

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
Third Regular Session

HOUSE BILL NO. 9947



Introduced by **HON. JOY MYRA S. TAMBUNTING**

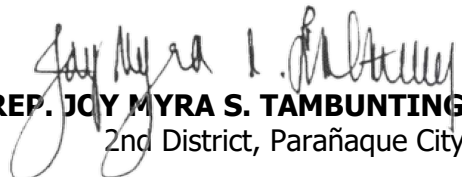
EXPLANATORY NOTE

The underperformance of Filipino students has been a constant subject of policy initiatives in the past years. Most of these initiatives are geared towards assisting students by removing financial constraints so as to help them focus on their studies. Despite numerous initiatives however, the country still performed poorly in the most recent cycles of three cross-national large-scale assessments it has participated in namely, the Programme for International Student Assessment (PISA) in 2018, Trends in International Mathematics and Science Study (TIMSS) in 2019, and the Southeast Asia Primary Learning Metrics (SEA-PLM) in 2019. On all three assessments, Philippines ranked at bottom or near the bottom in each learning domain assessed. As such, there is a need to reconsider other variables which may be affecting the quality of education in the country.

This measure seeks to establish a Teacher Education for Achiever (TEACH) Programs which is a merit-based program designed to develop high-achiever students as effective teachers. This is anchored upon the idea that educators ultimately determine the quality of education and student performance. TEACH is a mentorship program where grantees will be guided by vetted and qualified mentors. The program shall also provide grantees financial support inclusive of tuition and other school fees, living allowance, even Board review and licensure fees.

This measure is proposed with the goal of inculcating among future educators a stronger resolve to persevere in the profession. Once passed, this measure shall incorporate mentorship and establish specialized curriculums for pre-service teacher education in both secondary education and tertiary education—ensuring that future teachers are classroom-ready and contributors to improved learning outcomes.

On behalf of the people of Parañaque City's Second District, and for the common good of the Filipino people, the approval of the said measure is earnestly sought.


REP. JOY MYRA S. TAMBUNTING
2nd District, Parañaque City

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AN ACT
IMPROVING TEACHER QUALITY AND ESTABLISHING A TEACHER EDUCATION FOR
ACHIEVERS PROGRAM, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER
PURPOSES

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

CHAPTER I
GENERAL PROVISIONS

SECTION 1. Short Title. – This Act shall be known as the “Teacher Education for Achievers (TEACH) Act”.

SEC. 2. Declaration of Policy. – The State recognizes the invaluable role of teachers as agents of constructive social, economic, moral, intellectual, cultural and political change in the school and the community, within the context of national policies. To this end, the State promotes and uplifts the image of the teaching profession as a source of national pride. It is likewise declared that in order to protect and promote the right of all citizens to quality education at all levels, the State shall; prioritize accessible and quality teacher education and development, placement and professionalization. To implement this, the State shall provide scholarships to qualified applicants to enable them to pursue education and training in the areas of teaching and learning and to provide incentives for them to be teachers in the K-12 public education system.

CHAPTER II
ESTABLISHING THE TEACHER EDUCATION FOR ACHIEVERS PROGRAM

SEC. 3. Establishment of the Teacher Education for Achievers Program. – The Teacher Education for Achievers Program (the “TEACH Program”) is hereby established. The Program shall provide quality pre-service teacher education to deserving students. It shall ensure that future teachers are classroom-ready and contributors to improved learning outcomes by providing the best training, full financial and psychosocial support, and employment assistance.

SEC. 4. Approved Courses and Priority Programs. – Recipients shall pursue priority education degrees or programs in teacher education in the partner Teacher Education Institution (“TEI”), as identified and approved by the Department of Education (the “DepEd”).

The TEACH Program shall offer three tracks: (1) Undergraduate Level track – for incoming first year education students; (2) Certificate in Teaching Program (CTP) track for those who are graduates of any bachelor’s degree except in Education; and (3) Program Shifters track for junior-level undergraduates to complete teacher education programs. The recipients may pursue the appropriate degree from any of the following:

- a) Bachelor of Early Childhood Education;
- b) Bachelor of Special Education;
- c) Bachelor of Elementary Education;
- d) Bachelor of Secondary Education (major in any of the following: English, Biology, Chemistry, General Science, Mathematics, Physics, Social Studies and Values Education, among others);
- e) Bachelor of Technical-Vocational Teacher Education
- f) Bachelor of Science in Chemistry for Teachers;
- g) Bachelor of Science in Mathematics for Teachers;
- h) Bachelor of Science in Physics for Teachers;
- i) Bachelor of Science in Biology for Teachers;
- j) Certificate in Teaching Program or its equivalent;
- k) Similar degrees, as may be approved by the DepEd.

