

Republic of the Philippines  
**HOUSE OF THE REPRESENTATIVES**  
Constitution Hills, Quezon City

NINETEENTH CONGRESS  
First Regular Session

**HOUSE BILL NO. 4572**



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Introduced by REPRESENTATIVE BERNADETTE HERRERA

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**AN ACT  
ESTABLISHING THE TEACHER EDUCATION FOR ACHIEVERS PROGRAM TO  
IMPROVE THE QUALITY OF TEACHERS IN THE PHILIPPINES,  
APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES**

**EXPLANATORY NOTE**

The Philippines is suffering under a learning crisis, and this bill, as counterpart to the one filed by Senator Sonny Angara in the Senate, seeks to immediately address the causes of this learning crisis.

A 2020 report by the Asian Development Bank indicated that millions of children are attending school without achieving even basic learning outcomes. This highlights the need to adjust teaching practices as a key determinant of student learning.

Unfortunately, the Philippines has performed poorly in a number of rankings assessing students from the country and comparing them to those across the globe. The dismal rankings of the Philippines in the Programme for International Student Assessment (PISA) in 2018, Southeast Asia Primary Learning Metrics (SEA-PLM) and Trends in International Mathematics and Science Study (TIMSS) both in 2019, revealed a learning crisis in the country despite numerous reforms in our education system. The results could be attributed to several factors including individual and household factors; school inputs such as curriculum, learning environment and

community support, and more importantly, the quality of teachers and the competence to teach our learners.

To address the learning crisis and respond to the call of examining the effectiveness of teacher certification system as well as the quality of graduate education for teachers, this bill seeks to establish the Teacher Education for Achievers (TEACH) program by providing incentives to scholars in order to attract the brightest candidates to get their training from the best tertiary education institutions in the country. Incentives include full tuition and other fees, living expenses, book allowance, relocation allowance, medical insurance, and licensure review support, among others.

In addition, the bill provides that TEACH scholars will be mentored by highly competent faculty and professionals. To allay fears of not getting a job after graduation, the bill ensures that scholars have a guaranteed teaching position in our public school system.

Hence, the passage of this bill is earnestly sought.



The signature is written in purple ink and appears to read "Bherrera".

**BERNADETTE "BH" HERRERA**

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*Be it enacted by the Senate and the 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 2022."

**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 Technical-Vocational Education and Training

(TVET), Senior High School (SHS), Special Education (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.***

**Program.** – The Teacher Education for Achievers (TEACH) Program, which shall provide quality pre-service teacher education, is hereby established. It shall ensure that future teachers are classroom-ready and contributors to improve learning outcomes by providing the best training, full financial and psychosocial support, and employment assistance to qualified grantees.

**SEC. 4. *Approved Courses and Priority Programs.*** – Grantees shall pursue degrees in teacher education in the partner Teacher Education Institution (TEI), as identified and approved by the Department of Education (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. Grantees 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; and
- (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 TEACH Program.*** – The TEACH Program shall be 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 the Commission on Higher Education (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 for a period, as provided under this Act;
- (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 for at least one (1) year 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 shall be entitled to the following incentives:

- (a) Scholarships in identified TEIs for the approved courses and priority programs under Section 4 of this Act;
- (b) Eligibility for immediate hiring subject to passing 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. *Mandates of the 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 (CSC) and the Department of Budget and Management (DBM). 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 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-Tracked S&T Scholarship Act of 2013.

**SEC. 14. *Mandates of the Commission on Higher Education.*** – CHED shall set 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. *Mandates of the Teacher Education Council.*** – The TEC shall provide multi-stakeholder support for the TEACH Program in determining the policy, monitoring and evaluation assistance. It shall spearhead the creation of a monitoring and evaluation plan, including an impact evaluation study to be initiated in the fifth year of the TEACH Program and every two years thereafter, including an outcome tracking system for the scholar-graduates. From the impact evaluation study, it shall make recommendations regarding teacher education policies, planning and teacher education development projects.

**SEC. 16. *Mandates of the 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 12 of this Act. Every TEI is tasked with the rigorous selection and monitoring of the mentors for the grantees of the TEACH 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 DepEd, under the current General Appropriations Act. 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 sixty (60) days from the effectivity of this Act, the DepEd through the TEC, and in consultation with the, CHED, Technical Education and Skills Development Authority, CSC and DBM, shall promulgate the necessary rules and regulations for the effective implementation of this Act.

**SEC. 21. *Separability Clause.*** – If for any section or provision of this Act is declared unconstitutional, the other section or provision not so declared shall continue to be in full force and effect.

**SEC. 22. *Repealing Clause.*** – All laws, decrees, orders, rules and regulations and other issuances or parts thereof, which are inconsistent with this Act, are hereby repealed or modified accordingly.

**SEC. 23. *Effectivity.*** – This Act shall take effect fifteen (15) days following its complete publication in the *Official Gazette* and in at least one (1) newspaper of general circulation.

*Approved,*