



Republic of the Philippines  
**Department of Education**

**OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION**

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**MEMORANDUM**  
**DM-CI-2022-333**

**FOR: EXECUTIVE COMMITTEE  
MANAGEMENT COMMITTEE**

**FROM: JOSE ERNESTO B. GAVIOLA**  
Undersecretary

**SUBJECT: CONSOLIDATED COMMENTS AND CONCERNS ON THE K  
TO 10 CURRICULUM REVIEW AND REVISION**

**DATE: 12 September 2022**

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Attached herewith are the consolidated comments and concerns by internal and external partners on the K to 10 Curriculum Review and Revision raised in the Stakeholders' Fora conducted on 02 May 2022 and 16 May 2022 and in the MANCOM Meeting on 05 September 2022.

This report shall be updated every time the revised K to 10 curriculum review and revision is presented for comments and consultations.

For your reference.

**Stakeholders' (Internal) Forum on Curriculum Review Results  
and Curriculum Revision Updates**

02 May 2022

*Attendees: Regional Directors (RDs), Curriculum and Learning Management Division Chiefs, Regional Superintendents*

COMMENTS/CONCERNS	RESPONSES
<p>Rectifying the issue regarding the alleged removal of the Philippine History in Junior High School</p> <p>Mainstreaming the Philippine History in the curriculum</p>	<p>ADDRESSED</p> <p>Significant change has been introduced in Araling Panlipunan 7 where vital content and competencies cater on the Philippine Contemporary History i.e., Post-EDSA Philippines highlighting its complex relationship in Southeast Asian societies. The departure from the teaching of Asian Studies which is abstract and alien to the lives of the Filipino learners intends to highlight development of Philippine Contemporary History where topics such as Southeast Asian histories, cultures, economies and political developments provide flesh to the overall intern of the new Araling Panlipunan 7.</p>
<p>Flexibility of the education system</p>	<p>NOT ADDRESSED</p> <p>Concern is not within the purview of the curriculum review and revision.</p> <p>The concern is being addressed by DepEd Order (DO) No. 32, s. 2015 <i>Adopting the Indigenous Peoples Education Curriculum Framework</i>, regarding the curriculum contextualization/localization/indigenization.</p>
<p>High incidence of youth committing suicide</p>	<p>NOT ADDRESSED</p> <p>Concern is not within the purview of the curriculum review and revision.</p> <p>The concern may be addressed by the Bureau of Learners Support Services – School Health Division.</p>
<p>Reconsidering the competency on the love for country at a younger age</p>	<p>ADDRESSED</p> <p>Appreciation of cultural identities is reinforced in Grades 2-4 in Araling Panlipunan and Good Manners and Right Conduct/Values Education.</p>
<p>Incorporating Science, Technology, Engineering, and Mathematics (STEM) in the revised curriculum</p>	<p>ADDRESSED</p> <p>The revised curricula is emphasizing the STEM through the four (4) interrelated disciplines which offer cross-disciplinary instruction on real-world applications.</p>
<p>Stricter implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE)</p>	<p>PARTIALLY ADDRESSED</p> <p>The revised language curricula ensure the achievement of both language proficiency.</p> <p>Issues on Mother Tongue (MT) will be discussed in a separate meeting.</p>

**Stakeholders' (External) Forum on Curriculum Review Results  
and Curriculum Revision Updates**

16 May 2022

*Attendees: Consultants, Government Agencies, Coordinating Council of Private Educational Associations of the Philippines (COCOPEA), Catholic Educational Association of the Philippines (CEAP), Private Schools, Nongovernment Organizations*

