

IMPLEMENTING RULES AND REGULATIONS OF REPUBLIC ACT NO. 11476 TITLED "AN ACT INSTITUTIONALIZING GOOD MANNERS AND RIGHT CONDUCT AND VALUES EDUCATION IN THE K TO 12 CURRICULUM APPR...

IRR REPUBLIC ACT NO. 11476, December 04, 2021

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Pursuant to Section 11 of Republic Act No. 11476 titled "An Act Institutionalizing Good Manners and Right Conduct and Values Education in the K to 12 Curriculum, Appropriating Funds Therefor, and for Other Purposes" the Department of Education (DepEd), in consultation with relevant stakeholders, hereby issues the following implementing rules and regulations for the effective implementation of the Act:

RULE I

GENERAL PROVISIONS

SECTION 1. Title. - These rules and regulations shall be referred to as the "Implementing Rules and Regulations (IRR) of Republic Act (RA) No. 11476 titled "An Act Institutionalizing Good Manners and Right Conduct and Values Education in the K to 12 Curriculum, Appropriating Funds Therefor, and for Other Purposes," otherwise known as the "GMRC and Values Education Act."

SEC 2. Scope and Application. - The provisions of this IRR shall primarily apply to all public and private basic educational institutions and learning centers.

SEC. 3. Declaration of Policies. - The State recognizes the vital role of the youth in nation-building and promotes and protects their physical, moral, spiritual, intellectual, and social well-being. The State also recognizes the fundamental role of all educational institutions in the inculcation of patriotism and nationalism, fostering of love of humanity, respect of human rights, appreciation of the role of modern-day and national heroes in the historical development of the country, teaching the rights and duties of citizenship, strengthening ethical and spiritual values, developing moral character and personal discipline, encouraging critical and creative thinking, broadening scientific and technological knowledge, and promoting vocational efficiency.

Towards these ends, the State shall inculcate in the youth patriotism and nationalism, and encourage their involvement in public and civic affairs. The State shall also give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development.

For purposes of this IRR, the State shall ensure that the basic education system will develop individuals who can engage in creative and critical thinking, in work and life-long learning, can transform themselves and others, are productive, responsible, and contributing citizens.

SEC. 4. Definition of Terms. - The following terms shall mean or be understood as follows:

4.1. Act refers to RA 11476 titled "AN Act Institutionalizing Good Manners and Right Conduct and Values Education in the K to 12 Curriculum, Appropriating Funds Therefor, and for Other Purposes."

4.2. Character Building Activities refer to actual and authentic learning activities wherein the character of the learners is formed, shaped, and/or built-up.

4.3 Good Manners and Right Conduct (GMRC) refers to certain and particular universally accepted basic social values and etiquette and/or proper modes of behavior that convey respect to those whom one interacts with.

4.4. Human Dignity refers to the unique and inherent value or worth of human persons. It is intrinsic, hence, innate inviolable, inalienable, and universal.

4.5 Values Education refers to:

4.5.1 The process that provides young people internalization of values which aims at student's grasp of underlying principles, together with the ability to act on those principles, and the settled disposition to do so;

4.5.2 Different pedagogies, methods or programs that teachers and/or educators use to create learning experiences for students when it comes to valuing processes value positions, and value judgment; and

4.5.3 Learning about self and wisdom of life in a self-exploratory, systematic, and scientific way.

For purposes of this IRR, it shall also mean education in becoming human by developing the totality of the human person as an individual in the physical, intellectual, and spiritual dimensions and as a member of the community in the social, economic, political, moral dimensions. It aims to guide our youth to find and achieve meaning in their life, their unique roles in Philippine society so that they can contribute to building a society when truth, freedom, justice, love, and peace prevail.

RULE II

INSTITUTIONALIZATION OF GOOD MANNERS AND RIGHT CONDUCT AND VALUES EDUCATION IN THE K TO 12 BASIC EDUCATION CURRICULUM

SEC. 5. Good Manners and Right Conduct and Values Education in the K to 12 Basic Education Curriculum. - Good Manners and Right Conduct (GMRC) and Values Education shall replace the existing Edukasyon sa Pagpapakatao curriculum and be institutionalized as follows:

5.1. GMRC shall be taught from Grades 1 to 6 as a separate subject with the same time allotment as the other core subjects, and shall be integrated in the daily learning activities in the kindergarten level. The DepEd shall introduce GMRC through clear, distinct, specific, and concrete character building activities, such as role playing in the classroom, community immersion activities, teacher-parent collaborative learning activities, school-initiated values formation activities, simulated activities, and other forms of experiential learning, GMRC shall inculcate among the students the concepts of human dignity, respect for oneself, and giving oneself to others in the spirit of community, for the effective and holistic-development of the decision-making skills of the child. The curriculum shall also focus on the basic tenets of GMRC, such as caring for oneself, giving concern for others, according proper respect for people, upholding discipline and order, cultivating sincerity, honesty, obedience, and above all, love for country.

