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BY REPRESENTATIVES ROMULO, ACIDRE, BENITEZ (J.M.), ADIONG, SOLON, VELOSO-TUAZON, SUANSING (B.V.), ROMAN, GATCHALIAN, CRUZ (A.), CORVERA, SALVADOR, PLEYTO, OAMINAL (H.), MARQUEZ, FRESNEDI, TUAN, DIMAGUILA, ALANO, SAGARBARRIA, BAUTISTA (J.M.), LACSON, GATO, DAGOOC, OLIVAREZ, CRUZADO, YNARES, CALDERON, DEFENSOR, YU (J.K.) AND EMANO

CONCURRENT RESOLUTION
ADOPTING THE NATIONAL EDUCATION AND WORKFORCE DEVELOPMENT PLAN (2026-2035) AND RECOMMENDATIONS OF THE SECOND CONGRESSIONAL COMMISSION ON EDUCATION, AS THE TEN-YEAR POLICY FRAMEWORK OF THE NATIONAL GOVERNMENT

WHEREAS, the revitalization of the Philippine education system requires a comprehensive assessment to meet both current national challenges and global standards, leading to the formulation of specific, measurable, and time-bound solutions;

WHEREAS, achieving efficient educational delivery necessitates a harmonized, holistic, and coordinated ecosystem, which demands a review of the respective mandates of the three key education agencies, namely, the Department of Education (DepEd), Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA), coupled with urgent digital transformation to ensure readiness for the Fourth Industrial Revolution and equip learners with essential 21st Century skills;

WHEREAS, ensuring continuous quality improvement and accountability compels the institutionalization of educational reforms, including the implementation of alternative learning modes, and the adoption of meaningful, globally-aligned assessment tools across all academic levels;

WHEREAS, pursuant to the realization of these policy goals, Republic Act No. 11899, or the law establishing the Second Congressional Commission on Education (EDCOM II), was enacted in order to formulate a legislative and policymaking mechanism attached to Congress that would address the country's ongoing education crisis, as well as conduct comprehensive research and analyses on the Philippine government's holistic education and human capital development system;

WHEREAS, the comprehensive mandate of EDCOM II involves the review, assessment, and evaluation of the formal and alternative learning systems of education at all levels, including the harmonization of policies and programs of the DepEd, CHED and TESDA, alongside the formulation of short-term and long-term policy and program recommendations that are specific, targeted, measurable, and time-bound, addressing crucial areas such as sectoral plans, governance, infrastructure, and financing;

WHEREAS, following the three years of extensive research, consultations, and policy analysis, EDCOM II, building on its prior reports, "*Miseducation: The Failed System of the Philippine Education*" (Year One), and "*Fixing the Foundations*" (Year Two), which diagnosed the challenges confronting Philippine education, has submitted to Congress its Final Report, entitled, "*Turning Point: A Decade of Necessary Reform (2026-2035)*" upon the conclusion of its initial three-year term, consistent with Republic Act No. 11899;

WHEREAS, pursuant to its mandate, EDCOM II formulated a National Education and Workforce Development Plan, establishing a coherent, evidence-based, and time-bound roadmap to address the learning crisis and align education outcomes with national development and labor market needs;

WHEREAS, long-term education and workforce reforms, akin to fiscal and economic reforms, necessitate policy continuity and alignment across administrations, government agencies, and budget cycles thereby underscoring the need to adopt a whole-of-nation approach that aligns all workforce development programs and measures of the National Government with legislative priorities, and ensures a strategic, coherent, and impactful whole-of-government framework for the effective attainment of these key reforms: Now, therefore, be it

Resolved by the House of Representatives, the Senate concurring, To adopt the recommendations and priorities indicated in the Final Report as well as the National Education and Workforce Development Plan (NatPlan) as the ten-year policy framework of the National Government and shall serve as the principal guides for education and workforce development reforms for the period 2026 to 2035, namely:

(1) Increase of investments in early childhood nutrition, particularly focusing on the First 1,000 Days of learners through resource allocation and support for the School-Based Feeding Program and the Supplemental Feeding Program;

(2) Provision of scholarships for the training and capacity-building of Child Development Workers and Child Development Teachers;

(3) Expansion of access to early childhood education through both center-based and other alternative learning modalities to ensure inclusive, accessible, and developmentally appropriate learning opportunities for all children;

(4) Immediate address of classroom backlog and congestion in schools through different modalities such as local government and civil society organization partnerships, public-private partnerships, and the expansion of the existing voucher program for private schools;

(5) Revision of procurement guidelines and existing DepEd policies to ensure complete and timely delivery of textbooks;

(6) Provision and resource allocation for equitable internet connectivity and digital resources for schools, teachers, and learners;

(7) End “mass promotion” in schools through the following:

(a) Full implementation of the Academic Recovery and Accessible Learning Program consistent with Republic Act No. 12028;

(b) Review and amendment of the Results-Based Performance Management System, as well as the General Appropriations Act and Philippine Development Plan targets of the DepEd that result in mass promotion practices; and

(c) The immediate phaseout of the DepEd’s grade transmutation policy.

(8) Impactful reduction of the administrative burden on teachers;

(9) Address teacher-subject specialization misalignment;

(10) Improvement of quality and relevance of Senior High School TechPro programs;

(11) Institutionalization of school-to-employment pathways and strengthen industry-academe coordination;

(12) Expansion of programs for learners with disabilities;

(13) Invest in teachers and professionals in inclusive education;

(14) Expansion of access and support to tertiary education, especially for the poorest learners;

(15) Build relevant and seamless Technical-Vocational Education and Training and college pathways;

(16) Invest at least 5% of Gross Domestic Product on education, focusing of the foundational components;

(17) Recruitment and development of quality school leaders and administrators, from basic to higher education;

(18) Implementation of phased decentralization and devolution to enable targeted and contextualized services;

(19) Strengthen inter-agency alignment and data integration; and

(20) Update the charters of DepEd, CHED, and TESDA and optimize agency capacity.

Resolved, further, That Congress expresses full support for the findings, conclusions, and recommendations of EDCOM II, and that the NatPlan shall serve as an anchor for legislative priorities, budget deliberations, appropriations, and oversight, consistent with national development and fiscal policy;

Resolved, furthermore, That the Executive Branch is urged to align relevant policies, programs, regulations, and issuances with the NatPlan for 2026-2035;

Resolved, finally, That the House of Representatives and the Senate shall ensure the requisite budgetary prioritization for the executive departments and offices while exercising monitoring and oversight in the performance and accomplishment towards the attainment of these key priority reforms from 2026 to 2035.

Adopted,