AN ACT
FURTHER STRENGTHENING TEACHER EDUCATION IN THE PHILIPPINES BY ENHANCING THE TEACHER EDUCATION COUNCIL, ESTABLISHING A SCHOLARSHIP PROGRAM FOR STUDENTS IN THE TEACHER EDUCATION PROGRAM, INSTITUTIONALIZING THE NATIONAL EDUCATORS' ACADEMY OF THE PHILIPPINES, AND APPROPRIATING FUNDS THEREFOR, AMENDING FOR THE PURPOSE REPUBLIC ACT NO. 7784, ENTITLED "AN ACT TO STRENGTHEN TEACHER EDUCATION IN THE PHILIPPINES BY ESTABLISHING CENTERS OF EXCELLENCE, CREATING A TEACHER EDUCATION COUNCIL FOR THE PURPOSE, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES"

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

SECTION 1. Short Title. – This Act shall be known as the "Teacher Education Act."

SEC. 2. Republic Act No. 7784 is hereby amended, as follows:

"SECTION [1]2. Declaration of Policy. – It is the declared policy of the State to protect and promote the right of all citizens to quality education at all levels and [shall] take appropriate steps to make [such] education accessible AND RELEVANT to all. It is [likewise] universally recognized that the [teacher is] TEACHERS ARE the key to [the effectiveness of the] AN EFFECTIVE teaching-learning process by drawing
out and nurturing the best in the learner as a human being and a worthy
member of society. [Thus, this Act aims to provide and ensure quality
education by strengthening the education and training of teachers
nationwide through a national system of excellence for teacher
education.]

"[Our vision is a teacher education system whose mission is to
educate and train teachers] TO THIS END, THE STATE SHALL ENSURE AND
ENHANCE THE QUALITY OF EDUCATION AND TRAINING OF TEACHERS
NATIONWIDE BY INSTITUTIONALIZING A SCHOLARSHIP PROGRAM
FOR DESERVING STUDENTS PURSUING UNDERGRADUATE TEACHER
EDUCATION DEGREE PROGRAMS AND BY STRENGTHENING THE
TEACHER EDUCATION COUNCIL WHOSE MISSION IS TO PROVIDE NATIONAL
LEADERSHIP IN THE DEVELOPMENT OF TEACHERS of unquestionable
integrity and competence, and who are committed to [their] THE PURSUIT
OF continuing professional growth and [obligation to help] THE
RESPONSIBILITY OF ASSISTING learners [their students grow as] BECOME
responsible individuals and citizens of the Philippines and of the world."

"SEC. [2]3. Definition of Terms. – As used in this Act:

"[(a) ‘Teacher’ shall mean all persons engaged in the classroom
teaching of any subject, including practical/vocational arts, at the
elementary and secondary levels of instruction including persons
performing guidance and counseling, instructional supervision in all
private or public education institutions, but shall not include school
nurses, school physicians, school dentists, school administrators, and
other school administrative support employees. Graduates of education
who have passed the government examination for teachers although not
actually employed as such, are hereby included in this definition.

“(b) ‘Teacher education’ shall mean the pre-service education,
in-service education, and graduate education of teachers, in various
areas of specialization.

“(c) ‘Excellence’ pertains to the efficient, effective and innovative
delivery of relevant, functional, and quality programs in teacher
education, training, research and community service.

“(d) ‘Center of excellence’ shall be a public or private college,
institute, school or agency, engaged in the pre-service and continuing
education, formal and non-formal, of teachers and teacher educators,
that has established and continues to maintain a track record in teacher
education (in terms of number of graduates and their performance in the
government examination for teachers and their professional
achievement), research, and community service; whose graduates
are models of integrity, commitment and dedication in education. The
centers of excellence may exist by themselves or within a university or
college.]"
"(A) CENTER OF EXCELLENCE refers to a public or private institute which may exist by itself or within a university or college, that is engaged in providing academic training for both formal and non-formal pre-service and continuing education of students, teachers and teacher educators, that has established and continues to maintain a track record in teacher education research and community service, and is able to produce top caliber graduates who are models of integrity, commitment and dedication;

"(B) EXCELLENCE refers to the efficient, effective and innovative delivery of relevant, functional, and quality programs in teacher education, training, research and community service;

"(C) PROFESSIONAL STANDARDS FOR TEACHERS refer to the set of standards established and used by the Department of Education that set out expectations of professional practice for teachers. It shall be the basis for all learning and development programs for teachers, as well as the benchmark for the selection and promotion of teachers;