5.2. Values Education shall be taught from Grades 7 to 10 as a separate subject with the same time allotment as the other core-subjects. The subject shall also be delivered using clear, distinct, specific, and concrete character building activities as prescribed in the immediately preceding subparagraph. At these grade levels, GMRC shall remain integrated in the teaching of Values Education.

5.3. Values Education shall be integrated in the teaching of the subject in Grades 11 and 12 under the K to 12 Basic Education Curriculum.

SEC. 6. GMRC and Values Education Medium of Instruction, Teaching Materials and Assessment. - The medium of instruction, teaching materials and assessment for the subjects GMRC and Values Education shall be consistent with Section 4 of RA 10533 (Enhanced Basic Education Act of 2013) and its IRR.

SEC 7. DepEd's Core Values and Dimensions of Human Person as Bases for GMRC and Values Education.

7.1. Consistent with Section 25 and 40 of RA 8491 (Flag and Heraldic Code of the Philippines), the DepEd's core values of Maka-Diyos, Maka-tao, Makakalikasan, and Makabansa are defined as follows:

7.1.1. Maka-Diyos refers to a core value that expresses one's spiritual belief while respecting the spiritual belief of others and adherence to ethical principles by upholding truth. It also pertains to the belief that there is a God or Higher being who can help people to go through life's challenges and daily living. It affects their overall character and their sense of right and wrong.

7.1.2. Maka-tao refers to a core value that expresses high respect to human dignity, sensitivity to individual social, gender and cultural differences including those with special needs; and demonstrates contributions towards solidarity and the common good.

7.1.3. Makakalikasan refers to a core value that expresses a sense of caring, protecting, nurturing, and being responsible and accountable for the natural environment. It entails utilizing resources wisely, judiciously, and economically.

7.1.4. Makabansa refers to a core value that expresses and promotes pride in being Filipino; gives priority to country over oneself and their families; exercises the rights and responsibilities of a Filipino citizen; and demonstrates appropriate behavior in carrying out activities in the school, community and country.

7.2. These four core values reflect the dimensions of the human person and the values articulated in Sections 4(a), 5, and 7 of the Act. The dimensions of the human person and what such dimensions may include are as follows:

7.2.1. Physical. This may include cleanliness and physical fitness and respect for life.

7.2.2. Spiritual. This may include faith in God, and inner peace.

7.2.3. Intellectual. This may include love of truth critical and creative thinking.

7.2.4. Moral. This may include self-esteem, caring for oneself, goodness, love, sincerity/honesty/integrity, personal discipline and order, courage, obedience, respect to people, and giving oneself to others in the spirit of community and compassion (caring and sharing), giving oneself to others in the spirit of community, obedience, and according proper respect to people.

7.2.5. Social. This may include respect and love for one's family, concern for the common good, respect for human rights, and intercultural diversity (appreciation of diversity, gender equality, peace and justice).

7.2.6. Economic. This may include ecology and integrity of creation, protection of the environment, wise use of resources, and work ethics.

7.2.7. Political. This may include love of country, appreciation of country's history, heroes, and cultural heritage, and heroism.

SEC. 8. Coverage of Values Education. - It is hereby mandated that Values Education shall be in an integral and essential part of the DepEd's K to 12 Basic Education Curriculum. Values Education as herein provided shall encompass universal human, ethical, and moral values, among others. It shall inculcate among our students respect for oneself, others, and our elders, intercultural diversity, gender equity, ecology and integrity of creation, peace and justice, obedience to the law, nationalism and global citizenship, as well as the values of patience, perseverance, industry, honesty and integrity, and good faith in dealing with other human beings along with all

other universal values.

SEC. 9. Development of the GMRC and Values Education Curriculum. - Consistent with Section 5 hereof, the development and design of the GMRC and Values Education Curriculum shall be guided by the following:

9.1. Formulation and Design. The DepEd shall develop and design the curriculum of the subjects GMRC and Values Education of the K to 12 Basic Education Curriculum. The DepEd shall consult relevant stakeholders which may include, among others, the National Commission for Culture and the Arts (NCCA), National Economic and Development Authority (NEDA) and other relevant government and non-government agencies or institutions espousing good values formation to formulate a pedagogically sound GMRC and Values Education Curriculum.

