

FIFTEENTH CONGRESS OF THE REPUBLIC OF THE PHILIPPINES
HOUSE OF REPRESENTATIVES

H.B. No. 3479

INTRODUCED BY THE HONORABLE ANGELO PALMONES

**AN ACT ALLOWING GRADUATES IN SCIENCE, MATHEMATICS,
STATISTICS AND ENGINEERING COURSES TO TEACH SCIENCE AND
MATHEMATICS IN THE ELEMENTARY AND SECONDARY LEVELS AND
FOR OTHER PURPOSES**

EXPLANATORY NOTE

Pre-college science and mathematics education has an important relationship to the future supply of scientific and technological personnel and to the general scientific literacy of the country as a whole. The rapid advances in technology in all fields, likewise mean that even those students who do not pursue professional occupations in technical fields will also require a solid foundation in science and mathematics in order to be productive and capable members of the our society. At present, Teacher Education Institutions (TEI's) are not producing enough supply of future teachers with specialization in science and mathematics.

While it is true that there are close to seven hundred colleges and universities which are officially recognized by Commission on Higher Education (CHED) to offer teacher education programs as shown by those who take the Licensure Examination for Teachers (LET), those who specialized through the 4-year Bachelor of Elementary or Secondary Education (BSEE/BSE) are not producing enough to meet the demand for majors in these subjects. This is compounded by the migration of teachers of these subjects to better paying jobs abroad. The consequence of this poor grounding of students in mathematics is clearly shown by the result of 2008 Trends in International Mathematics and Science Study (TIMSS) where 10 countries around the world participated. The Philippines obtained the lowest overall rating with Russia obtaining the highest rating. On the other hand, of the students who participated from the Philippines, those coming from the Philippines Science High School (PSHS) obtained a rating that is twice higher that the overall rating of the country and would have placed them 4th in overall rating¹. This only shows that Filipinos have innate intelligence in science and math that only need to be drawn out with the proper instructions and educational environment such as well prepared teachers, good curricula and instructional facilities.

¹ Data and information came from the Office of the Director, Science Education Institute of the Department of Science and Technology.

To this end, the critical need to build up a workforce with strong Mathematics and Science skills and competencies compels us to introduce this legislation by tapping graduates in science, mathematics, statistics and engineering courses to teach science and mathematics, especially in the public schools as an alternative and immediate solution. This approach will certainly improve and strengthen the delivery of science and mathematics educations at all levels and keep the country competitive in the global arena.



ANGELO B. PALMONES

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

SECTION 1. Title. This Act shall be known as **Act Allowing Graduates in Science, Mathematics, Statistics and Engineering Courses to Teach Science and Mathematics at the Elementary and Secondary Levels of 2010.**

SECTION 2. Declaration of Policy. The 1987 Constitution provides that Science and Technology (S&T) are essential for national development and progress. As such, it is the policy of the State to give priority to research and development, invention, innovation, and their utilization; and to science and technology education, training, and services needed to make the country at par with the rest of the world in these fields. Corollary to this the State must provide quality education starting from the elementary to the secondary levels by employing well qualified teachers in science and mathematics.

SECTION 3. Objectives. In pursuance of the foregoing policy, the State shall pursue the following objectives:

- (a) Adopt a strategy to assure that public elementary and high schools have competent and highly-trained teachers in science and mathematics;
- (b) Develop criteria for the assessment, identification and recruitment of graduates of science, mathematics, statistics and engineering to be deployed in public elementary and secondary schools where their services in teaching science and mathematics are needed; and
- (c) To create an Advisory Committee; National Screening Committee; and Scholarship and Training Committee essential to the attainment of the above mentioned objectives.

