

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
Second Regular Session

HOUSE BILL NO. 7824



Introduced by **HON. JOY MYRA S. TAMBUNTING**

EXPLANATORY NOTE

The teaching profession is considered to be the mother of all occupations. Teachers play a vital role in nation-building and development by ensuring that their students become responsible and productive citizens of the nation.

Every year, we often hear proposals from several legislators to increase the salary of public school teachers. These proposals generally gain popularity and sympathy towards public school teachers comparing them to other government employees receiving higher salaries.

The current starting salary of a public school teacher is at Php 19,000++ per month, but may total to Php 23,000 ++ when allowances and benefits are included. With the current starting salary of a teacher in the public school system, the salary of the teacher in the private schools pales in comparison, which on the average across the regions pays only around Php 13,000++ per month. Like in any other private employer, salaries in the private schools are regionalized subject to minimum wage set by appropriate regional wage boards. Whereas, in the public schools, the salaries of teachers are the same across all regions in the country.

This is the reason why private school teachers leaving abruptly to transfer to the public school system for economic reasons is rampant and has been a perennial problem in the private schools. With plans to raise salaries of public school teachers, private educational institutions now fear massive migration or exodus of private school teachers into the public school system, which eventually would likely close many private schools.

While it is understandable to incentivize teaching in the public schools, the government should also look into the welfare of the teachers in private schools. Licensed teachers, whether they are in the public or private school system, are performing a public function which is to deliver education for the Filipino youth through the schools.

Likewise, it is also the duty of the state to recognize and operationalize complementary roles of public and private education basic institutions in the educational system and the invaluable contribution that the private educational institutions have made and will make to education.

In this regard, this bill seeks to provide a level playing field for professional teachers in both public and private basic educational institutions by including the salaries of licensed teachers in the

private basic education institutions in the DepEd annual budget, subject to the same position classification and compensation scheme by the DBM. Consequently, this measure would also encourage more persons to join the teaching profession.

On behalf of the people of Parañaque City's Second District, and for the common good of the Filipino people, the approval of the said measure is earnestly sought.


REP. JOY MYRA S. TAMBUNTING
2nd District, Parañaque City

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Introduced by **HON. JOY MYRA S. TAMBUNTING**

**AN ACT ENHANCING THE SALARY STRUCTURE FOR ALL TEACHERS
IN BASIC EDUCATION AND PROVIDING FUNDS THEREFOR**

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 “Teachers’ Salary Act of 2020”.

Sec. 2. Declaration of Policy. – The State recognizes the vital role and contribution of teachers in nation-building and development through a responsible and literate citizenry. A teacher is, above all, a human being endowed with life for which it is the highest obligation to live with dignity at all times whether in school, in the home, or elsewhere. Towards this end, the State shall ensure and uplift the quality of life of a teacher both in one’s professional and personal life.

Likewise, the State hereby recognizes the complementary roles of public and private education basic institutions in the educational system and the invaluable contribution that the private schools have made and will make to education. For these intents, the State shall aim to:

- (a) Provide support to our teachers in recognition of their role in nation building;
- (b) Provide a system and mechanism in determining the appropriate salary of public school teachers;
- (c) Provide a level playing field for professional teachers in both public and private basic educational institutions;
- (d) Eliminate the massive migration of private basic education teachers to the public schools for better compensation;
- (e) Encourage more persons to join the teaching profession;
- (f) Incentivize and provide premium to Licensure Examination for Teachers (LET) passers;
- (g) Broaden access to basic education through financial assistance and other forms of incentives to teachers; and
- (h) Encourage and stimulate private sector’s support to education through, inter alia, fiscal and other assistance measures.

Sec. 3. Mandate on Quality Standards. – The Department of Education (DepEd) shall develop mechanisms for quality standards in the review and endorsement of adjustment of salaries of public school teachers under the Salary Standardization Law in consideration of the following:

- (a) Compliance of the DepEd Regions, Divisions, and schools with minimum standards for quality determined by the appropriate office at the DepEd Central Office;
- (b) DepEd Regions' submission of relevant information on their respective public school's quality and student performance on national achievement tests;
- (c) DepEd Regions' and Divisions' submission of development plans every ten (10) years; and
- (d) Number of public schools and enrolment capacity per locality and region.

Sec. 4. Private School Teachers Salary Subsidy (PSTSS). – Salaries of all qualified and licensed professional teachers in participating private basic education institutions shall be included in the DepEd annual budget, subject to the same position classification and compensation scheme by the Department of Budget and Management (DBM) for teachers in the public schools in the Salary Standardization Law subject to eligibilities and requirements as provided in this Act.

Sec. 5. Eligibility. – To be qualified for the PSTSS, the private school teacher must comply with all of the following:

- (a) Teaching full-time in a DepEd-recognized private basic education institution;
- (b) Teaching at the elementary or secondary level;
- (c) Qualified to teach under the "Philippine Teachers Professionalization Act of 1994" or Republic Act No. 7836, as amended, and the "Enhanced Basic Education Act of 2013" or Republic Act No. 10533; and
- (d) Teaching the DepEd-approved curriculum.

Sec. 6. Administration of the PSTSS Program. – The Department of Education shall exercise policy, oversight, and budgeting functions. The Private Education Assistance Committee-Fund Assistance to Private Education (PEAC-FAPE) shall administer the PSTSS Program in order to ease the administrative burden from the DepEd: Provided, that a PSTSS Program Unit shall be organized within the DepEd which shall be accountable for PSTSS oversight, and close supervision of contracted payment and monitoring of participating accredited schools or providers.

Sec. 7. Accreditation of Participating Schools in the Program. – The Department of Education shall commission the PEAC-FAPE to develop new guidelines in the selection of DepEd-recognized private basic education schools to implement the PSTSS based on the following standards:

- (a) Address the congestion of students in the public basic education institutions;
- (b) Improve the quality of basic education;
- (c) Provide more access to basic education;
- (d) Strengthen complementarity of public and private basic educational institutions;
- (e) Ensure the sustainability of private basic education schools who participate in the delivery of education;
- (f) Prioritize areas and schools where there are not enough teachers and/or where students belong to low income families;
- (g) Optimization and efficient use of government budget on education.

Sec. 8. Restriction on transfers. – No teacher shall be allowed to resign, save for justifiable reasons, at the middle of the school year. Teachers from the private schools transferring to the public school system shall finish their respective contracts of employment and shall not be allowed to pre-terminate or resign for purposes of the transfer. DepEd shall develop a system to ensure this is implemented and to impose sanctions on non-compliance for this purpose.

Sec. 9. Salary Standardization on the first year of implementation – During the first year of implementation of this Act, and in order to eliminate the disparity between the salaries received by public school teachers with that of the private school teachers, the State shall subsidize the difference between the entry level salary received by a public school teacher, as established by law, with the National Average Entry-level salary of private school teachers.

For this purpose, the National Economic Development Authority (NEDA), in consultation with the Department of Education (DEPED), the Commission on Higher Education (CHED) and the Technical Education, Skills Development Authority [TESDA] and Coordinating Council of Private Educational Association (COCOPEA) is hereby tasked to come up with a formula that would determine the National Average of Entry-level Salaries of private schools.

Sec. 10. Inter-Agency Consultative Committee. – A Committee composed of the Department of Education, Department of Labor and Employment, PEAC-Fund for Assistance to Private Education, and the Coordinating Council of Private Educational Associations is hereby created to periodically review and provide data and research relevant to support the implementation of this Act which includes, enrolment capacity both in the public and private schools per region and locality, number of students, number of qualified teachers.

Sec. 11. Joint Congressional Oversight Committee. – There is hereby created a Joint Oversight Committee to oversee, monitor and evaluate the implementation of this Act.

The Oversight Committee shall be composed of five (5) members each from the Senate and from the House of Representatives, which shall include the following: Chairperson of the Senate Committee on Education; Chairperson of the House Committee on Basic Education; Chairperson of the Senate Committee on Finance; Chairperson of the House Committee on Appropriations; and three (3) members each to be chosen from the membership of the Senate Committee on Education, and the House Committee on Basic Education by the Senate President and the House Speaker, respectively, with at least one member each from the minority in the House of Representatives and in the Senate. Funding for the expenses of the Committee shall be taken from the appropriations of both the Senate and the House of Representatives.

Sec. 12. Implementing Rules and Regulations. – Within thirty (30) days from the effectivity of this Act, the DepEd in consultation with the Professional Regulation Commission (PRC), PEAC-FAPE, Coordinating Council of Private Educational Associations (COCOPEA), and other relevant stakeholders in basic education, shall promulgate the implementing rules and regulations necessary to ensure the efficient and effective implementation of this Act.

Sec. 13. Separability Clause. – Should any part of this Act be declared unconstitutional or invalid, other parts or provisions hereof not affected thereby shall continue to be in full force and effect.

Sec. 14. Effectivity. – This Act shall take effect after fifteen (15) days after its publication in a newspaper of general circulation.

Approved,