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## **THE DEPARTMENT OF EDUCATION, CULTURE AND SPORTS (DECS)**

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**DECS is a complex learning organization that develops, promotes, provides and ensures basic education responsive to the internal, external and emerging learning needs.**

### **Chapter 1. Vision and Mission**

#### **Section 1. The DECS Vision**

**We are a people organization committed to a culture of excellence in public service. Believing that the most important resource of our country is its people, we make the task of educating the Filipino child our singular mission.**

**We assist the Filipino child to discover his/her full potential in a child-centered and value-driven teaching-learning environment and thereby, enable him/her to create his/her own destiny in the global community. We prepare him/her to become a responsible citizen and an enlightened leader who loves his/her country and is proud to be a Filipino.**

**We provide a school system...**

- **Where teachers and principals achieve the desired learning outcome not only because they are empowered, competent and accountable, but because they care;**
- **Where administrators exercise visionary leadership responsive to emerging learning needs of the nation; ensure adequate resources; promote appropriate technology; create and sustain a conducive climate to enhance learning; and**
- **Where the family, the community and other institutions actively support our efforts.**

**We affirm the right of every Filipino child especially the less advantaged to benefit from such a system.**

**This is our vision. With God's help, we dedicate all our talents and energies to its realization.**

### **Section 2 Mission**

**To provide quality basic education that is equitably accessible to all and lay the foundation for life-long learning and service for the common good.**

## **Chapter 2. Legal Bases**

### **Section 1. 1987 Philippine Constitution**

**1. Section 1 of Article XIV of the 1987 Philippine Constitution mandates that "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."**

**Section 2 of the same article has the following provisions:  
The State shall:**

- 1) establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people;**
- 2) establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural right of parents to rear their children, elementary education is compulsory for all children of school age;**
- 3) establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged;**
- 4) 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; and**
- 5) provide adult citizens, the disabled, and out-of school youth with training in civics, vocational efficiency, and other skills.**

## **Section 2. 1935 Constitution**

The 1935 Philippine Constitution stressed that all schools shall aim to develop moral character, personal discipline, civic conscience, vocational efficiency and to teach the duties of citizenship.

## **Chapter 3. Development and History**

### **Section 1. The Department of Public Instruction**

1.1 On September 6, 1901, the Philippine Commission enacted Public Act No. 222 which provided for the organization of four executive departments, one of which was the Department of Public Instruction headed by a Secretary. The other departments were: Department of Interior, Department of Police and Commerce, and Department of Finance and Justice.

1.2 Under Section 4 of Act No. 222, the Department of Public Instruction was given executive control over the following bureaus: Bureau of Public Instruction, Bureau of Public Charities, Public Libraries and Museum, Bureau of Statistics, Bureau of Public Records, Bureau of Public Printing, the Bureau of Architecture and Construction of Public Buildings. This law became the legal basis of the Department of Education and Culture.

1.3 It may be recalled that the Philippine Commission, working under the administration of the military governor had passed Act No. 74 on January 21, 1901 which established the Department of Public Instruction headed by a chief officer called General Superintendent of Public Instruction. The General Superintendent was vested with the authority to establish schools. Initially the archipelago was divided into 10 divisions, each headed by a division superintendent.

1.4 This Department of Public Instruction established under Act No. 74 of the Philippine Commission became the Bureau of Public Instruction under Public Act No. 222. The name Bureau of Public Instruction became Bureau of Education under Act No. 477 which was passed on November 1, 1902.

1.5 The chief officer of the Bureau was called General Superintendent of Instruction. The designation was later changed to General Superintendent of Education. This was again changed to Director of Education effective

November 1, 1905 by Reorganization Act 1407 enacted on October 26, 1905.

1.6 The Bureau of Education had control over the Division of Ethnology and the Division of the American Circulating Library of Manila which was transferred later to the Bureau of Science and to the Philippine Library, respectively.