COMMENTS/CONCERNS	ACTIONS TAKEN
Addressing the numerous extracurricular activities	<p>NOT ADDRESSED</p> <p>Not within the purview of the curriculum review and revision.</p> <p>The concern is being addressed by DO 34, s. 2022 School Calendar and Activities for the School Year (SY) 2022-2023. The number of school days in the DO shall solely be dedicated to academics and related co-curricular activities. The conduct of extra-curricular activities shall be strictly prohibited.</p>
Consideration on the learning gaps and learning loss as inevitable impact of the global health crisis	<p>NOT ADDRESSED</p> <p>Not within the purview of the curriculum review and revision.</p> <p>The concern is being addressed by DO 34, s. 2022. A school calendar of 11 weeks per quarter for SY 2022-2023 with the first ten weeks focusing on purely lesson delivery while on the 11<sup>th</sup> week will be earmarked for examinations.</p>
Most Grades 5 and 6 teachers of Philippine History are not Social Studies major	<p>NOT ADDRESSED</p> <p>Not within the purview of the curriculum review and revision.</p> <p>The concern may be addressed by the National Educators Academy of the Philippines</p>
Decision on 'what to be taught and how' in all schools nationwide.	<p>PARTIALLY ADDRESSED</p> <p>National standards are articulated in the Curriculum Guide.</p> <p>The shape of the implemented curriculum is dependent on the field implementers by virtue of contextualization policy.</p>
The aptness of the 220 calendar days to the number of the learning competencies.	<p>NOT ADDRESSED</p> <p>As for the intended curriculum, the priority is not the number of days (which vary among learning areas) but the actualization of the learning competencies.</p>
Discomfort in the use of MT specifically its impact on the results of the International Large-Scale Assessments	<p>NOT ADDRESSED</p> <p>Issues on MT will be discussed in a separate meeting.</p>

**Curriculum and Instruction Strand Management Meeting  
With Vice President and Secretary Sara Z. Duterte**

05 September 2022

*Attendees: Undersecretaries, Assistant Secretaries, Central Office Service Directors, FDs*

Comments/Concerns	Actions Taken
Focusing on foundational and functional literacy among young learners	ADDRESSED  The Revised K to 10 Basic Education Curriculum puts emphasis on the development and mastery of foundational skills and competencies. The process requires sufficient time for acquisition and practice, thus, necessitating the curriculum to streamline learning standards. Central to this process are Big Ideas, which represent a progression towards understanding key concepts in different learning areas (Charles, 2005).
Gaps on the prerequisites on climate change	ADDRESSED  The revised curriculum addressed the concern on topics involving climate change.
Use of cursive writing	ADDRESSED  Fine motor skills are developed using cursive writing.
Concerns on the significant decrease in the number of learning competencies (LCs) in English and Filipino	ADDRESSED  Since the current curriculum has a big number of repeating LCs, these were removed. Hence, the decrease in the number of LCs.
The inclusion of ICT in the teacher-capacity building and The Philippine Professional Standards for Teachers (PPST).	NOT ADDRESSED  Not within the purview of the curriculum review and revision.  The concern may be addressed by the National Educators Academy of the Philippines
The Learner's Materials provided for MT in Cordillera Administrative Region (CAR) was Ilocano which is not the region's MT	NOT ADDRESSED  Issues on MT will be discussed in a separate meeting.
Discipline-based approach vs. Spiral progression approach  Small schools have difficulty addressing the concerns on spiral progression due to the limited number of teachers	ADDRESSED  Spiral progression is enshrined in Republic Act 10533 Enhanced Basic Education Act of 2013.  There are continuous capacity-building of teachers on spiral progression. Small schools could arrange a schedule that addresses this concern.
Suggestion on the use of 'standards only' in the curriculum guides	ADDRESSED  LCs are important as these will guide the field implementers in the delivery of the curriculum.

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Concerns whether the Big Ideas are unpacked	<p>ADDRESSED</p> <p>Big ideas are unpacked in the learning area, grade level, content, and performance standards in all learning areas.</p>
Concerns on the alignment of National Assessment Test (NAT) with International Large-Scale Assessments (ILSAs) such as the Programme for International Student Assessment (PISA), South East Asia Primary Learning Metrics (SEA-PLM), and Trends in International Mathematics and Science Study (TIMMS).	<p>NOT ADDRESSED</p> <p>Not within the purview of the curriculum review and revision.</p> <p>The concern may be addressed by the Bureau of Education Assessment in a separate meeting.</p>
Providing a grade component on NAT results.	<p>NOT ADDRESSED</p> <p>Not within the purview of the curriculum review and revision.</p> <p>The concern may be addressed by the Bureau of Education Assessment in a separate meeting.</p>
Alignment of Alternative Learning System (ALS) Curriculum with the revised curriculum.	<p>NOT ADDRESSED</p> <p>Not within the purview of the curriculum review and revision.</p> <p>The concern may be addressed by the Bureau of Alternative Education in a separate meeting.</p>
If the plan for the implementation of the revised curriculum is 2023-2024, there is no budget earmarked for this considering that the budget for Fiscal Year 2023 has already been submitted.	<p>ADDRESSED</p> <p>Ensure the inclusion of the implementation of the revised curricula in the FY 2024 Budget.</p> <p>There is an available fund from the Bureau of Learning Resources (Flexible Learning Options – Learning Resources) of Learning Materials.</p>