"(D) SCHOOL LEADERS refer to officials in the public school system who perform managerial and supervisory roles in their respective levels of governance, such as head teachers, department heads, principals and assistant principals, schools district supervisors, education program supervisors and chief education supervisors at the schools division and regional offices, schools division superintendents, regional directors and assistant regional directors, and their equivalent positions in the private school system;

"(E) TEACHER refers to a person qualified to practice teaching under the law and engaged in the teaching of any subject, including practical or technical and vocational arts at the basic education level or performing guidance and counseling and instructional supervision in all private or public education institutions;

"(F) TEACHER EDUCATION refers to formal education undertaken by students and teachers covering the undergraduate academic program, in-service training, and post-graduate studies in various areas of specialization; and

"(G) TEACHER EDUCATION INSTITUTIONS refer to public or private higher education institutions offering the following degrees: Bachelor of Early Childhood Education; Bachelor of Special Education; Bachelor of Elementary Education; Bachelor of Secondary Education (major in any of the following: English, Biology, Chemistry, General Science, Mathematics, or Physics); Bachelor of Science in Chemistry for Teachers; Bachelor of Science in Mathematics for Teachers; Bachelor of Science in Physics for Teachers; Bachelor of
SCIENCE IN BIOLOGY FOR TEACHERS; CERTIFICATE IN TEACHING PROGRAM OR ITS EQUIVALENT; AND OTHER PROFESSIONAL TEACHER EDUCATION PROGRAMS, AS MAY BE APPROVED BY THE COMMISSION ON HIGHER EDUCATION.”

"SEC. [3]4. [Teacher Education] Centers of Excellence. — There shall be identified, designated, established and developed in strategic places in each of the regions of the country[,] one or more centers of excellence (COE) for teacher education based on a set of criteria, [listed hereunder, assessed and adjudged by the Council] and in accordance with the determination and recommendation of the Teacher Education Council created under this Act. These centers of excellence COE shall be initially chosen from among existing public and private educational institutions [by the Teacher Education Council created under this Act].

"Should the need arise, certain [centers of excellence] COE for teacher education at the provincial level may later be identified and developed.

"The Teacher Education COE shall form a national network which in turn shall link up with elementary schools, high schools or a part thereof for laboratory purposes.

"Any institute established as a COE shall be reviewed and evaluated every five (5) years to determine whether such institute should maintain its designation as such.

"The criteria in identifying schools and colleges as [centers of excellence] COE shall include the following: (a) highly educated, professionally qualified and experienced faculty dedicated to the philosophy, mission, vision and goals of the institution and education; (b) well-selected students who manifest the talent and passion for teaching; (c) adequate library, research and study facilities; (d) competent administrative and support staff; (e) well-planned and relevant instructional and mentoring programs; (f) adequate student development programs; (g) adequate student services; (h) relevant extension service and outreach programs; (i) percentage of graduates who become Professional Teachers Licensure Examination and pursue a career in teaching [Teachers]; and (j) such other criteria as may be established and operationalized by the Teacher Education Council.

"The Teacher Education Center of Excellence shall form a national network which in turn shall network with elementary schools, high schools and/or a part thereof for laboratory purposes.
"Any center of excellence that is established shall be maintained for at least five (5) years before any proposal or review is made to transfer it elsewhere."


"(a) [Experiment] CONDUCT INNOVATIVE and [try out] relevant [and innovative] pre-service[] AND in-service teacher education[] AND training programs THAT SHALL DEVELOP AND PRODUCE TEACHERS WHO CAN PROVIDE QUALITY EDUCATION TO LEARNERS;

"(b) Organize and coordinate collaborative research on identified areas for systematic investigation in teacher education as basis for improving teacher education programs;

"(c) Serve as teacher resource center for THE DEVELOPMENT OF curricular[] OR instructional materials [development], OR BOTH;

"(d) [Serve] ACT as the central node for networking specific disciplines in teacher education in the region;

"(e) Provide professional assistance to [T]eacher [E]ducation [I]nstitutions (TEIs) [that have expressed the need for such assistance];

"(f) Encourage mutual support among TEIs in the region for upgrading and improving their programs; and

"(g) Facilitate and help expedite accreditation among TEIs."

