

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

NINETEENTH CONGRESS
First Regular Session

HOUSE BILL NO. 2754



Introduced by **ANG PROBINSYANO**
Party-List Representative Alfred Delos Santos

EXPLANATORY NOTE

Article II, Section 17 of the 1987 Constitution declares that it is the State's policy to "give priority to education...to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development." Also, Article XIV of the Constitution is wholly devoted to provisions furthering the import that the government must give to Education as a sector. Under Section 1 thereof, "[t]he State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." In line with that, under Section 2(1), the State is tasked with establishing, maintaining, and supporting a complete, adequate, and integrated system of education relevant to the needs of the people and society.

These policies impose upon Congress the responsibility of ensuring that students, who need special education (SPED), are not left behind. Carrying out such a duty necessitates securing enough SPED teachers for public schools, especially in rural areas, where private institutions concentrating on SPED may not be accessible or affordable. It is in such locations that the Department of Education's (DepEd) SPED Centers must be particularly supported.

This is in light of the fact that enrollment SPED students have consistently been on the rise in the past years, and yet SPED Centers continue to be plagued by staffing problems—not enough SPED qualified teachers; General Education teachers being forced to take on SPED classes without being given adequate, much less sustained, training and materials; and seasoned SPED teachers leaving the country for posts in foreign schools.

At this rate, Congress must intervene again, through this Bill, which shall have the following primary measures: 1) promoting the DepEd's hiring of

teachers who have majored in SPED and are therefore already equipped with the skills and knowledge to handle SPED classes; 2) providing updated training and supplementary materials to General Education teachers who are currently handling SPED classes; and 3) calling for the prioritization of SPED Centers in rural areas, with respect to the first two projects.

It is for the foregoing premises that the approval of this Bill is earnestly sought.



ALFRED C. DELOS SANTOS
Representative, Ang Probinsyano Party-List

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**AN ACT PROMOTING THE CAPABILITIES AND NUMBER OF SPECIAL
EDUCATION TEACHERS IN PUBLIC SCHOOLS, ESPECIALLY IN RURAL
AREAS**

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

SECTION 1. *Short Title.* – This Act shall be known as the “SPED
Teaching Force Act.”

SECTION 2. *Declaration of Policy.* – The State recognizes its duties of
pushing for inclusive education (IE), with the interests of students with special
needs being proactively defended. As such, the State acknowledges the
necessity of enacting measures to increase the ranks of Special Education
(SPED) teachers in the Department of Education’s (DepEd) SPED Centers.

SECTION 3. *Promoting the Capabilities of SPED Teachers.* – For General
Education teachers who have been stationed in SPED Centers, the DepEd shall
provide them with regular, mandatory training, on both the conceptual aspects
of SPED and on the best practices for conducting SPED classes.

To supplement their training, during the periods between training
programs, the teachers shall also be regularly provided with updated materials.
These materials may come with basic, adaptable teaching aids, to streamline
teachers’ implementation of their new skills.

The DepEd shall institutionalize a feedback mechanism to be used by the
participants of each training. The DepEd shall likewise establish a review
system that will gather and synthesize such data and then use the same to

evaluate the usefulness, responsiveness, and efficacy of the training programs. For the purpose of the review, the individual trainings may be suitably grouped or clustered.

SECTION 4. *Increasing the Numbers of SPED Teachers in Public Schools.* – The DepEd shall endeavor to provide the SPED Centers with more SPED-majoring teachers by:

1. Increasing the plantilla positions available for SPED-majoring teachers, and then hiring as needed to fill such positions;
2. Creating sponsorship or scholarship programs whereby General Education teachers, from both private and public schools, can undergo graduate training on SPED, with the attached condition that, upon becoming bona fide SPED-qualified teachers, they then shall serve, full-time, for a certain number of years, in a SPED Center; and
3. Creating Adopt-a-School programs specifically for SPED Centers, whereby private sponsors give monetary aid that go directly to hiring additional SPED-majoring teachers for their respective adopted Centers.

SECTION 5. *Prioritization for Public Schools in Rural Areas.* – It shall be the policy, under this Act, to give special attention to the immediate training and staffing needs of SPED Centers in rural areas. This policy shall be directly applied to, or enforced as to, the budgeting for this Act's implementation.

SECTION 6. *Implementing Rules and Regulations.* – The DepEd, as the lead implementing agency for this Act, shall be responsible for formulating the Implementing Rules and Regulations (IRR). In drafting the IRR, the DepEd shall obtain the input of the SPED Centers, nationwide.

Additionally, the DepEd may convene for consultations with both government agencies and non-government organizations (NGOs) that cater to the needs of persons with disabilities (PWDs), and, specifically, children with special needs (CSN).

SECTION 7. *Separability Clause.* – If any provision or part of this Act is held invalid or unconstitutional, the remaining provisions or parts unaffected shall remain in full force and effect.

SECTION 8. *Repealing Clause.* – All laws, executive orders, presidential decrees or issuances, letters of instruction, administrative orders, rules, and regulations contrary to or inconsistent with the provisions of this Act are hereby repealed, amended, or modified accordingly.

SECTION 9. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,