

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



TWENTIETH CONGRESS
First Regular Session
HOUSE BILL NO. 168

Introduced by Hon. Kenneth T. Gatchalian

EXPLANATORY NOTE

Teachers act as agents of constructive intellectual, social, cultural, political, and moral change in education institutions and in the community. In the context of the government's mandate to protect and promote the fundamental right of every Filipino to quality basic education which also recognizes the diversity of the country's learners, schools, and communities.

Republic Act No. 11650 establishes the policy of promoting inclusion across all public and private early and basic education schools. All learners with disabilities shall be ensured of equitable access to quality education and must not be denied admission on the sole reason of disability. The law also aims to equip both the teachers and the non-teaching personnel in the overall progress, particularly care and education, of learners with developmental needs.

¹

During an oversight review of the aforesaid law, it was found out that public schools nationwide are facing shortage of 7,7651 SPED Teachers in order to provide access of quality education in proportion to recorded 323,344 learners with disabilities.²

Department of Education Culture and Sports Order No. 26 series of 1997 entitled "Institutionalization of Special Education (SPED) Programs in All Schools" requiring at least one SPED Center organized in every school division was earlier issued and later on reiterated through Department Order 11 series of 2000.³ Clearly, the establishment of this Center aims to provide access to basic education among persons with special needs either through formal system or through other alternative approach.

¹ https://web.senate.gov.ph/press_release/2024/1208_gatchalian1.asp

² <https://www.philstar.com/the-freeman/cebu-news/2024/12/09/2406126/over-7000-sned-teachers-needed>

³ <https://www.deped.gov.ph/2000/02/11/do-11-s-2000-recognized-special-education-sped-centers-in-the-philippines/>

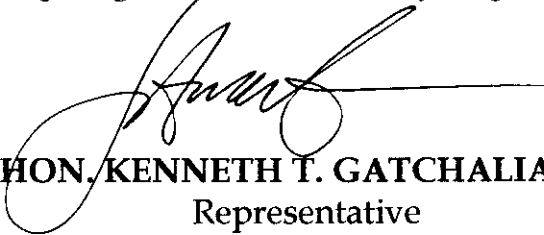
The program has broadened the goals of basic education providing wider range of opportunities and learners funneled through the Special Education Program. SPED teachers play the most significant role in achieving the goal. However, despite their contribution, workload, and role in the society, public school SPED teachers are among the most underpaid workers in the country.

Based on DBM approval of SPED Teacher salary, in relation to Executive Order No. 64 effective January 1, 2025, a SPED teacher 1 will have a Salary Grade 14,⁴ or a monthly compensation of Php 37,024 in gross amount.⁵

Recent study of the United Nations Children's Fund (UNICEF, 2022) estimates that there are about 1.6 million Filipino children with disabilities. ⁶ The low salary of around 4,000 SPED Teachers in the Philippines employed in the DepEd has caused dissuasion to improve their skills and pursue further education and training. This situation also makes the profession unattractive to the youth, especially to the cream of the crop graduates from top colleges and universities in the country.

In this regard, this bill seeks to increase the salary grade level of public school SPED teachers from Salary Grade 14 to 22. Given this proposal, more students will be attracted to take the special education profession, while incentivizing the SPED teachers to further equip their skills set to strive for excellence in their field that would transcend in improving the quality of the public special education system.

In view of the foregoing, the immediate passage of this bill is earnestly sought.



HON. KENNETH T. GATCHALIAN
Representative
1st District, Valenzuela City

⁴ <https://www.dbm.gov.ph/index.php/management-2/3358-in-line-with-pbbm-s-directive-dbm-secretary-mina-pangandaman-approves-16-000-new-teaching-positions-for-2025>

⁵ <https://pco.gov.ph/wp-content/uploads/2024/04/20240802-EO-64-FRM.pdf>

⁶ <https://cpbrd.congress.gov.ph/wp-content/uploads/2023/09/FF2023-17-Special-Education-Profile-in-the-Phil-1.pdf>

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

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 168

Introduced by Hon. Kenneth T. Gatchalian

AN ACT
UPGRADING THE MINIMUM SALARY GRADE LEVEL OF SPED
TEACHERS FROM SALARY GRADE 14 TO 22

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

1 **SECTION 1. *Increase in the Minimum Salary Grade Level.*** – The present minimum salary
2 grade level of public-school Special Education (SPED) teachers in the elementary and
3 secondary schools shall be upgraded from Grade 14 to Grade 22: Provided, however, That
4 the salary upgrading shall be differentiated in accordance with the 5 qualifications and length
5 of service rendered by teachers and shall not be prejudiced by across-the-board salary
6 adjustments.

7
8 **SECTION 2. *Priority in Budget Allocation.*** – The National Government shall appropriate
9 such amount, as may be necessary to carry out the objectives of this Act: Provided, That the
10 salary increase of public-school SPED teachers shall take priority over other non-educational
11 and non-agricultural budgetary allocations.

12
13 **SECTION 3. *Appropriations.*** – The Department of Education (DepEd) shall come up with a
14 specific programmed budget needed to cover the expenses for the upgrading in salary levels
15 for all the corresponding SPED teacher plantilla positions for a period of at least five (5)

1 years to allow the Department of Budget and Management (DBM) to make the necessary
2 budgetary adjustments to facilitate the smooth implementation of this Act.

3 The amount necessary to implement the provisions of this Act shall be included in the
4 General Appropriations Act for the year following the approval of this Act.

5
6 **SECTION 4. *Implementing Rules and Regulations.*** — The DepEd and the DBM shall
7 promulgate the necessary rules and regulations to implement the provisions of this Act.

8
9 **SECTION 5. *Repealing Clause.*** — All provisions of laws, orders, decrees, including rules
10 and regulations inconsistent herewith are hereby repealed and/or modified accordingly.

11
12 **SECTION 6. *Separability Clause.*** — If any part or provision of this Act shall be held
13 unconstitutional or invalid, other provisions hereof which are not affected thereby shall
14 continue to be in full force and effect.

15
16 **SECTION 7. *Effectivity.*** — This Act shall take effect fifteen (15) days after its publication in
17 the *Official Gazette* or in a newspaper of general circulation.

18
19 *Approved,*