"Sec. 6. TEACHER EDUCATION COUNCIL; POWERS AND FUNCTIONS.
– THE TEACHER EDUCATION COUNCIL, HERETIN REFERRED TO AS THE COUNCIL, CREATED UNDER REPUBLIC ACT NO. 7784, IS HEREBY STRENGTHENED. THE COUNCIL SHALL HAVE THE FOLLOWING POWERS AND FUNCTIONS:

"(A) IDENTIFY AND DESIGNATE AMONG EXISTING PRIVATE AND PUBLIC TEIs A COE FOR TEACHER EDUCATION, AT THE NATIONAL, REGIONAL, AND PROVINCIAL LEVELS FOR CHED’S OPERATIONALIZATION AND IMPLEMENTATION;

"(B) UPHOLD AND MAINTAIN THE INTEGRITY OF PROFESSIONAL STANDARDS FOR TEACHERS BY FORMULATING EVIDENCE-BASED POLICIES AND STANDARDS THAT SHALL STRENGTHEN AND IMPROVE THE SYSTEM OF TEACHER EDUCATION AND TRAINING BOTH IN PRE-SERVICE AND IN-SERVICE;

"(C) SET OUT BASIC REQUIREMENTS FOR PRE-SERVICE TEACHER EDUCATION PROGRAMS FOR CHED’S OPERATIONALIZATION AND
IMPLEMENTATION, AND PERFORM PERIODIC REVIEW OF CURRICULA AND
PROGRAMS FOR TEACHER EDUCATION AND TRAINING TO ENSURE A
STRONGER AND MORE TRANSPARENT LINK BETWEEN THE OUTCOMES OF
TEACHER EDUCATION PROGRAMS AND THE EXPECTATIONS OF TEACHERS
AND THE COMMUNITY;

"(D) MANDATE AND MONITOR THE QUALITY OF THE MINIMUM
REQUIREMENTS FOR TEACHER EDUCATION PROGRAMS AND
COMPLIANCE THERewith TO ENSURE A STRONG AND TRANSPARENT
LINK BETWEEN THE OUTCOMES OF TEACHER EDUCATION PROGRAMS
AND THE PROFESSIONAL STANDARDS FOR TEACHERS, RESEARCH, AND
INTERNATIONAL BEST PRACTICE. IT SHALL LIKewise ENSURE THAT SUCH
MINIMUM REQUIREMENTS ARE IMPLEMENTED BY THE CHED;

"(E) ESTABLISH A POLICY AND IMPLEMENT AN EFFECTIVE SYSTEM OF
INCENTIVES SUCH AS SCHOLARSHIP GRANTS, LOAN PROGRAMS, SUBSIDIES,
STIPENDS AND OTHER SIMILAR BENEFITS AND INCENTIVES, IN ORDER TO
ATTRACT AND ENCOURAGE OUTSTANDING BASIC EDUCATION GRADUATES
BOTH FROM PUBLIC AND PRIVATE SCHOOLS, TO PURSUE TEACHER
EDUCATION;

"(F) ENCOURAGE THE ESTABLISHMENT OF CONSORTIA AND OTHER
COOPERATIVE ARRANGEMENTS AMONG TEACHER EDUCATION SCHOOLS,
PUBLIC OR PRIVATE, FOR GREATER EFFICIENCY AND ECONOMY IN THE USE
OF RESOURCES;

"(G) ENSURE THAT THE SYSTEM TO PROFESSIONALIZE TEACHERS
ALIGNS WITH THE PROFESSIONAL STANDARDS AND THE PHILIPPINE
QUALIFICATIONS FRAMEWORK, INCORPORATES FEEDBACK MECHANISMS
TO STAKEHOLDERS FOR THE ENHANCEMENT OF PRE-SERVICE TEACHER
EDUCATION IN TEIs AND INVOLVES COMPREHENSIVE ANALYSIS OF
FACTORS AFFECTING THE PERFORMANCE OF GRADUATES IN SUCH
PROFESSIONALIZATION. THE CONDUCT OF A LICENSURE EXAMINATION
SHALL GUARANTEE TRANSPARENCY THROUGH THE RELEASE OF THE MOST
RECENT LICENSURE EXAMINATION QUESTIONS AND CORRESPONDING
ANSWERS IMMEDIATELY AFTER THEIR ADMINISTRATION BY THE PRC AS
WELL AS THE RESULTS OF ITEM ANALYSES AND OTHER RELEVANT TEST
STATISTICS TO THE COUNCIL;

