Values Education is perhaps the poorest and the most confused subject compared to the rest of the learning areas in the Philippine Educational curriculum. First, the then Dr. Lourdes Quisumbing through the Constitutional Mandate (Article XIV Sec. 3 of the 1987 Philippine Constitution) introduces the framework of Values Education in the educational curriculum. In 1992, the then President Fidel V. Ramos, signed the Presidential Proclamation No. 62 which enjoined the active participation of all sectors of society in the Moral Recovery Program (MRP) – so from 1988 – 2002 Values Education was a separate learning area then and was allotted full school days of teaching time. However, in 2002, during the implementation of the Basic Education curriculum which was spearheaded by the late Secretary Raul Roco, a different approach was given to the teaching of Values Education by integrating the latter to all the learning areas and the teaching time was only given an allotment of 60 minutes in a week for Grades 1 – 6 and for the First and Second year students, and 120 minutes a week for the Third and Fourth Year students.

Presently, in the new K – 12 Basic Education curriculum, Values Education is again treated as a separate learning area and is now given a 120 minute of allotted teaching time from Grades 1 – 10. If only Values Education could speak for itself, it might be saying, “Are we playing basketball or volleyball or foot-ball here?”
As I see the above matters, though the Department of Education would often quote that Values Education, which is now, “Edukasyon sa Pagpapakatao” is the center of the curriculum, it doesn’t really seem so true in the actual school scenarios for one, in the outgoing Basic Education Curriculum, though it looks very ideal that Values Education be integrated in all learning areas, the problem was the readiness of the teachers and the effectiveness of the ability of the non-Values Education teachers to integrate such to the learning areas of their concern. In addition, only 60 minute of actual teaching time for grades 1 – 2nd year High School and 120 minutes for the 3rd and 4th year Highschool respectively were given to teachers whom more often than not were not also majors of Values Education. Two, though the intention of the DepEd may be based on the context that “Values are more caught than taught,” it however did not see the pertinent problems of the times where in most of the things that the young generations these days are rather disvalues that true values. Besides, all these simply defies the basic principle of, “Nemo dat quod non habe” (“You cannot give what you don’t have).

In the current K – 12 Curriculum, added teaching time is now allotted in the teaching of Values Education. Such change may be attributed to the failure of the BEC in terms of its contention about the said learning area. This time, as I perceive it, the DepEd has realized the need for Character Education among the learners and not simply integration to all learning areas. Values Education should be taught by well trained teachers in the field of the said learning area but not just by anybody who just wanted to have a teaching load. DepEd now sees the importance of the actual teaching of Character Education as the best avenue for purifying the values and character of the learners. We cannot simply allow our learners to choose “for themselves” among various alternatives without our proper guidance and intervention if and when possible. Even in the official response of the then DepEd Secretary, Armin Luistro about the issue on the new DepEd Mission and Vision Statement, he said, “The term "God-loving" is synonymous with Maka-Diyos. The term
Maka-Diyos is essentially connected with Maka-tao, Makakalikasan and Makabansa and allows our Values Education teachers to develop modules that will hopefully form persons of integrity…” He put a heavy emphasis on Values Education teachers to the achievement of the Department’s Vision and Mission which implies that those teaching the said learning area should and must be well – trained in the discipline of Values Education.

References:

