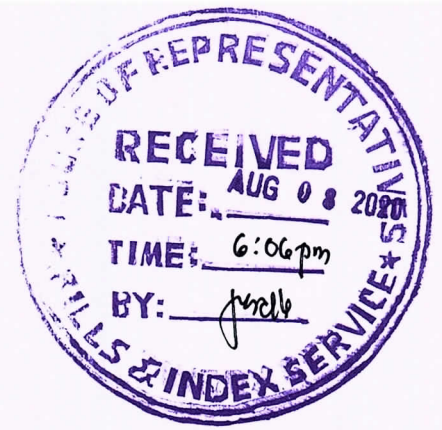


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

EIGHTEENTH CONGRESS
Second Regular Session

HOUSE BILL NO. 7328



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 same 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 "[e]stablish[ing], maintain[ing], and support[ing] 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 has 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, the Congress must intervene again, through this Bill, which shall have the following primary measures: 1) promoting the DepEd's hiring of

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

6
7 It is for the foregoing premises that the approval of this Bill is earnestly
8 sought.
9



ALFRED C. DELOS SANTOS

Representative, Ang Probinsyano Party-List

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HOUSE BILL NO. 7328

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

**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:*

1 SECTION 1. *Short Title.* – This Act shall be known as the “SPED Teaching
2 Force Act.”
3

4 SECTION 2. *Declaration of Policy.* – The State recognizes its duties of
5 pushing for inclusive education (IE), with the interests of students with special
6 needs being proactively defended. As such, the State acknowledges the necessity
7 of enacting measures to increase the ranks of Special Education (SPED) teachers
8 in the Department of Education’s (DepEd) SPED Centers.
9

10 SECTION 3. *Promoting the Capabilities of SPED Teachers.* – For General
11 Education teachers who have been stationed in SPED Centers, the DepEd shall
12 provide them with regular, mandatory training, on both the conceptual aspects
13 of SPED and on the best practices for conducting SPED classes.
14

15 To supplement their trainings, during the periods between trainings, the
16 teachers shall also be regularly provided with updated materials. These materials
17 may come with basic, adaptable teaching aids, to streamline teachers’
18 implementation of their new skills.
19

20 The DepEd shall institutionalize a feedback mechanism to be used by the
21 participants of each training. The DepEd shall likewise establish a review system
22 that will gather and synthesize such data and then use the same to evaluate the
23 usefulness, responsiveness, and efficacy of the trainings. For the purpose of the
24 review, the individual trainings may be suitably grouped or clustered.

1
2 SECTION 4. *Increasing the Numbers of SPED Teachers in Public Schools.* –
3 The DepEd shall endeavor to provide the SPED Centers with more SPED-
4 majoring teachers by:

- 5
6 1. Increasing the items available for SPED-majoring teachers, and then
7 hiring as needed to fill such positions;
8 2. Creating sponsorship or scholarship programs whereby General
9 Education teachers, from both private and public schools, can undergo
10 graduate training on SPED, with the attached condition that, upon
11 becoming bona fide SPED-qualified teachers, they then shall serve, full-
12 time, for a certain number of years, in a SPED Center; and
13 3. Creating Adopt-a-School programs specifically for SPED Centers,
14 whereby private sponsors give monetary aid that go directly to hiring
15 additional SPED-majoring teachers for their respective adopted
16 Centers.
17

18 SECTION 5. *Prioritization for Public Schools in Rural Areas.* – It shall be the
19 policy, under this Act, to give special attention to the immediate training and
20 staffing needs of SPED Centers in rural areas. This policy shall be directly
21 applied to, or enforced as to, the budgeting for this Act's implementation.
22

23 SECTION 6. *Implementing Rules and Regulations.* – The DepEd, as the lead
24 implementing agency for this Act, shall be responsible for coming out with the
25 Implementing Rules and Regulations (IRR). In drafting the IRR, the DepEd shall
26 obtain the input of the SPED Centers, nationwide.
27

28 Additionally, the DepEd may convene for consultations with both
29 government agencies and non-government organizations (NGOs) that cater to the
30 needs of persons with disabilities (PWDs), and, specifically, children with special
31 needs (CSN).
32

33 SECTION 7. *Separability Clause.* – If any provision or part of this Act is
34 held invalid or unconstitutional, the remaining provisions or parts unaffected
35 shall remain in full force and effect.
36

37 SECTION 12. *Repealing Clause.* – All laws, executive orders, presidential
38 decrees or issuances, letters of instruction, administrative orders, rules, and
39 regulations contrary to or inconsistent with the provisions of this Act are hereby
40 repealed, amended, or modified accordingly.
41

42 SECTION 13. *Effectivity Clause.* – This Act shall take effect fifteen (15) days
43 after its publication in the Official Gazette or in a newspaper of general
44 circulation.
45

1
2 Approved,