"(H) DIRECT THE CONDUCT OF RELEVANT STUDIES AS MAY BE
NEEDED IN THE FORMULATION OF POLICIES AND IN THE PLANNING AND
SUCCESSFUL IMPLEMENTATION OF PLANS, PROGRAMS AND PROJECTS
REQUIRED IN ATTAINING THE PURPOSES OF THIS ACT;

"(I) REVIEW EXISTING POLICIES AND RECOMMEND NEW
LEGISLATION AND POLICIES IN ORDER TO CONTINUOUSLY IMPROVE,
ENHANCE AND STRENGTHEN TEACHER EDUCATION AND PROMOTE THE
WELFARE OF TEACHERS;

"(J) SUPPORT THE TEACHERS THROUGH THE SETTING AND
MONITORING OF SYSTEMATIC REQUIREMENTS AND LINKING PROFESSIONAL
STANDARDS ACROSS THEIR PROFESSIONAL LIFE;
“(K) Establish policies to implement a system of recognition affirming the career stages achieved by teachers, including the organization and maintenance of a pool of national assessors for the career-stage recognition based on the professional standards for teachers; and

“(L) Call upon any department, bureau, office, or government corporation, local government unit and other concerned agencies for assistance in areas falling within their mandate.”

“Sec. [5]7. [Creation] Composition of the Teacher Education Council. — [There shall be a] The [Teacher Education] Council shall be composed of [eleven (11)] nine (9) members [with the Secretary of Education, Culture and Sports as ex officio chairman, and three (3) other ex officio members, namely: a Commissioner of the Commission on Higher Education (CHED), a representative of the National Commission on Culture and Arts (NCCA), and the Chairman of the Professional Regulations Commission (PRC)].

“(A) The following members of the Council shall serve in an ex officio capacity by virtue of the respective offices:

“(1) Secretary of the Department of Education (DepEd), as Chairperson;

“(2) Chairperson of the Commission on Higher Education (CHED), as Vice Chairperson;

“(3) Director General of the Technical Education and Skills Development Authority (TESDA);

“(4) Executive Director of the National Commission for Culture and the Arts (NCCA); and

“(5) Chairperson of the Professional Regulation Commission (PRC);

“(B) [The seven (7)] the following regular members [of the Council who] shall be appointed by the [President of the Republic of the Philippines are] Chairperson of the Council, with the concurrence of the Council members:

“(1) A teacher representative who is experienced and recognized as an expert nationally and internationally and whose personal and professional integrity as well as commitment to service are proven or well-accepted;

“(2) A representative from an organization of TEI deans, professional teachers and educators;
“(3) A REPRESENTATIVE FROM AN ORGANIZATION COMPOSED OF
BASIC EDUCATION TEACHERS FROM PUBLIC AND PRIVATE INSTITUTIONS;
AND

“(4) A REPRESENTATIVE FROM AN ORGANIZATION COMPOSED OF
BASIC EDUCATION SCHOOL ADMINISTRATORS FROM PUBLIC AND PRIVATE
INSTITUTIONS.

“(a) Three (3) representatives of centers of teacher education: one
(1) from Luzon, one (1) from the Visayas, and one (1) from Mindanao
who shall take into account the views of the parents-teachers and
community associations, student associations, nongovernmental
organizations, and people organizations concerned with basic education;

“(b) One (1) representative of science teachers;

“(c) One (1) representative of mathematics teachers;

“(d) One (1) representative of social studies teachers; and

“(e) One (1) representative of language teachers.

“The other officers of the Council shall be elected by the members
from among the regular members.]}

“The members of the Council shall serve without any compensation
but shall be reimbursed for actual and necessary expenses incurred by
them in carrying out their duties under this Act.

“The Council shall meet at least four (4) times a year and hold such
other meetings at the call of the [chairman] CHAIRPERSON or a majority
of the COUNCIL’S members.

“All regular members of the Council shall hold office for a period of
three (3) years AND MAY BE REAPPOINTED ONCE FOR ANOTHER THREE (3)
YEARS.”

“[Sec. 6. Criteria for the Selection of Regular Council Members. –
The criteria for the selection of the regular Council members are as
follows:

“(a) Integrity;

“(b) Expertise and experience in teacher education;

“(c) Recognized as an expert, nationally or internationally; and

“(d) Willingness to serve.]”
“SEC. 7. Powers and Functions of the Council. — The Council shall have the following powers and functions:

“(a) To identify and designate among existing private and public schools, teacher education institutions as Centers of Excellence for Teacher Education, at the national, regional, and provincial levels;

“(b) To formulate policies and standards that shall strengthen and improve the system of teacher education in all existing public and private schools;

“(c) Initiate a periodic review of curricula and programs for teacher education and training through participatory methods, such as self-assessment by institutions;

“(d) To adopt an adequate and effective system of incentives such as scholarship grants, loan programs, subsidies, stipends and other similar benefits and incentives, in order to attract and encourage outstanding high school graduates whether from public or private schools, to pursue teacher education;

“(e) To encourage the establishment of consortia and other cooperative arrangements among teacher education schools, public or private, for greater efficiency and economy in the use of resources;

“(f) Design collaborative programs or projects that will enhance pre-service teacher training, in-service training, retraining, orientation, and teacher development;

“(g) To direct the conduct of relevant studies as may be needed in the formulation of policies and in the planning and successful implementation of plans, programs and projects required in attaining the purposes of this Act;

“(h) To review existing and recommend new legislation and policies of the government in order to improve teacher education and promote the welfare of teachers;

“(i) To recommend appropriate measures to the President, Congress, and heads of other government offices and agencies to improve, enhance and strengthen teacher education; and

“(j) To call upon any department, bureau, office, or government corporation, local government unit and other concerned agencies for assistance in areas falling within their mandate.]”

“SEC. 8. ADVISOR TO THE COUNCIL. — The Philippine Normal University, the designated National Center for Teacher Education under Republic Act No. 9647, shall serve as the advisor to the Council by providing research-based, strategic,
AND INNOVATIVE RECOMMENDATIONS AND TECHNICAL SUPPORT ON
TEACHER EDUCATION."

secretariat headed by an executive director.] A SECRETARIAT IS HEREBY
ORGANIZED that shall assist the Council in executing its policies and
programs and [provide] IN PROVIDING the necessary administrative
support therefor.

"THE SECRETARIAT SHALL BE HEADED BY AN EXECUTIVE DIRECTOR
WHO SHALL EXERCISE GENERAL SUPERVISION AND CONTROL OVER THE
TECHNICAL AND ADMINISTRATIVE PERSONNEL OF THE OFFICES UNDER THE
SECRETARIAT. THE EXECUTIVE DIRECTOR SHALL BE ASSISTED BY A
DEPUTY EXECUTIVE DIRECTOR WHO SHALL COORDINATE AND OVERSEE
THE REGIONAL OPERATIONS.

"THE SECRETARIAT SHALL BE COMPOSED OF THE FOLLOWING
OFFICES, EACH TO BE HEADED BY A DIRECTOR:

"(A) QUALITY PRE-SERVICE TEACHER EDUCATION OFFICE. — THE
QUALITY PRE-SERVICE TEACHER EDUCATION OFFICE SHALL PERFORM THE
FOLLOWING FUNCTIONS:

"(1) COORDINATE WITH THE VARIOUS TEIs FOR COOPERATIVE
ARRANGEMENT IN THE SHARING OF RESOURCES, BEST PRACTICES,
RESEARCH AND OTHER SIMILAR Undertakings THAT WILL IMPROVE THEIR
RESPECTIVE TEACHER EDUCATION PROGRAMS;

"(2) CONDUCT STUDY AND EVALUATION FOR THE INTELLIGENT
ASSESSMENT OF THE COUNCIL OF THE CONTENT OF THE LICENSURE
EXAMINATION FOR TEACHERS; AND

"(3) OTHER FUNCTIONS AS MAY BE ASSIGNED BY THE COUNCIL
THROUGH THE EXECUTIVE DIRECTOR;

"(B) QUALITY TEACHING OFFICE. — THE QUALITY TEACHING OFFICE
SHALL ENSURE THAT THE PROFESSIONAL STANDARDS FOR TEACHERS ARE
APPLIED FAIRLY AND CONSISTENTLY ACROSS THE COUNTRY AND SHALL
PERFORM THE FOLLOWING FUNCTIONS:

"(1) FORMULATE AND RECOMMEND POLICIES TO THE COUNCIL FOR
THE INSTITUTION AND CONTINUING ENHANCEMENT OF A NATIONAL CAREER
ASSESSMENT PROGRAM FOR TEACHERS;

