AN ACT IMPROVING TEACHER QUALITY THROUGH THE
ESTABLISHMENT OF A TEACHER EDUCATION FOR ACHIEVERS
PROGRAM, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER
PURPOSES

EXPLANATORY NOTE

At present time, when education is driven to be digitalized to avoid the further spread and mutation of the Coronavirus, pressure is mostly put unto teachers. They are contrived into becoming more effective communicators as much as they are educators. The importance of having quality teachers can be realized now, more than ever. Teachers of this generation will be decisive of the nation’s future, especially now that they are teaching while being limited to the bounds of computer screens.

Article XIV, Section 5 of the 1987 Philippine Constitution states 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. Now is the perfect time to address the effects of brain drain; it is the best opportunity to shed light and properly address the gap that exists between private and public education in terms of being able to employ quality educators. Extensively, it is now that the country should focus most in being able to produce the best teachers who can perform their duties well even while under unforeseen difficulties, such as the sudden disruption of face-to-face classes.
It is under the circumstances we are experiencing today when one can realize how necessary it is for teachers to not only be well-trained, but to be the best in their profession. No shortcuts can be made into producing the cream of the crop, therefore it is but right that a Teacher Education for Achievers Program be established. Posts about inappropriate cultural teachings, unacceptable grammar, and wrong computation examples in modules, tests, and exams often circulate online.

Education is the backbone of society, hence we must not expect to gain quality educators through 1-day or 3-day seminars as this approach is nothing but a band-aid solution that is temporary, ineffective, but also costly. Education is a constant and lifelong process that must be holistically honed so as not to be dull and outdated. It is in this regard that we must put importance in being able to produce the best of the best, in order to be prepared for the future, whatever it may be.

In view of the foregoing, passage of the bill is earnestly sought.

ERIC GO YAP
Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

EIGHTEENTH CONGRESS
3rd Regular Session

House Bill No. 9921

Introduced by Representative ERIC GO YAP

AN ACT
IMPROVING TEACHER QUALITY THROUGH THE ESTABLISHMENT OF 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 of 2021.”

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 school and the community, within the context of national policies.
To this end, the State promotes and uplifts the image of teaching professionals 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, learning and development, and placement
and professionalization of teaching professionals.

To implement this, the State shall provide scholarships to qualified applicants
to enable them to pursue education and training in the areas of learning and education
and to provide incentives for them to be teachers in the public primary and secondary
school system, including TVET, SHS, SPED, wherever public interest may require.
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 the quality pre-service teacher education to the best and brightest. 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 degrees in teacher education in the partner Teacher Education Institution (“TEI”), as identified and approved by the Department of Education (the “DepEd”) as priority education degrees. For its initial implementation, the TEACH Program shall offer two tracks: (1) Certificate in Teaching Program (CTP) track – for those who are graduates of any bachelor’s degree except in Education; and (2) Undergraduate Level track – for incoming third year college students. Recipients may pursue the completion of 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, or Physics);
(e) Bachelor of Science in Chemistry for Teachers;
(f) Bachelor of Science in Mathematics for Teachers;
(g) Bachelor of Science in Physics for Teachers;
(h) Bachelor of Science in Biology for Teachers;
(i) Certificate in Teaching Program or its equivalent;
(j) 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 at least an 85% general weighted average or its equivalent 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.

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: (1) scholarship package outlined in Section 7 hereof, (2) the provision of continuous mentorship and training and development to the TEACH Program grantees, based on their actual needs, (3) teaching position upon graduation, and (4) 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, laboratory, miscellaneous and other related school fees,
(b) Allowance for prescribed books, supplies, equipment;
(c) Clothing or uniform allowance;
(d) Transportation allowance or allowance for dormitory or boarding house accommodation, whichever is appropriate;
(e) Graduation and related miscellaneous fees;
(f) Relocation allowance, if applicable;
(g) 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 five years from graduation;
(h) Annual medical and accident insurance, and related health reimbursements; and
(i) Monthly living allowance.
DepEd shall be responsible for the proper implementation and disbursement of the monies arising from this Section. Guidelines on proper disbursement of funds shall be issued within ninety (90) days from the effectivity of this Act.

SEC. 8. **Conditions for the Grant of Scholarship.** – Scholars accepted to the TEACH Program must execute a 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 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 teach full-time in the public primary and secondary education system, where public interest requires;

(c) Commitment to repay the amounts disbursed pursuant to the terms of their service contract, if the grantee drops out from the approved degree program where grantee is currently enrolled in; and

(d) 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.

Failure to comply with the terms and conditions of the service contract will result in the full repayment of the scholarship monies and penalties, as applicable, within an approved period.

SEC. 9. **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. 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. 10. **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) Pass the Licensure Examination for Teachers (LET) within five (5) years after their date of hiring;
(c) A teacher position in a public primary or secondary school with a starting salary grade equivalent to Teacher III;

(d) 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

(e) A one-time relocation allowance, should he/she be assigned in a place other than his/her permanent residence.

(f) 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. 11. 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 and program shifters to the Program.

SEC. 12. 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. 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 BLEPT passing rate of at least 75% passing rate in six of the last ten years.

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

SEC. 13. 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; 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 will provide forward estimates of teacher needs for every specialization and level to help in mapping out the scholar recruitment plan under Section 11. It will coordinate with its regional offices to ensure regional support and coordination with other offices in the implementation of this program; Provided that, additional staff will 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-Track S&T Scholarship Act of 2013.

SEC. 14. 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 10(f) are made available to the Program grantees.

SEC. 15. 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. 16. Teacher Education Institutions (TEIs). – Partner TEIs will help in the administration of the Program in their respective schools, subject to the terms and conditions of their commitments under Section 12 of this Act. Every TEI is 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
MISCELLANEOUS PROVISIONS

SEC. 17. 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. An initial appropriation for Eight Hundred Forty-Six Million Pesos (PHP 846,000,000.00) for the first year of implementation. Thereafter, the amount necessary for its continuous implementation shall be included in the Annual General Appropriations.

Sec. 18. 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. 19. 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. 20. 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 and Department of Budget and Management, 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. 21. 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. 22. 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. 23. Effectivity. - This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in any newspaper of general circulation.

Approved,