## **Section 2. The Department of Education**

2.1 The Department of Public Instruction was renamed Department of Education when the national government was reorganized by Executive Order No. 94 in July 1947. By virtue of Proclamation No. 1081, it was renamed Department of Education and Culture, and later changed to Ministry of Education and Culture conformably to the provisions of P.D. No. 1397.

2.2 Under the Revised Administrative Code, the Secretary of Education had direct control, direction, and supervision over the following bureaus and offices: Bureau of Public Schools, Bureau of Private Schools, Bureau of Vocational Education, Bureau of Public Libraries, National Museum, Institute of National Language, National Historical Commission, Board of National Education and Board of Textbooks.

### **2.2.1 The Bureau of Public Schools**

- The Bureau of Education became the Bureau of Public Schools on October 4, 1947 conformably to Executive Order No. 94.
- The Bureau of Public Schools consisted of the General Office and the field offices or the school divisions. It was headed by a Director and two (2) Assistant Directors. The General Office had direct control and supervision over field divisions.
- The General Office was composed of 9 promotional divisions whose functions were to prepare courses of study, select and revise materials of instruction and supervise the field. These include the Instruction Division, Curriculum, Measurement and Research, Personnel, Property and School Plant, Publication and Information, Records, Finance, and Vocational Division. It also had seven administrative divisions.

- The Bureau of Public Schools was also in charge of the conduct and management of all special schools supported from national funds.
- Those organizational structures and functions continued until the integrated government reorganization in 1975.

### 2.2.2 The Bureau of Private Schools

- The Office of Superintendent of Private Schools was created in the Department of Public Instruction in 1910 to meet the need for better supervision of private schools.
- It may be stated that while Section 25 of Act No. 74 of the Philippine Commission specified that “nothing in this Act shall be construed in any way to forbid, impede, or obstruct the establishment and maintenance of private schools,” nothing was said with regard to their control or supervision.
- In 1923 Act No. 3075 was enacted making inspection and recognition of private schools obligatory for the Secretary of Public Instruction. This Act took effect only in 1926 when funds were appropriated for the Office of the Commissioner of Private Education.
- Minimal changes took place because of retrenchment policies and other factors until 1936 when the National Assembly enacted Commonwealth Act No. 180 establishing the Bureau of Private Education headed by a director.

### 2.2.3 The Bureau of Vocational Education

- The Bureau of Vocational Education was created pursuant to the provisions of R.A 3742 effective June 22, 1963. With the establishment of this Bureau, the Vocational Education Division of the Bureau of Public Schools was abolished. The Bureau was created primarily for the purpose of strengthening, promoting, and expanding the programs of Vocational Education. The Bureau had administrative supervision on all trade, technical, agricultural and fishery schools throughout the country.

#### **2.2.4 The National Library**

The name Bureau of Public Libraries was changed to National Library under Republic Act No. 3873, dated June 18, 1964.

#### **2.2.5 The National Museum**

- Since its creation in 1901, the National Museum has been placed under various executive departments and agencies and its name has undergone several changes. One of the Bureaus under the Department of Public Instruction, as specified in Act No. 222, was the Bureau of Public Charities, Public Libraries and Museum.
- It became the Insular Museum of Ethnology, National History and Commerce under the Department of Public Instruction. Later, its name was changed but still placed under the Department of Instruction.
- It became the Philippine Museum merged with the Philippine Library in 1916. In 1928, it was called the National Museum of the Philippines, and placed under the Department of Agriculture and Natural Resources.
- By virtue of Philippine Republic Executive Order No. 94, the former Natural History Museum Division was merged with the Gallery Arts and History Division of the Philippine Library to form the present National Museum. It was under the office of the Executive Secretary.
- In 1951 the National Museum was transferred to the Department of Education on the basis of Philippine Republic E.O. No.392.

#### **2.2.6 Institute of National Language**

The Institute of National Language was established by Commonwealth Act No. 184 approved on November 13, 1936 and amended by CA No. 333 on June 18, 1938. This Act provided that the decision of the Institute on all linguistic matters, when approved by the President of the Philippines shall be adopted as literary standard on all official publications and school textbooks.

