



Republic of the Philippines  
**PHILIPPINE NORMAL UNIVERSITY**  
*The National Center for Teacher Education*  
**FACULTY OF EDUCATION AND INFORMATION SCIENCES**  
Manila



<b>Name:</b>	<b>BONBON, Jerald G.</b>	<b>Subject Code:</b>	<b>TPROFED01</b>
<b>Section:</b>	<b>I-23</b>	<b>Schedule:</b>	<b>M/TH 3-5PM</b>

**WORKSHEET NO. 3**  
**TIMELINE OF PHILIPPINE EDUCATIONAL HISTORY**

You are tasked to **critically create a timeline of Philippine Educational History** to analyze the different historical periods of education in the Philippines. In your analysis, focus on how education has evolved over time and its influence on modern practices. Make sure to include critical instances that shaped the education system in the modern era. Identify at least **15 important events, laws, or milestones** in your timeline. Include date or year, event or reform, and short description of its significance. Use the resources provided in LMS and/or you may do research on your own. Be critical and reflective in your responses. **DO NOT USE ARTIFICIAL INTELLIGENCE (such as ChatGPT or any other AI model platforms)**



8

### Martial Law Era

Government censorship and control were at its peak.

### On this era...

It laid out reforms on medium of instruction, it formalized English and Filipino as the two mediums for teaching. It also focused on loving the nation and having values.

### Post-EDSA (1987-)

The 1987 Constitution was ratified. It guaranteed the rights of every citizen for free and quality education at all levels.

### Impact

It guaranteed education as a right. It is the guiding principle of our education system since then.

9

10

### Trifocal System

Even before the ratification of 1987 Constitution, the DECS (now DepEd) handled the Technical-Vocational and Tertiary Education. It changed in 1994, through the passage of RA 7722 and RA 7796, when it was detached and transferred to CEd (Tertiary) and TESDA (Technical-Vocational). Management of the education system became more flexible.

11

### K-12 (2012-16)

The K-12 Curriculum was enacted upon the signing of RA 10533 or K to 12 Law. It mandated the entry to Kindergarten and Senior High School for Basic Education. It made the learning more preparatory for entrance to Grade 1 and open jobs for graduates of Grade 12.

12

### 2015

Through Republic Act No. 10687, the TVET was integrated with the higher education. It allowed students to earn certificates accredited by TESDA while pursuing college degrees.

It made students future ready and work ready upon graduation.

13

### GMRC (2020)

Through RA 11476, the Values Education and GMRC was institutionalized in all grade levels in basic education. It is significant as it aims to strengthen the learners respect, dignity, honesty, and the Filipino hospitality across the all the learners.

14

### MATATAG Curriculum

In order to resolve the congested curricula of the previous K-12 Curriculum and other problems, the MATATAG Curriculum was implemented for Kindergarten to Grade 10 to reduce the competencies needed and enhance performance in reading, literacy, and numeracy of all learners

15

### SSHS (2025)

The Strengthened Senior High School Curriculum was introduced to align the learners to become job ready and give students a more flexible choice in career pathways.

### ETEEAP (2025)

It allowed working professionals or adult with work experience to apply their current skillset to have a shorter pathway for a college diploma. It allowed the working class to have a formal education even if they did not attain it in the past, based on their skill and experience at work.

PRESENT

## RUBRIC FOR GRADING

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Accuracy of Information</b>	All events and dates are accurate; shows thorough research and understanding of Philippine educational history.	Most events and dates are accurate; minor errors that do not affect overall understanding.	Some events or dates are inaccurate; shows partial understanding.	Many events or dates are inaccurate; shows little understanding.
<b>Completeness</b>	Includes 15 or more significant events, covering all major periods (pre-colonial to contemporary).	Includes 12–14 events, covering most periods.	Includes 8–11 events, missing some periods.	Includes fewer than 8 events; many periods missing.
<b>Organization &amp; Chronology</b>	Timeline is well-organized, chronological, and easy to follow.	Timeline is mostly chronological; minor inconsistencies.	Some chronological errors; hard to follow at times.	Timeline is disorganized and confusing; chronology is mostly incorrect.
<b>Creativity &amp; Presentation</b>	Highly creative, visually engaging, uses colors, symbols, or images effectively.	Creative and visually appealing; some use of colors or visuals.	Minimal creativity or visuals; mostly text-based.	Lacks creativity; plain or hard to read.
<b>Clarity &amp; Explanation</b>	Each event is clearly explained with concise, meaningful descriptions.	Most events are explained clearly; some descriptions are brief or vague.	Some events lack clear explanation; descriptions are incomplete.	Explanations are unclear or missing for most events.

Notes:

1. Always submit using **pdf** format via ePNU
2. Save your file using the following filename format: **SURNAME\_SECTION Reflection No. 1** (example: **VILORIA I-9 Reflection No. 1**)
3. Ensure you read thoroughly and cross-check your information from credible resources. This independent study worksheet is designed to help you build a strong foundation before we dive into lectures.