"(2) ASSIST THE COUNCIL IN THE EVALUATION OF TEACHER
PROFICIENCY AND IN CERTIFYING TO THE APPROPRIATE CAREER STAGES
ACHIEVED BY TEACHERS; AND

"(3) COORDINATE RESEARCH STUDIES AND THE DEVELOPMENT OF
PROFICIENCY-ENHANCING MATERIALS FOR TEACHERS; AND

"(C) FINANCE AND ADMINISTRATION OFFICE. — THE FINANCE AND
ADMINISTRATION OFFICE SHALL OVERSEE FINANCIAL FUNCTIONS AND
OPERATIONS, AND HUMAN-RESOURCE RELATED FUNCTIONS."
"Sec. 10. Student Support Office. — A Student Support Office shall be established to create and implement programs that shall attract and encourage top caliber students to the teaching profession and shall implement a scholarship program for qualified students in coordination with the Unified Student Financial Assistance System for Tertiary Education (UNIFAST). Its functions shall include the following:

(a) In coordination with DepEd, develop an annual implementation plan which shall include a thorough teacher demand analysis and recruitment campaign to attract incoming undergraduate students and program shifters to take on a teaching education program;

(b) Establish a partnership program with private and public basic education schools for an annual career talk to orient and encourage students to join the teaching profession;

(c) Provide screening guidelines for highly competent faculty and professionals from the TEIs who will qualify and serve as mentors for the student teachers; and

(d) Establish and maintain a scholarship program for deserving students pursuing undergraduate teacher education degree program:

(1) Develop and conduct an annual competitive examination and qualification standards for incoming undergraduate students who may be granted full benefits of the Teacher Education Scholarship Program (TESP);

(2) Monitor and ensure that TESP scholars complete their course only in private or public teis designated as COE;

(3) Coordinate with regional offices to ensure regional support and coordination in the implementation of the TESP;

(4) Ensure that TESP scholars shall be mentored by highly competent faculty and professionals throughout the course of their study; and

(5) Promulgate and periodically review for approval of the council the qualification criteria for scholars and mentors."

"Sec. 11. Appointments. — The Executive Director of the secretariat shall be appointed by the President of the Philippines upon recommendation of the Council. The position of the Executive Director shall be in accordance with the Compensation and Position Classification System subject to the review and approval of the Department of Budget and Management (DBM) and shall have a fixed and non-renewable term of five (5) years."
"The selection of the Deputy Executive Director and the Directors shall be done by the Council in accordance with the relevant rules, standards and procedures on the selection and classification of members of the Career Executive Services. Said positions shall be in accordance with the Compensation and Position Classification System subject to the review and approval of the DBM."

"Sec. 12. Roster of All TEIs. — The Council shall maintain a list of all TEIs.

"Three (3) years after the effectivity of this Act, no public or private entity shall offer teacher education programs unless it is duly registered with the Council and granted a recognition to offer teacher education programs by the CHED."

"Sec. 13. Coordination with Other Government Agencies. — The Council shall closely coordinate with the following agencies involved in education programs for effective implementation of its powers and functions:

"(a) DepED — shall provide the Council an annual report on the following areas: development and needs of learners in the basic education level, competencies and areas of learning that need to be given attention, performance of learners in international assessments, hiring and performance of teachers, training and career development of teachers, evaluation on the quality of professional learning courses for teachers, and other matters that the Council may need information on;

"(b) CHED — shall provide the Council an annual report on the status and performance of all TEIs in the implementation of the teacher education program, including the development of curriculum for teacher education programs, admission and performance of students in TEIs, potential TEIs which the Council may designate as COE or Center of Development (COD), performance of faculty members, researches conducted and published, institutions applying for recognition, non-performing TEIs, and other matters regarding teacher education that must be brought to the attention of the Council;

"(c) PRC — shall provide the Council an annual report and analysis of the result of the Licensure Examination for Teachers, including the passing rate of TEIs, content of the licensure examination for teachers, and other matters that may be relevant to the improvement and development of the teacher education programs;

"(d) TESDA — shall provide the Council an annual report on the development of the technical-vocational (TECH-VOC) programs and TECH-VOC industries, status and performance of public and private TESDA accredited institutions, performance and employability of learners in senior high school in the
TECH-VOC TRACK, AND SUCH OTHER INFORMATION AS MAY BE REQUIRED
BY THE COUNCIL; AND

"(E) NCCA – SHALL PROVIDE THE COUNCIL AN ANNUAL REPORT ON
THE DEVELOPMENT IN THE CREATIVE INDUSTRIES, INDIGENOUS INDUSTRIES
AND OTHER MATTERS RELEVANT IN THE STUDY OF SOCIAL SCIENCES AND
HISTORY, NATIONAL HERITAGE, AND CREATIVE ARTS."