### **2.2.7 National Historical Commission**

The National Historical Commission was created by R.A. 4368 which was approved on June 19, 1965.

### **2.2.8 Board on National Education**

The Board was established under R.A. No. 1124. This law was amended by R.A. 4372 which specified that the Board shall have members with the Secretary of Education as Chairman. During the reorganization of the Department of Education, the Board was renamed National Board of Education. The Board was in charge of the formulation of educational policies and the direction of educational interests of the nation.

### **2.2.9 Board on Textbooks**

The Board was originally created by Act No. 2957 on February 19, 1921. It ceased to function in 1928, but was revived in 1930 with the passage of Act No. 3772 later amended by R.A. No. 139. It had the responsibility of selecting and approving the textbooks and supplementary readers for use in public schools.

In the case of textbooks in the private schools, the Board had the power to prohibit the use of any book found to contain something offensive to the dignity of the Filipino people, against the policies of the government, or otherwise pedagogically unsuitable.

### **2.2.10 Instructional Materials Council Secretariat (IMCs)**

The IMCs formulates and adopts policies, guidelines and priorities for the development and production of textbooks, supplementary and reference books, and other instructional materials for use in public elementary and secondary schools consistent with the curricula, courses of study and relevant policies established by DECS. It adopts criteria and standards for the fair and objective evaluation of textbooks manuscripts and other instructional materials submitted for its review and consideration and for the procurement of these materials.

### **Section 3. DECS under the Integrated Reorganization Plan**

3.1 In 1975, a massive reorganization was implemented conformably to the Integrated Reorganization Plan of the government. With the reorganization, the Department was decentralized.

3.2 The Bureau of Public Schools, Bureau of Private schools and Bureau of Vocational Education were abolished. In their place, the Bureau of Elementary Education, Bureau of Secondary Education, and Bureau of Higher Education were established. These bureaus in the Central Office became principally staff bureaus. The country was divided into 12 regions each headed by a regional director exercising line functions.

This decentralized set-up gave Central Office top officials more time for policy making and attending to higher administrative issues.

Under the Educational Development Decree of 1972, the following were implemented: the Educational Development Project Implementing Task Force (EDPITAF) was established and the Board of National Education was changed to National Board of Education.

### **Section 4. Education Act of 1982 (BP Blg. 232)**

4.1 This act provided for the establishment and maintenance of an integrated system of education. Its aims were to: (1) 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 a human being; b) enhance the range and quality of individual and group participation in the basic functions of society; c) acquire the essential educational foundation of his development into a productive and versatile citizen; (2) train the nations' manpower in the middle-level skills required for national development; (3) develop the professions that will provide leadership in the advancement of knowledge for improving the quality of human life; and (4) respond effectively to changing needs and conditions of the nation through a system of educational planning and evaluation.

4.2 This act also provided for the establishment of the Board of Higher Education; Bureaus of Elementary Education, Secondary Education, Higher Education, Continuing Education, Technical and Vocational Education, the regional and field offices, the National Scholarship Center and the cultural agencies. The National Board of Education was abolished and its functions transferred to the office of the Minister of Education, Culture and Sports.

4.3 On May 27, 1982, the Textbook Council and the Instructional Materials Corporation (IMC) was created under E.O. No. 806. The order declared it a policy of the state to pursue a continuing program to promote and maintain standard levels of quality in our education system. The Council replaced the Textbook Board. The IMC served as the implementing arm of the Council in connection with its non-regulatory activities. It was later renamed Instructional Materials Development Center under A.O. No. 59 s. 1986.

