

Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(DEPARTMENT OF EDUCATION, CULTURE AND SPORTS)
Manila

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DECS O R D E R
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BAYAN MUNA, BAGO ANG SARILI: EDUCATIONAL COMMITMENT

To: Bureau Directors
Regional Directors
Schools Superintendents
Presidents, State Colleges and Universities
Heads of Private Schools, Colleges and Universities
Vocational School Superintendents/Administrators

1. The Department of Education, Culture and Sports is determined to implement programs and projects toward the realization of a commitment: "Bayan Muna, Bago ang Sarili". It is anchored on Article XIV, Section 3 (2) of the 1987 Philippine Constitution.

2. On the basis of this mandate, guideposts for rethinking and reformulating a philosophy of education unique to Philippine setting but global in perspective is presented in the inclosure to this Memorandum.

3. Immediate dissemination of the contents of this Order is desired.

(SGD.) ISIDRO D. CARINO
Secretary

Incl.:
As stated

Reference:
None

Allotment: 1-2-3-4--(M.O. 1-87)

To be indicated in the Perpetual Index
under the following subjects:

EMPLOYEES
POLICY
PUPILS
SCHOOLS

STUDENTS
TEACHERS
VALUES EDUCATION

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I. Introduction

Education intertwines with the process of development. As a change agent, education is charged with the gargantuan responsibility of transforming society. As the great leveller, it is considered to be the medium for social mobility. As the engine of economic growth, education is believed to be the source of the brains and brawns of the country's workforce. Education is tasked with even the survival of society itself.

Education as a multipurpose institution is expected to assume a variety of roles. This may be gleaned from Article XIV, Sec. 3, par. 2 of the 1987 Philippine Constitution, which states that "All educational institutions 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 creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency".

II. Philosophy of Philippine Education

On the basis of the constitutional mandate we should formulate a philosophy of education that would reflect the kind of society we want to develop and the kind of society we want to build. Our philosophy of education must be rooted in our culture and anchored on our values and beliefs as a people. With this as framework, we should express in forthright terms what we expect education to achieve in response to the needs of the learner and the demands of society. Let me express, thus, my vision for education as guideposts for rethinking and reformulating our philosophy of education.

A. Mission of Education

The basic mandate of education is to educate, not the kind provided by the traditional vertical transmission of knowledge, but as a dynamic inter-sectoral process of nurturing learner's potentials and capacities for acquiring knowledge and skills, developing values and attitudes and a set of work ethic essential for a responsible and productive life in society.

B. Principles

1. Education must inculcate love of country and pride in being a Filipino.

Our education must be designed for the Filipino who will be imbued with the commitment to serve his country first before seeking his own interest, who will think of "Bayan Muna, Bago Ang Sarili."

2. Education must develop self-discipline and strong moral character.

Values development must be integrated into the fabric and web of the school system. Everybody in the school hierarchy must serve as role models.

3. Education must foster critical and creative thinking.

The climate in the classroom must encourage free thinking and intellectual sharing of ideas and diverse beliefs. Divergent production of ideas must be given free rein.

4. Education is life.

Education must approximate life situations. Skills to earn a living and learning how to live meaningfully should be given impetus in the teaching-learning process.

III. Issues/Problems

- A. Need to improve further the living conditions of teachers in public schools.

The demands of teaching tasks and responsibilities differ from those of other employees in government. Teachers' work does not end in school but extends even at home. They are looked up to as models by students, parents and community, hence, the need to bring back their respectable status and prestige during the pre-war years.

B. Need to upgrade the salaries of teachers in the private schools.

Salaries of private school teachers are dependent on tuition fees. A study has to be made to upgrade their salaries and fringe benefits to grant equal levels with their counterparts in the public schools.

C. Lack of classroom facilities and textbook shortage.

The need for classrooms and textbooks has accumulated through the years, hence, there is a need to have alternative schemes to resolve the problem. This should be done before the next school year opens.

D. Need to improve the quality of graduates in all levels.

Focus shall be on effective delivery of educational services to the end of imposing the quality of graduates in all levels in the educational ladder. While they are expected to excel academically they should likewise develop values of self-discipline, respect for elders, honesty, love of country, pride in being a Filipino - all virtues in effective living.

The motto in schools is "Ang Bayan Ko Muna, Bago Ang Sarili."

E. Need to investigate cases of graft and corruption.

Reports of graft and corruption in the procurement of books, supplies, and materials for instruction and for construction of new classrooms are rampant. DECS has to look into this and if indeed graft and corruption exist, these should be immediately attended to with speed and dispatch to give due process to those involved.