"SEC. [9]14. Active Participation of Local Government Units. – Local
government units shall include in their plans, programs, and projects the
development and improvement of teacher education through the [centers
of excellence] COE in their respective regions."

"SEC. 15. INSTITUTIONALIZATION OF THE NATIONAL EDUCATORS’
ACADEMY OF THE PHILIPPINES. – THE NATIONAL EDUCATORS’ ACADEMY
OF THE PHILIPPINES (NEAP) IS HEREBY INSTITUTIONALIZED TO PROVIDE
QUALITY PROFESSIONAL DEVELOPMENT PROGRAMS ON TEACHER
EDUCATION TO IN-SERVICE TEACHERS, SCHOOL LEADERS, AND OTHER
TEACHING-RELATED PERSONNEL IN ALL PUBLIC AND PRIVATE BASIC
EDUCATION INSTITUTIONS. IT SHALL EMPLOY A WORLD-CLASS APPROACH
TO PROFESSIONAL DEVELOPMENT THAT IS BASED ON STRONG EVIDENCE
AND RESEARCH.

"The NEAP shall be a component unit of the DepEd. It shall
be headed by an Executive Director to be appointed by the
President, upon the recommendation of the Secretary of
Education.

"The Secretary of Education shall establish the
organizational structure of the NEAP, fix the staffing pattern,
and determine the qualifications, functions, and compensation
for the positions to be created."

"SEC. 16. POWERS AND FUNCTIONS OF THE NEAP. – For the
continuing professional development of in-service teachers,
school leaders, and other teaching-related personnel in all
public basic education institutions, the NEAP shall:

"(A) Collaborate with the Council to promote coherence
and continuity between pre-service and in-service education and
training;

"(B) Design and implement professional development
programs to improve teaching expertise and effective school
leadership over the course of a career in accordance with the
professional standards;

"(C) Coordinate and monitor the conduct of NEAP-
recognized courses, seminars, workshops and other
professional development programs provided by other DepEd
bureaus, services or units, and public or private universities,
colleges, and training institutions;"
“(D) Conduct research and evaluation of the effectiveness of the professional development programs provided under sub-paragraph C;

“(E) Ensure equitable access to these professional development programs for teachers and school leaders;

“(F) Provide scholarships and fellowships for in-service teachers, school leaders, and other teaching-related personnel to pursue advanced studies in specialized fields subject to corresponding service obligations;

“(G) Ensure an effective link between the professional development of teachers, school leaders, and other teaching-related personnel with their career progression. For this purpose, the NEAP shall develop and maintain a professional development information system which shall contain the professional development programs recognized by the NEAP, the providers thereof, and the list of in-service teachers, school leaders, and other teaching-related personnel in attendance with their corresponding professional development credit units earned;

“(H) Strengthen collaboration with learning service providers and other stakeholders in providing professional development programs;

“(I) Coordinate with the PRC for the recognition or accreditation of its programs in compliance with the requirements for continuing professional development;

“(J) Collaborate with TEIs in the delivery of their professional development programs for teachers, school leaders, and other teaching-related personnel;

“(K) Charge reasonable fees for the use of its facilities and for participation in professional development programs not adequately funded from the DepEd budget; receive in trust legacies, gifts, and donations of real and personal properties of all kinds; and record such fees, legacies, gifts, and donations as a special account or fund other than the general fund, to be known as the NEAP Fund, and administer the same exclusively for the benefit of the NEAP or for aid to teachers, school leaders, and other teaching-related personnel for their in-service professional development, subject to guidelines issued by the DepEd and other applicable rules or regulations;

“(L) Manage the amount to be received from the DepEd’s appropriated budget, which shall be necessary to carry out its objectives, functions, operation, improvement, programs, projects, and activities; and
"(M) Exercise such other powers and functions as may be necessary to effectively implement the purpose and objectives of this Act.

"The NEAP shall provide access to professional development programs for private school teachers, school leaders, and other teaching-related personnel. It may extend scholarships and fellowships as may be deemed necessary."