SEC. 5. Qualifications. – The minimum qualifications that the applicants must possess to apply for the TEACH Program are:

- a) Must be a Filipino citizen residing in the Philippines;
- b) Must pass the qualifying examination system, comprised of the selection process and the aptitude test for teachers as well as the appropriate examination and assessment by the TEI;
- c) Must have obtained at least 85% general weighted average or its equivalent in senior high school or in the degree that he or she is currently enrolled in or graduated from;
- d) Must not have service obligations under other programs in conflict with the TEACH Program obligations.
- e) The DepEd shall promulgate and periodically review the qualification criteria of applicants for the TEACH Program.

CHAPTER III PROGRAM COMPONENTS, INCENTIVES AND RETURN OF SERVICE

SEC. 6. Key Components of the Program. – The TEACH Program is designed and structured to provide holistic support for the grantees, whether it be physical, psychosocial and academic, to help them towards their career as future teachers. This includes the following:

- a) Scholarship package outlined in Section 7 hereof;
- b) Provision of continuous mentorship and training and development to the TEACH Program grantees, based on their actual needs;

- c) Teaching position upon passing the Licensure Examination for Teachers; and
- d) Other incentives outlined in Section 10 hereof.

The DepEd and CHED, through the Teacher Education Council, shall provide screening guidelines for highly competent faculty and professionals from the TEIs who will qualify and serve as mentors under this Program.

SEC. 7. Scholarship Component of the TEACH Program. – TEACH Program grantees shall be eligible to receive the following:

- a) Tuition and other school fees;
- b) Allowance for prescribed books, supplies, and equipment;
- c) Clothing or uniform allowance;
- d) Transportation allowance or allowance for dormitory or boarding house accommodation, whichever is appropriate;
- e) Financial assistance during practicum;
- f) Graduation and related miscellaneous fees;
- g) Relocation allowance, if applicable;
- h) Professional Teachers board review fees and licensure fees: Provided, that the support shall only be limited to the first licensure examination of the scholar, taken within one (1) year from graduation;
- i) Annual medical and accident insurance, and related health reimbursements; and
- j) Other education related miscellaneous subsistence or living allowance.

DepEd shall be responsible for the proper implementation and disbursement of the monies arising from this Section.

SEC. 8. Conditions for the Grant of Scholarship. – Scholars accepted to the TEACH Program must execute a return service contract, subject to the following:

- a) Commitment to immediately pursue his or her pre-service teacher education program and must finish the entire program within the prescribed time frame and subject to the admission and retention policies of the TEI; Provided, that the scholar may be allowed, for valid and justifiable reasons, to file for a leave of absence for one (1) academic period;
- b) Commitment to take the Licensure Examination for Teachers one (1) year after graduation;
- c) Commitment to teach full-time in the public basic education system, where public interest requires;
- d) Commitment to repay the full amount disbursed pursuant to the terms of their return service contract, if the grantee drops out from the approved degree program where grantee is currently enrolled in; and
- e) Commitment to all the other terms and conditions of the scholarship, as provided under this Act and as may be prescribed in the implementing rules and regulations.

SEC. 9. Sanctions. – A scholar who has availed of the TEACH Program but fails or refuses to comply with the mandatory return service and integration provided under this ACT shall be required to pay the full cost of scholarship including other benefits and expenses incurred by reason of participation in the TEACH Program.

SEC. 10. Service Obligations. – As their Return of Service (“ROS”), the TEACH Program grantees shall teach full-time in the public primary and secondary education system, where public interest requires, upon passing the Licensure Examination for Teachers. The Program scholar’s ROS shall be at least three (3) years for each year of the scholarship or a fraction thereof, in a public school primary or secondary school, as may be approved by the DepEd; Provided, that the DepEd shall not consider practicum teaching as return service under this provision. These service obligations may be amended, subject to the service contract, as approved by the DepEd.

