

Republic of the Philippines  
**HOUSE OF REPRESENTATIVES**  
Quezon City



EIGHTEENTH CONGRESS  
First Regular Session

HOUSE BILL NO. 3607

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**Introduced by Hon. Josephine Y. Ramirez Sato**

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**EXPLANATORY NOTE**

Article 14, Section 5 of the 1987 Constitution provides that the State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.

Likewise, Article 1, Section 1 of Republic Act 4670, the "Magna Carta for Public School Teachers", also state that It is hereby declared to be the policy of this Act to promote and improve the social and economic status of public school teachers, their living and working conditions, their terms of employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession more people with the proper qualifications, it being recognized that advance in education depends on the qualifications and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance.

However, a closer look at the current remuneration of teachers in the public-school system reveals that:

1. Even with the recent salary increase by virtue of the Salary Standardization Law and Executive Order No. 201, series of 2016: *Modifying the Salary Schedule for Civilian Government Personnel And Authorizing The Grant Of Additional Benefits For Both Civilian And Military And Uniformed Personnel*, there is still inadequate take-home pay for teachers; and,
2. The abovementioned policies on salary increase also widened the pay gap inequity among the public school teaching profession.

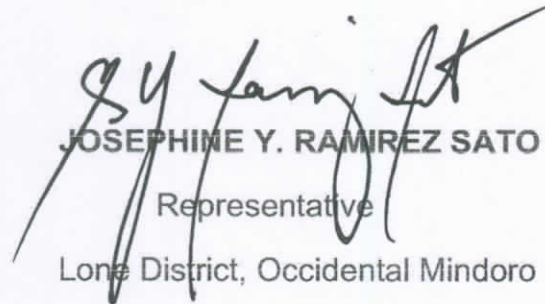
Data from the Department of Education (DepEd) show that out of its 889,700 personnel, Teacher I, II and III make up 83% of DepEd's personnel. From 1989 to 1995, teacher pay at all levels were relatively stable before the increase in 1996. The next significant increase for teachers at all levels happened in 2007, during the Arroyo Administration. However, it is during this time that the inequity in pay levels increased. This is observed through the increasing pay gap between Teachers I-IV and Master Teachers I-III. As of 2018, the gap in pay between a Master Teacher 1 and Teacher III was PhP 13,861 compared to only PhP 3,224 in 2007. As stated, this has resulted in increasing inequity between those filling the ranks of Teachers I-III and higher positions.

Also, the starting salary schedule of Teachers I-III increased by an average of only 11% when accounting for the pay increase per SG level from the first tranche in 2016 to the fourth tranche in 2019 (pursuant to Executive Order No. 201, Series of 2016). Meanwhile, anyone working as Master Teacher I, one level higher than Teacher III, would have experienced a similar increase of 21%.

Clearly, the rhetoric on ensuring adequate and equitable remuneration for our public school teachers and the actual investment and budgets allocated for this does not match.

This bill therefore seeks to increase the salary grade of public school teachers in elementary and secondary schools who are currently classified as Teacher I, Teacher II and Teacher III from Salary Grade 11, 12, and 13, respectively, to Salary Grade 13,14 and 15.

Given the potential benefits this measure will give to public school teachers, the public education sector and ultimately, the entire country, this proposed measure should be considered and approved by the House of Representatives with all deliberate dispatch.



**JOSEPHINE Y. RAMIREZ SATO**  
Representative  
Lone District, Occidental Mindoro



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**AN ACT RATIONALIZING THE EQUITABLE SALARIES OF TEACHERS  
BY INCREASING THE SALARY GRADE OF TEACHER I TO TEACHER III,  
AND APPROPRIATING FUNDS THEREFOR**

**SEC. 1. Declaration of Policy.** - It is hereby declared the policy of the State to promote and advance the social and economic status of public school teachers in order to ensure that they enjoy the benefits commensurate to their invaluable role in national development. In pursuance of such policy, the State shall ensure that the teaching profession will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.

**SEC. 2. Coverage.** - This Act shall apply to all public school teachers in the elementary and secondary schools who are presently classified as Teacher I, Teacher II and Teacher III.

**SEC. 3. Salary Grade Adjustment** - The modified salary schedule of Teacher I to Teacher III shall be as follows:

<b>Teacher Level</b>	<b>Current Salary Grade Level</b>	<b>Modified Salary Grade Level</b>
Teacher I	Salary Grade 11	Salary Grade 13
Teacher II	Salary Grade 12	Salary Grade 14
Teacher III	Salary Grade 13	Salary Grade 15

**SEC. 4. Appropriations.** - The amount necessary for the implementation of this Act shall be included in the General Appropriations Act for the year following its approval.

**SEC. 5. Implementing Rules and Regulations.** - Within sixty (60) days from the effectivity of this Act, the Department of Budget and Management, in coordination with DepEd, shall promulgate and issue the necessary guidelines for the effective implementation of this Act.

**SEC. 6. Separability Cause.** - If for any reason, a provision or part hereof is declared invalid, other provisions not affected thereby shall remain in full force and effect.

**SEC. 7. Repealing Cause.** - All laws, decrees, executive orders, rules and regulations contrary or inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

**SEC. 8. Effectivity.** - This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

*Approved,*