"Sec. 17. Transitory Provisions. — (A) The personnel of the Council shall, in a holdover capacity, continue to perform their respective duties and responsibilities until such time that the organizational structure and staffing pattern of the Council shall have been approved: Provided, That the preparation and approval of the new organizational structure and staffing pattern shall, as far as practicable, respect and ensure the security of tenure and seniority rights of affected government employees.

"(B) Within three (3) months after the effectivity of this Act, the President shall, in consultation with the Secretary of the DepED, appoint the regular members of the Council. The existing members of the Council shall serve in holdover capacity until a full and permanent council is constituted and functioning.

"(C) Within three (3) months after the appointment of the regular members of the Council, the President shall, upon recommendation of the Council, appoint the Executive Director of the secretariat.

"(D) Within three (3) months after the effectivity of this Act, the Council shall submit the organizational structure, staffing pattern, and compensation schedule of the Council’s secretariat to the DBM for funding.

"(E) The existing personnel in the NEAP shall be transitioned to the organizational structure to be created by the Secretary of Education. New items shall be created to augment the personnel complement of the NEAP, in coordination with the DBM.

"(F) The recruitment, selection, and hiring of new personnel shall be in accordance with Civil Service Commission rules and regulations on personnel action."

"Sec. 18. Joint Congressional Oversight Committee. — There is hereby created a Joint Congressional Oversight Committee (JCOC) on teacher education to monitor and evaluate the implementation of this Act. The JCOC shall be composed of five (5) members each from the Senate and the House of Representatives with the Chairpersons of the Committees on Basic Education of both Houses as Co-Chairpersons. The
CHAIRPERSONS OF THE COMMITTEES ON HIGHER AND TECHNICAL
EDUCATION OF BOTH HOUSES SHALL LIKewise BE DESIGNATED AS
MEMBERS OF THE JCOC. THE SPEAKER OF THE HOUSE OF
REPRESENTATIVES AND THE PRESIDENT OF THE SENATE SHALL DESIGNATE
THE OTHER THREE (3) MEMBERS OF THE JCOC OF THE HOUSE AND THE
SENATE, RESPECTIVELY, FROM AMONG THE MEMBERS OF THE COMMITTEES
ON BASIC EDUCATION, WITH ONE (1) MEMBER EACH WHO SHALL COME
FROM THE MINORITY OF THE SENATE AND THE HOUSE.”

“[SEC. 10. Appropriation. – The sum of One hundred million pesos
(P100,000,000) is hereby authorized to be appropriated from the income
of duty-free shops or otherwise known as the Trust Liability Account of
the Department of Tourism, for the initial organizational and
developmental activities of the Centers and the Council: Provided,
however, That not more than five percent (5%) shall be devoted to
Council’s expenses. Thereafter, such amount as may be necessary to
carry out the provisions of this Act shall be included in the annual budget
of the Department of Education, Culture and Sports.]”

“SEC. 19. APPROPRIATIONS. – THE INITIAL AMOUNT FOR THE
IMPLEMENTATION OF THIS ACT SHALL BE CHARGED AGAINST THE CURRENT
YEAR’S APPROPRIATIONS OF THE DEPED. THEREAFTER, THE FUNDING
SHALL BE INCLUDED IN THE ANNUAL GENERAL APPROPRIATIONS ACT.”

“[SEC. 11. Implementing Rules and Guidelines. – The Teacher
Education Council created under this Act shall promulgate the
implementing rules and regulations sixty (60) days from the approval of
this Act.]”

“SEC. 20. IMPLEMENTING RULES AND REGULATIONS (IRR). – WITHIN
SIXTY (60) DAYS FROM THE EFFECTIVITY OF THIS ACT, THE COUNCIL SHALL
ISSUE THE NECESSARY RULES AND REGULATIONS FOR ITS EFFECTIVE
IMPLEMENTATION.”

“[SEC. 12. Repealing Clause. – All laws, presidential decrees, rules
or regulations or parts thereof inconsistent with the provisions of this Act
are hereby repealed or modified accordingly.]”

“[SEC. 13. Effectivity Clause. – This Act shall take effect upon its
approval.]”

SEC. 3. Separability Clause. – If any provision or part of this Act is declared invalid or
unconstitutional, the remaining parts not affected shall remain in full force and effect.

SEC. 4. Repealing Clause. – Republic Act No. 7784 is hereby amended. 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 or amended accordingly.
SEC. 5. Effectivity. – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,