SEC. 11. Incentives. – Successful TEACH Program grantees are entitled to the following incentives:

- a) Scholarships in identified TEIs for the approved courses and priority programs under Section 4 of this Act;
- b) Immediate and priority deployment upon eligibility in a public primary, secondary, or senior high school according to DepEd standards for deployment of teachers, with a starting salary grade equivalent to Teacher III or equivalent;
- c) Receipt of appropriate salaries and other benefits for services rendered under the mandatory job placement as ROS under Section 10 (c) of this Act; and
- d) A one-time relocation allowance, should he/she be assigned in a place other than his/her permanent residence.
- e) Continued teacher education and training through the scholarships granted under Republic Act No. 10533 or the “Enhanced Basic Education Act of 2013”.

CHAPTER IV IMPLEMENTATION

SEC. 12. Program Recruitment Plan. – The DepEd and CHED, through the Teacher Education Council (“TEC”) created under Republic Act No. 7784, shall develop an annual Implementation plan which will include a thorough teacher demand analysis and recruitment campaign to attract incoming undergraduate students, program shifters and graduates of other disciplines to the Program.

SEC. 13. Selection of Eligible Teacher Education Institution. – TEACH Program grantees may only complete their approved course/program under Section 4 of this Act through eligible partner TEIs. There shall be at least one (1) TEI per region that will implement the program.

A public or private TEI may be eligible for partnership/coverage under this Program, subject to compliance with any of the following conditions:

- a) must have its teacher education program accredited as a Center of Excellence level, or
- b) must have its teacher education program accredited as a FAAP Level IV, or
- c) must have a SLEPT passing rate of at least 75% passing rate in five (5) of the last ten (10) SLEPT.

The TEI shall be subject to a service partnership contract that will outline the terms and conditions of its coverage under this Program.

SEC. 14. Department of Education (DepEd). – The DepEd shall be the lead implementing agency of the provisions of this Act. It shall establish a TEACH Program Management Unit that shall be responsible for the evaluation, award-giving, and monitoring and evaluation of all scholarship grants and awardees and provide continuous mentoring of beneficiaries upon integration in the service; Provided that, administrative expenses must not exceed five percent (5%) of the total budget per year.

DepEd shall ensure hiring of qualified graduates under this Program as public-school teachers with the incentives outlined under Section 10 of this Act, and coordinating the same with the Civil Service Commission and the Department of Budget and Management.

DepEd shall provide forward estimates of teacher needs for every specialization and level to help in mapping out the scholar recruitment plan under Section 11. It shall coordinate with its regional offices to ensure regional support and coordination with other offices in the implementation of this program; Provided that, additional staff shall be provided to DepEd regional offices in support of the Program, as necessary. The DepEd, through the TEC, shall ensure that the policies for the program are supported by relevant stakeholders; and shall ensure the continuous monitoring and evaluation, including the impact of hiring of teaching professionals facilitated through Section 8 of Republic Act No. 10533 or the “Enhanced Basic Education Act of 2013” and Republic Act No. 10612 or the Fast-Tracked S&T Scholarship Act of 2013.

SEC. 15. Commission on Higher Education. – CHED shall lead in setting the standards for and validation of the qualifications of partner TEIs and continue to monitor the eligibility of the partner TEIs, to ensure the Program’s effective and efficient implementation. CHED shall submit the necessary information to DepEd to help with the implementation of this Program. It shall continue to improve and uplift the quality standards for TEIs and higher education to expand the number of eligible TEIs for the TEACH Program.

CHED shall take the lead in coordinating with the Unified Student Financial Assistance System for Tertiary Education (UniFAST) Board under Republic Act No. 10931, to ensure complementarity and harmonization with this Act. CHED shall ensure that the scholarships for in-service teacher education under Section 11 (e) are made available to the Program grantees.

SEC. 16. Teacher Education Council. – The TEC will provide multi-stakeholder support for the TEACH Program in determining the policy, monitoring and evaluation assistance for the Program. It will lead the creation of a monitoring and evaluation plan for the Program, including an impact evaluation study to be initiated in the fifth year of the Program and every two years thereafter, including an outcome tracking system for the scholar-graduates. From the impact evaluation study, it will make recommendations regarding teacher education policies, planning and teacher education development projects.

SEC. 17. Teacher Education Institutions (TEIs). – Partner TEIs shall help in the administration of the Program in their respective schools, subject to the terms and conditions of their commitments under Section 13 of this Act. The partner TEI shall be tasked with the rigorous selection and monitoring of the mentors for the Recipients of the Program. It shall ensure pre-service teacher education that is innovative and responsive, taking into account student-learning-centered professional teaching of knowledge and skills for educators who will have a strong sense

of professionalism, moral character and with strong respect for diversity, and ethnic cultures, concern for society, and international vision.