SECTION 4. Creation of an Advisory Committee; National Screening Committee; and Scholarship and Training Committee. To ensure the efficient implementation, supervision and management of the Marshall Plan, an Advisory Committee; National Screening Committee; and Scholarship and Training Committee are hereby created as follows:

A) Advisory Committee. There is hereby created an Advisory Committee composed of the Secretary of the Department of Education (DepEd), as Chair, Department of Science and Technology, (DOST), as co-chair, and the Heads or Directors of the following departments or agencies or their chosen representatives as members: Science Education Institute (SEI,DOST), Bureau of Elementary Education (BEE-DepEd), Bureau of Secondary Education, Department of Education (BSE-DepEd), and the Commission on Higher Education (CHED).

The Advisory Committee shall act in advisory capacity and is tasked to ensure the effective implementation and coordination of the provisions of this Act.

B) National Screening Committee.

(1). The National Screening Committee is likewise hereby created, composed of the following members:

- (a) Department of Education (DepEd), Chair
- (b) Department of Science and Technology, (DOST), co-Chair
- (c) Bureau of Elementary Education, Department of Education (BEE-DepEd), member
- (d) Bureau of Secondary Education, Department of Education (BSE-DepEd), member
- (e) Commission on Higher Education (CHED), member.
- (f) President of the Association of Regional Directors, DepEd, member
- (g) Two (2) non-government organizations to be identified and named by the Advisory Committee

The Committee shall develop a set of criteria and guidelines for the assessment, identification, recruitment and placement of graduates of science, mathematics and engineering to be deployed to public secondary schools where their services in teaching science and mathematics are needed in consultation with the Advisory Committee.

C) Scholarship and Training Committee.

The Scholarship and Training Committee is hereby created which shall be chaired by the Department of Science and Technology (DOST) and shall be composed of the following members:

- (a) Department of Education (DepEd), co-Chair
- (b) Science Education Institute (SEI), member
- (c) Bureau of Elementary Education, Department of Education (BEE-DepEd), member
- (d) Bureau of Secondary Education, Department of Education (BSE-DepEd), member
- (e) Commission on Higher Education (CHED), member.

The Scholarship and Training Committee shall develop Policies and Guidelines for the implementation of the Scholarship support which includes the 18 units of Professional Education to qualify non-education graduates for the Licensure Examination for Teachers (LET). The scholarship/training program herein provided shall be directly implemented, coordinated and monitored by the Science Education Institute (SEI) in consultation with the Advisory Committee.

SECTION 5. Incentives. In order to encourage graduates of science, mathematics, statistics and engineering to teach elementary or secondary level science and mathematics subjects under this Act they shall already be eligible to teach on a probationary or temporary basis, and exempting them from taking the Licensure Examinations for Teachers (LET) prior to initial hiring but must be able to pass it within two (2) years after they have been hired. While teaching in the designated public high school, he/she shall be allowed to take the 18 units professional education during summer or during classes as scholar in order to qualify him/her to take the Licensure Examination for Teacher (LET).

The Department of Science and Technology (DOST) shall provide the scholarship grants for the hired teachers to take up professional education subjects.

SECTION 6. Secretariat. The Science Education Institute shall provide the secretariat services essential to carry out the provisions of this Act.

SECTION 7. Implementing Rules and Regulations. The Advisory Committee is hereby authorized to formulate the Implementing Rules and Regulations within 90 days from the approval of this Act.

SECTION 8. Life of the Act. This law shall be valid and effective for a period of ten (10) years. An evaluation of the increase in the supply of manpower for teaching science and mathematics in elementary and secondary education levels and impact on the performance of students in science and mathematics shall be commissioned to an independent evaluation group by the Advisory Committee three months before the end of the tenth year.

SECTION 9. Appropriation. The fund necessary to carry out the provisions of this Act shall be included in the annual appropriation of the Department of Science and Technology.

SECTION 10. Separability Clause. If any provision of this Act is declared unconstitutional or invalid, the provisions hereof which are not affected shall continue to have force and effect.

SECTION 11. Repealing Clause. All laws, decrees, orders, rules or regulations thereof, inconsistent with this Act are hereby modified or repealed accordingly.

SECTION 12. Effectivity. This Act shall take effect on the day following its publication in at least two (2) newspapers of general circulation.

Approved