9.2. Assessment. Assessment in GMRC and Values Education shall measure both understanding of concepts and demonstration of behavior. Various types of assessments such as, but not limited to, pen-and-paper tests and portfolio with corresponding rubrics aligned with the learning competencies shall be used.

RULE III

TEACHER QUALIFICATIONS, HIRING, TRAINING, AND CONTINUING PROFESSIONAL DEVELOPMENT

SEC. 10. Teaching Qualifications and Capacity Building for Teachers

10.1. The DepEd must strictly adhere to the policy on the hiring of qualified teachers and the concomitant deployment of teacher items giving due consideration to the need for GMRC and Values Education teachers.

10.2 Teachers with diploma, certification, and/or training in the field of Values Education or other allied disciplines shall be given preference in the teaching of this core subject.

For purposes of this IRR, teachers who are holders of Bachelor of Elementary Education (BEEd) or Bachelor of Secondary Education Degree (BSEd), major in Valued Education or with diploma or specialization in Values Education shall be given preference to teach the subjects GMRC and Values Education, provided that, teachers who are not Values Education major or do not belong to allied disciplines but have been teaching full load of Values Education or Edukasyon sa Pagpapakatao (EsP) for five (5) years or more shall still be allowed to teach the subject, provided further, that such teachers who are not Values Education major or do not belong to allied disciplines but have been teaching full load of values education or Edukasyon sa Pagpapakatao (EsP) for five (5) years or more shall undergo training on content based on the Guidelines on Continuing Professional Development (CPD) of the Professional Regulation Commission (PRC).

10.3. To ensure that GMRC and Values Education meet the demand for quality teachers, the DepEd, in collaboration with relevant partners in government, academic, industry, and non-government organizations, shall ensure that teacher education and training programs meet the demand for quality teachers of GMRC and Values Education, as specified in the terms of pre-service and in-service training that may have content on self-awareness, content, pedagogy, and assessment. The DepEd shall ensure that private education institutions are given the opportunity to avail of such training. Teacher education and training programs shall include, but not be limited to:

10.3.1. DepEd teachers who will teach GMRC and Values Education and have not undergone pre-service education that is aligned with the Enhanced Basic Education Curriculum, shall receive in-service training on content and pedagogy. They shall be trained to meet the content performance standards and learning competencies of the subjects.

10.3.2 The DepEd shall provide the teachers with adequate and relevant instructional materials in order to develop and enhance their capacity to teach the subjects.

10.4. Superintendents, principals, subject are coordinator, head teachers, master teachers and other instructional school leaders shall likewise undergo workshops and training enhance their skills on their role as academic, administrative and community leaders. These may include Self Mastery on key dimensions and how to actively involve parents as partners to support the teaching of GMRC and Values Education. Such professional development programs as those stated above shall be initiated and conducted regularly throughout the school year to ensure constant upgrading of teachers' content knowledge, pedagogical and other relevant skills.

SEC. 11. Continuing Professional Development of Teachers. - In relation to RA 10912 (Continuing Professional Development Act of 2016), current DepEd teachers in GMRC and Values Education shall undergo continuing professional development to ensure that the content and performance standards and learning competencies are translated into pedagogically sound lessons that can be delivered using different modalities.

SEC. 12. Commission on Higher Education (CHED) to ensure Quality Standards for GMRC and Values Education Teachers. - CHED, in coordination with DepEd and other relevant stakeholders, shall ensure that the teacher education curriculum offered in teacher education institutes (TEIs) shall meet the necessary quality standards for new teachers of GMRC and Values Education.

RULE IV

PARENTAL INVOLVEMENT AND HOME-SCHOOL- COMMUNITY PARTNERSHIPS

SEC. 13. Whole School Approach. - For the effective institutionalization and teaching of GMRC and Values Education as a core subject, a whole school approach shall be adopted. This shall facilitate collaborative action in and by the school community and other stakeholders to foster parental involvement and develop home and school partnerships for an inclusive values education framework.

For purposes of this IRR, the DepEd through its teaching and non-teaching personnel, and in collaboration with the other members of the community, shall be involved in facilitating home and school partnerships. The DepEd shall undertake measures, including but not limited to, the following:

13.1. Put in place mechanisms that will promote the active involvement of learners, parents, guardians and other members of the community and representatives in the different school programs, such as Parent Education Program (across development phases) and instructional materials development programs.