F. Need to develop a national language.

There is a need to pursue a more vigorous program of developing a national language acceptable even to the minorities.

IV. Goals and Objectives

A. Long-Term

1. Improve basic education

- * Follow up NESC evaluation (1982-1989)
- * Monitor SEDP implementation started in 1989
- * Narrow the gap between what is and what should be in infrastructure programs
- * Provide adequate books and instructional materials
- * Develop dedicated and morally upright teachers in both elementary and secondary education levels.

2. Pursue a strong program of values formation. National discipline and honesty will be stressed.

3. Inculcate in the youth a feeling of pride in being a Filipino.

4. Develop a mastery of the 3 Rs and rational and creative thinking.

5. Pursue a program for the development of a national language.

B. Short-Term

1. Provide continuous training programs for teachers to upgrade mastery of subject matter, competence in teaching skills, learner's assessment and personhood.

2. Provide management training for effectiveness to top management levels such as regional directors, bureau directors, and undersecretaries to evolve an effective operating and management team.

3. Provide personnel training programs for rank and file employees.

4. Continue working for the betterment of the teachers' working and living conditions. Study possibilities of providing additional benefits and

incentives like housing and low interest loans and other motivation schemes to encourage teachers to devote full-time to teaching with dedication.

5. Work for moral regeneration in all levels of DECS hierarchy.

Call on all sectors for cooperation in bringing about moral regeneration to make the Department one to which every member will be proud to belong.

6. Study present organization of DECS to streamline the structure and effect cost reduction to minimize bureaucratic practices and institute more effective management.

7. Eradicate graft and corrupt practices. An in-depth analysis of purchases of textbooks, requisitions, supplies, and materials for construction will be made.

8. Maintain open communication with organizations that truly represent the students and teachers to clear up potential and present problems. Sincere efforts will be made to search for areas that will address student/teacher problems.

9. Provide incentives to motivate honor students to take up teaching. We need to interest young people to become teachers of unquestioned dedication and commitment.

10. Hold dialogues with the Press at least twice a month to keep the public informed of development in education.

11. Reduce overhead expenses at the DECS main office by reducing the number of undersecretaries from 5 to 2 or 3 and eliminating all positions of assistant secretaries.

12. Review control function of DECS on private schools. Only a minimum of control will be effected and final check/control will be on the private school outputs.

13. Justify need for additional funds from government through long-term development loans and/or congressional commitment of funds.
14. Institute a program of transparency in all aspects of DECS activities at all levels. Put up a Complaints Unit to curtail undesirable practices and activities of personnel and give them due process.
15. Call for review of curricular offerings in colleges and universities to determine their relevance in the decade of the '90s.

V. Implementing Guidelines

A. On Basic Education

1. Strengthen the delivery of basic education on the basis of the evaluation of the NESC (New Elementary School Curriculum).
2. Monitor closely the implementation of the SEDP (Secondary Education Development Program).

B. On Values Formation

1. Formation and inculcation of values shall focus on Filipino identity and nationhood.
2. Internalization of "Bayan Muna Bago Ang Sarili" through cognitive and affective processes.

C. On Graft and Corruption

1. Systematize bureaucratic transactions for efficient and effective delivery of educational services.
2. Investigate with speed and dispatch cases to insure due process.

D. On Public School Teachers and Other Personnel

1. Give additional incentives and fringe benefits.

2. Recognize outstanding achievements and give due awards and merit.

F. On State Colleges and Universities

1. Rationalize existence of state colleges and universities.
2. Review curricular programs and offerings.

F. On Internal Audit

1. Establish the Office of Internal Audit under the Secretary's Office.
2. Monitor transactions to insure transparent and effective delivery services.

G. On Tuition Fees

1. Conduct dialogues and consultations with duly recognized representative organizations of schools, parents, and students.
2. Monitor government subsidy to private education.

H. On Reorganization

1. Review the Department hierarchy.
2. Implement a voluntary retirement scheme.

VI. Conclusion

Having set the thrusts and guideposts for improving education and raise it to the level of quality Filipinos deserve we look forward to the evolution of a Philippine philosophy of education that is uniquely Filipino but global in perspective. We shall aim at equity, quality, relevance, efficiency, and effectiveness at all levels in the educational ladder. We shall rationalize the distribution of resources to reach even the remote barangays and thereby improve the quality of people's lives in that sector for education is tasked with the survival of society.