, Mathematics, and Makabayan;
- Stronger integration of competencies and values within and across the learning areas;
- Greater emphasis on the learning process and integrative modes of teaching; and
- Increased time for tasks to gain mastery of competences of the basic tool

Some Basic Features of the BEC

- Non-formal Education (NFE)
 - Communications skills;
 - Problem-solving and critical thinking;
 - Sustainable use of resource/productivity;
 - Development of self and a sense of community; and
 - Expanding one's world-vision or Weltanschauung.

The Legal Bases of the Philippine Basic Education

- Article XIV, Section 1 states:

“The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.”

- Article XIV, Section 2 (1) further states:

“The State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.”

The Legal Bases of the Philippine Basic Education

- Article XIV, Section 2 (4):

“The State shall encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs.

- Article XIV, Section 3 (2) states:

“The school shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and

The Legal Bases of the Philippine Basic Education

- to develop the Filipino learners by providing them basic competences in literacy and numeracy, critical thinking and learning skills, and desirable values to become caring, self-reliant, productive, socially aware, patriotic, and responsible citizens
- shall promote the holistic growth of the Filipino learners and enable them to acquire the core competencies

The Legal Bases of the Philippine Basic Education

- objectives of non-formal education
 - Eradicate illiteracy and raise the level of functional literacy of the population;
 - Provide an alternative means of learning and certification for out-of-school-youth and adults; and
 - Develop among the learners the proper values, attitudes, and knowledge to enable them to think critically and act creatively for personal, community, and national development.

CHAPTER 10

AIMS, GOALS, AND OBJECTIVES OF EDUCATION IN THE THREE LEVELS OF THE PHILIPPINE EDUCATIONAL SYSTEM: SOME LEGAL BASES



Education as Purposive

- connected with the outcomes that are usually expressed at several different levels
- to guide their development, implementation, maintenance, and evaluation of educational programs

Aims of Education

- education relies on their philosophical foundations to guide their decisions regarding the purpose of school and the specifics and nature of their programs
- aim is a basic orientation for the designer or user of a curriculum (David Pratt, 1980)
- aims are general statements that provide both shape and directions to the more specific actions designed to achieve some future product or behavior (Komisar and McClellan, 1961)

Aims of Education

- serve the crucial function of guiding education, but they cannot be directly observed or evaluated
- too general to guide particular instructional decisions

Goals of Education

- statements of endpoints or outcomes of education
- more specific statement written so that those responsible for the program creation can use them as guidelines to achieve particular purposes

Objectives of Education

- more specific than goals and this specificity increases in the progression from general curriculum objectives (subject or grade level), to unit objectives (classroom level), to lesson objectives (also classroom level)
- to identify the particular intent of a particular action

Behavioral Educational Objectives

- educational objective must describe:
 - the behavior of the learner when demonstrating his/her achievement of the objective
 - the conditions imposed upon the learner when demonstrating mastery of the objective
 - the minimum proficiency level that will be acceptable

Components of Objectives

- behavioral
 - environmental condition in which the student is to perform
 - operation – a behavior to be performed
 - statement of the criterion or level of acceptable performance
- non-behavioral
 - do not have the behavioral mode

Guidelines in Formulation Educational Objectives

- Matching
 - Objectives should relate to the goals and aims from which they are derived.
- Worth
 - This refers to whether attaining the objective will have value to the students at present and in the future.
- Appropriateness
 - Educator must consider the students who are to receive the instruction and the content within which the curriculum is to be delivered.
- Logical grouping
 - Objectives should be grouped logically as to make sense where units of instructions and evaluation are being determined.
- Periodic revision
 - Educators should occasionally analyze their objectives to

Taxonomic Levels in Educational Objectives

- Cognitive Domain (Benjamin Bloom, 1956)
 - Knowledge
 - Comprehension
 - Application
 - Analysis
 - Synthesis
 - Evaluation

Taxonomic Levels in Educational Objectives

- Affective Domain (David Krathwohl, 1964)
 - Receiving
 - Responding
 - Valuing
 - Organization
 - Characterization

Taxonomic Levels in Educational Objectives

- Psychomotor (Anita Harrow, 1972)
 - Reflex Movements
 - Fundamental Movements
 - Perceptual Abilities
 - Physical Abilities
 - Skilled Movements
 - Nondiscursive Communication

Educational Objectives (Education Act of 1982/Batas Pambansa Blg. 232)

- Sec. 3 of Chapter 2 entitled Declaration of Basic State Policy and Objectives of the Education Act of 1982
 - To adhere and maintain an accelerating rate of economic development and social progress;
 - To ensure the maximum participation of all the people in the attainment and enjoyment of the benefit of such growth; and
 - To achieve and strengthen national unity and consciousness and preserve,

Educational Objectives (Education Act of 1982/Batas Pambansa Blg. 232)

- Sec. 4 of Chapter 2, the educational system aims to:
 - Provide for a broad general education that will assist each individual, in the peculiar ecology of his own society, to (a) attain his potentials as human being; (b) enhance the range and quality of individual and group participation in the basic functions of society; and (c) acquire the essential educational foundations of his development, into a productive and

Educational Objectives (Education Act of 1982/Batas Pambansa Blg. 232)

- Develop the professions that will provide leadership for the nation in the advancement of knowledge for improving the quality and human life; and
- Respond effectively to changing needs and conditions of the nation through a system of educational planning and evaluation.

Objectives of Elementary Education in the Philippines

□ Sec. 21

- To provide the knowledge and develop the skills, attitudes and values essential to personal development and necessary for living in and contributing to a developing and changing social milieu;
- To provide learning experiences which increase the child's awareness of and responsiveness to the changes in and just demands of society and to prepare him for constructive and effective involvement;
- To promote and intensify the child's knowledge of, identification with, and love for the nation and the people to which he belongs; and
- To promote work experiences which develop the

Objectives of Secondary Education in the Philippines

□ Sec. 22

- To continue to promote the objectives of elementary education; and
- To discover and enhance the different aptitudes and interest of the student so as to equip him with skills for productive endeavor and/or prepare him the tertiary schooling.

Objectives of Tertiary Education in the Philippines

□ Sec. 23

- To provide a general education program that will promote rational identity, cultural consciousness, moral integrity, and spiritual vigor;
- To train the nation's manpower in the skills required for national development;
- To develop the professions that will provide leadership for the nation; and
- To advance knowledge through research works and apply new knowledge for improving the quality of human life and responding effectively to changing societal