CHAPTER V

PROVISIONS PROPER TO IMPROVING TEACHER QUALITY COROLLARY TO THE TEACHER EDUCATION FOR ACHIEVERS PROGRAM

SEC. 18. Raising Teacher Education Institutions Admission and Retention Standards.

– Without prejudice to established laws against academic discrimination, TEIs are hereby mandated to set and establish higher quality admission and retention standards, and/or revise their respective admission and retention standards proper and appropriate to the characteristics, dignity, importance, and nobility of the teaching profession. Furthermore, TEIs shall ensure that their admission and retention standards are appropriate to the teacher education level and specialization that a prospective student seek. TEIs shall ensure further the global competitiveness of their respective admission and retention standards.

SEC. 19. Appropriate Senior High School Teacher Education. – The CHED in coordination with the DepEd and the PRC is hereby mandated to prepare a separate curriculum with the required specializations for Senior High School (SHS) Teachers' Education.

SEC. 20. Appropriate License for Senior High School Teachers. – In congruence with the preceding section, the PRC is mandated to release a unique license for SHS teachers with proper and appropriate specialization categories, and to make the necessary adjustments in the administration of the LET.

SEC. 21. Priority in the Hiring of Licensed Senior High School Teachers. – The DepEd shall always give first and top priority for licensed Senior High School teachers in hiring SHS teachers. Likewise, DepEd shall give higher priority in training and promoting licensed Junior High School (JHS) teachers who already excel in the area they teach than training, licensing, and hiring other professionals to teach in the SHS.

Furthermore, DepEd shall employ high standards for accepting graduate of other courses to teach in the SHS to ensure that only the best will be taken in for training, licensing, and hiring as SHS teachers.

The training, licensing, and hiring of other professionals in order to teach in the SHS must be taken only as a last resort in the absence of all possibilities of training and hiring already licensed teachers from the JHS or even the basic education.

CHAPTER VI

MISCELLANEOUS PROVISIONS

SEC. 22. Appropriations. – The amount necessary for the implementation of this Act shall be charged against the available appropriations of the Department of Education, under the current General Appropriations Act. The Secretary of Education shall immediately include in the DepEd's budget the amount necessary for the effective implementation of this Act, Thereafter, the amount necessary for its continuous implementation shall be included in the Annual General Appropriations.

SEC. 23. Other Sources of Funding. – Other sources of funds such as grants, donations, collections and other forms of assistance from public or private entities, whether domestic or foreign, may be tapped and facilitated by the DepEd in relation to the implementation of the TEACH Program.

SEC. 24. Review and Monitoring. – The DepEd, through the TEC, shall report to the President and Congress after the first five (5) years, and every two (2) years thereafter, on the implementation of the provisions of this Act and shall submit recommendations for its improvement. All the TEC government agencies are also tasked to monitor the implementation of the TEACH Program as well as the actual hiring in public schools of the TEACH Program graduates, and to undertake such studies and include these in their respective annual reports.

SEC. 25. Implementing Rules and Regulations (IRR). – Within one hundred twenty (120) days from the effectivity of this Act, the Department of Education through the Teacher Education Council, and in consultation with the National Economic Development Authority, Commission on Higher Education, Department of Science and Technology, Technical Education and Skills Development Authority, Civil Service Commission, Department of Budget and Management, and relevant stakeholders shall promulgate the necessary rules and regulations for the effective implementation of this Act.

The IRR issued pursuant to this section shall take effect fifteen (15) days after its publication in the Official Gazette or a newspaper of general circulation. Copies of the IRR as published shall be transmitted to the Chairs of the Committees on Basic Education and Higher Education in the Senate and the House of Representatives, no later than six (6) months after the effectivity of this Act.

SEC. 26. Separability Clause. – If any provision or part of this Act is declared invalid or unconstitutional, the remaining provisions or parts not affected shall remain in full force and effect.

SEC. 27. Repealing Clause. – All other laws, executive orders, presidential decrees, administrative orders, rules and regulations, issuances, or parts thereof inconsistent with or contrary to the provisions of this Act are hereby repealed, amended, or modified accordingly.

SEC 28. Effectivity. – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in any newspaper of general circulation.

Approved,