13.2. Consult with parents, guardians and representatives on a regular basis (e.g. quarterly parent-teacher conferences and parent assemblies) and use the results as bases for the conceptualization and conduct of activities that will enhance parents' support and involvement in the teaching of GMRC and Values Education.

SEC. 14. Home-School-Community Partnerships. - To promote home, school, and community partnerships in the implementation of the Act, the DepEd (specially the schools) shall involve the whole community consisting of parents, guardians, or their representatives and the various stakeholders in basic education. The stakeholders that should be engaged shall include, among others, the following: the various local government units, (specially the barangays), other relevant government agencies, and the private sector (corporations, corporate foundations, non-profit corporations, non-government organizations, civil society organizations, and faith-based organization.

RULE V

ANNUAL REVIEW OF THE INSTITUTIONALIZATION OF GMRC AND VALUES EDUCATION IN THE K TO 12 BASIC EDUCATION CURRICULUM

SEC. 15. Annual Review and Assessment. - The DepEd shall conduct an annual review of the institutionalization of GMRC and Values Education in the K to 12 Basic Education Curriculum to ensure its proper implementation and assess student learning outcomes for the purpose of determining its efficacy.

For purposes of this IRR, the DepEd shall prepare a comprehensive report on the outcome of its review and assessment as stated in the preceding provision in consultation with all of its relevant stakeholders.

The Report shall be submitted to the Committees on Basic Education of both houses of Congress within thirty (30) days from the termination of the period of review and assessment.

RULE VI

FINAL PROVISIONS

SEC. 16. Transitory Provisions.

16.1. The DepEd shall ensure the smooth transition in public basic education schools from the old Edukasyon sa Pagpapakatao Curriculum to the GMRC and Values Education Curriculum.

16.2. Private educational institutions shall develop their plans detailing how to transition from their current curricula equivalent to Edukasyon sa Pagpapakatao to the GMRC and Values Education Curriculum. The DepEd may provide the appropriate guidelines on the development and evaluation of the transition plans. Private educational institutions offering current curricula equivalent to Edukasyon sa Pagpapakatao prior to the enactment of this Act shall submit to the DepEd their transition plans within twelve (12) months from the effectivity of this IRR, subject to additional guidelines that may be issued by the DepEd.

16.3. The shift from the teaching of Edukasyon sa Pagpapakatao to GMRC and Values Education shall be fully implemented by School Year (SY) 2022-2023 in all public schools. Private schools, however, shall be given until SY 2023-2024 to shift from the teaching of the subject equivalent to Edukasyon sa Pagpapakatao under its current curricula to GMRC and Values education as provided for under this Act and this IRR.

16.4. In recognition of the scarcity of teachers who possess the required academic preparations, the first five years (SY 2022-2023 to SY 2026-2027 for public schools and SY 2023-2024 to SY 2027-2028 for private schools) of implementation of this law shall serve as transition years to generate education graduates aligned with Values Education, Specialization in other allied disciplines such as Philosophy, Psychology, or Religious Education may be considered, provided that they acquire Values Education specialization or diploma within the transition years.

16.5. After the first five (5) school years of implementation of this law in public and private schools and/or during the transition years as provided under the preceding Section 16.4 of this IRR only teachers who have the academic preparations stated in Section 10 hereof shall be hired to teach the GMRC and Values Education subjects.

SEC. 17. Additional Implementing Guidelines. - The DepEd shall issue additional policies and guidelines as may become necessary to further implement the law and its IRR.

SEC. 18. Separability Clause. - Should any provision of the IRR be subsequently declared invalid or unconstitutional, the same shall not affect the validity and effectivity of the other provisions.

SEC. 19. Repealing Clause. - Pursuant to Section 13 of the Act, all laws, acts, presidential decrees, executive orders, administrative orders, rules and regulations, or part thereof, inconsistent with, or contrary to the provisions of the Act are hereby modified, amended, or repealed accordingly.

SEC. 20. Appropriations. - The amount necessary for the initial implementation of this Act shall be sourced from the current appropriations of the DepEd. Thereafter, the amount necessary for its continuous implementation shall

be include in the annual General Appropriation Act.

SEC. 21. Effectivity. - This IRR shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

This IRR shall be registered with the Office of the National Administrative Register, University of the Philippines Law Center, UP Diliman, Quezon City.

Done this 4[th] day of December 2021.

(Sgd.) LEONOR MAGTOLIS BRIONER

Secretary

Department of Education

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