

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

SIXTEENTH CONGRESS

First Regular Session

House Bill No. **3257**



Introduced by **Hon. Sol Aragon**

EXPLANATORY NOTE

Brain drain is a common phenomenon over the last several decades. It involves many of our teachers who go abroad to seek greener pastures. As a result, we continue to lose teachers in our schools and unnecessarily increase the burden of teaching the ever growing number of our students to the teachers that actually stay. However, this phenomenon does not only occur from our country to overseas. It is also happening from our rural schools to urban cities. Substandard facilities and even more substandard communities make for additional burdens to our teachers who teach in rural areas.

Many of our teachers find it really hard to realistically make a career teaching in these communities much less thrive in them. As such there is little incentive for the highly qualified teachers to go and stay in rural schools. As legislators, we must acknowledge the higher level of challenge presented in those areas and provide better incentives to highly qualified teachers. It is not only our duty to provide education to our children in those areas, but also to provide high quality education, that they may be able to develop into good citizens that will help their communities and our country.

Initially, we need to establish an incentive program that will entice our highly qualified teachers to stay. A competitive program of grants to qualified provinces will not

only motivate the provinces to develop their programs for the rural community but likewise allow us to focus the limited resources to the provinces that is in the position to make use of the funds best.

This bill seeks to establish a program that will provide financial assistance to qualified provinces in order to create an incentive system for highly qualified teachers who shall commit to stay and teach for at least three years.


HON. SOL ARAGONES
Representative, 3rd District of Laguna

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AN ACT
CREATING COMPETITIVE GRANT PROGRAMS TO
RETAIN HIGHLY QUALIFIED TEACHERS IN RURAL COMMUNITIES

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 “Rural Teacher Retention Act of 2013.”

SECTION 2. *Definition.* – The purpose of this Act the term –

A. “Child with a disability” means a minor who has a physical, mental or medical impairment resulting from anatomical, physiological, or neurological conditions that prevent the exercise of a normal bodily function or that substantially impair cognitive function, and include but is not limited to, impairments requiring the use of an artificial device to move, walk, see, hear or breathe, such as a wheelchair, braces, crutches, respirator, or other supportive equipment, or use of a guide dog or other guiding device, and which renders such person incapable of adequately providing for his or her own health and personal care.

1 B. “Department” means the Department of Education

2 C. “Secretary” means the Secretary of Education

3 SECTION 3. *Grant.* – The Secretary shall carry out a 5-year pilot program under
4 which the Secretary awards grants, on a competitive basis, to not more than 10 different
5 provinces, to enable them to award salary bonuses to highly qualified teachers or highly
6 qualified special education teachers who teach, or commit to teach, for at least 3 academic
7 years in such institution.

8 SECTION 4. *Basis.* – The Secretary shall award grants under this section on the basis
9 of the needs of rural local educational agencies within a province for recruiting and retaining
10 highly qualified teachers or highly qualified special education teachers.

11 SECTION 5. *Consideration of Needs.* – In determining the needs of rural local
12 educational agencies for recruiting and retaining highly qualified teachers and highly
13 qualified special education teachers under Section 5, the Secretary shall consider 1 or more of
14 the following:

15 A. The impact on a rural local educational agency of low-income students who are
16 served by the rural local educational agency.

17 B. The impact on a rural local educational agency of children with a disability who
18 are served by the rural local educational agency.

19 C. The long-term plans of a province to improve the recruitment and retention of
20 highly qualified teachers and highly qualified special education teachers in rural
21 local educational agencies within the province.

1 SECTION 6. *Application.* – A province that desires to receive a grant under this
2 section shall submit an application to the Secretary at such time, in such manner, and
3 accompanied by such information as the Secretary may require. The application shall contain
4 a plan for the proposed distribution and use of the grant funds among rural local educational
5 agencies within the province.

6 SECTION 7. *Use of Funds.* – Grant funds under this section shall be used to provide
7 salary bonuses for highly qualified teachers or highly qualified special education teachers
8 who teach, or commit to teach, for at least 3 academic years, in an elementary school or
9 secondary school served by the same rural local educational agency.

10 SECTION 8. *Study.* – The Secretary shall carry out a study of each project that is
11 funded under this Act. The study shall track and assess the implementation and effectiveness
12 of each project.

13 SECTION 9. *Report.* –

14 A. ANNUAL REPORTS FROM PROVINCES- Each province receiving a grant
15 under this Act shall submit an annual report to the Secretary regarding each
16 project within the State that is funded under this Act. The report shall contain such
17 information as the Secretary determines necessary to evaluate the project.

18 B. REPORT TO CONGRESS- The Secretary shall submit a report on the study
19 described in Section 8 to the appropriate committees in the Senate and in the
20 House of Representatives within 5 years from the effectivity of this Act.

- 21 1. the number of rural local educational agencies assisted under this Act;
- 22 2. the characteristics of such rural local educational agencies with respect to
- 23 the considerations of needs described in section 4(c);

- 1 3. the number and demographic characteristics of teachers receiving bonuses
- 2 under this Act;
- 3 4. the impact of the bonuses provided under this Act on the ability of rural
- 4 local educational agencies assisted under this Act to recruit and retain
- 5 highly qualified teachers and highly qualified special education teachers;
- 6 and
- 7 5. such other information and analysis as the Secretary determines necessary
- 8 to evaluate the projects.

9 SECTION 10. *Appropriations.* –The amount necessary for the initial implementation
10 of this Act shall be charged against the appropriations of the Department of Education under
11 the current General Appropriations Act. Thereafter, such sum as may be necessary for its full
12 implementation shall be included in the annual General Appropriations Act as a distinct and
13 separate item.

14 SECTION 11. *Separability Clause.* – If any provision or part hereof, is held invalid or
15 unconstitutional, the remainder of the law or the provision not otherwise affected shall remain
16 valid and subsisting.

17 SECTION 12. *Repealing Clause.* – Any law, presidential decree or issuance,
18 executive order, letter of instruction, administrative order, rule or regulation contrary to or is
19 inconsistent with the provision of this Act is hereby repealed, modified, or amended
20 accordingly.

21 SECTION 13. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after
22 its publication in at least two (2) newspapers of general circulation.

Approved,