**Section 5. Executive Order 117, s. 1987 (Reorganization Act of the Ministry of Education, Culture and Sports)**

5.1 In 1987, Executive Order No.117 was issued specifying that the Ministry shall be primarily responsible for the formulation, planning and implementation, and coordination of the policies, plans, programs, projects in the areas of formal and non-formal education at all levels, elementary, secondary, technical-vocational, and non-formal; supervise all educational institutions both public and private, and provide for the establishment and maintenance of a complete, adequate and integrated system of education relevant to the goals of national development.

5.2 This Order mandated the following:

- 1) The appointment of five (5) deputy ministers upon recommendation of the Minister who shall be responsible for each of the different areas of responsibility;
- 2) Renaming of the Bureau of Continuing Education to Bureau of Non-formal Education;
- 3) Renaming of the Bureau of Sports Development as Bureau of Physical Education and School Sports;
- 4) That the National Museum, National Library, National Historical Institute, Institute of National Language, National Institute of Philippine Languages, be attached to the Ministry;
- 5) That the Ministry supervise and control the following agencies: a) Health and Nutrition Center, National Educational Testing Center, renamed National Educational Testing and Research Center (NETRC);
- 6) That the following agencies be reorganized and integrated: the Child Youth and Research Center to NETRC; the Population Center

to the Bureau of Elementary Education and Secondary Education; the Foreign Students and Program Assistance Unit to the Bureau of Higher Education, and the National Scholarship and Student Loan Center to the Bureau of Higher Education;

- 7) That the following agencies continue to be attached to the Ministry: Instructional Materials Corporation, Instructional Materials Council, EDPITAF, National Youth and Sports Center, National Social Action Council, National Board for Teachers, the Boy Scouts of the Philippines, and the Girl Scouts of the Philippines.

## **Section 6. The Legislation on Education after the EDCOM**

A major reform in the structure of the Philippine Educational System was recommended by the Congressional Commission on Education (EDCOM). The findings and recommendation of the EDCOM resulted in the creation of the Technical Education Skills Development Authority (TESDA) and the Commission on Higher Education (CHED).

### **6.1 Creation of the Commission on Higher Education (CHED)**

R.A No. 7722 known as the Higher Education Act of 1994 created the Commission on Higher Education, independent from the Department of Education, Culture and Sports and attached to the Office of the President for administrative purposes only. Its coverage shall be both public and private institutions of higher education as well as degree-granting programs in all post-secondary educational institutions.

The personnel, properties, assets and liabilities, functions and responsibilities of the Bureau of Higher Education, including those for higher and tertiary education and degree-granting vocational and technical programs in the regional offices, under the Department of Education, Culture and Sports and other government entities having functions similar to those of the Commission, were transferred to the Commission.

The Commission was created in pursuance of the state policy to foster and promote the right of all citizens to affordable quality education at all levels and shall take appropriate steps to ensure that education shall be accessible to all. It is tasked to ensure and protect academic freedom and promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of higher level and middle-level professionals and the enrichment of our historical and cultural heritage.

## **6.2 Creation of the Technical Education and Skills Development Authority. (TESDA)**

R.A. No. 7796 known as the Act of 1994 created the Technical Education and Skills Development Authority to provide relevant, accessible high quality and efficient technical education and skills development in support of the development of higher quality Filipino middle-level manpower responsive to and in accordance with Philippine development and priorities.

TESDA replaced and absorbed the National Manpower and Youth Council (NMYC), the Bureau of Technical and Vocational Education (BTVE) and the personnel and functions pertaining to technical-vocational education in the regional offices of the Department of Education, Culture and Sports and the apprenticeship program of the Bureau of Local Employment of the Department of Labor and Employment.

## **Section 7. Decentralization**

7.1 The emergence of the Local Government Code which affects governance of the learning structure initiates the expanded participation of stakeholders in education.

7.2 Through the years, DECS has undergone several organization moves towards sharing of authority, power and influence in appropriate levels.

7.3 The increasing consciousness that basic education is not the sole responsibility and accountability of DECS but of all the stakeholders of a national learning system as a major sector for national development may eventually lead to the decentralization or change of nature and structure of DECS.