

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 5574



Introduced by **HON. BRIAN RAYMUND S. YAMSUAN**

AN ACT
ENHANCING THE WELFARE AND PROFESSIONAL DEVELOPMENT OF
SPECIAL NEEDS EDUCATION TEACHERS BY UPGRADING THEIR SALARY
GRADE AND FOR OTHER PURPOSES

EXPLANATORY NOTE

The 1987 Constitution directs the State to “establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society,”¹ taking into account various sectoral needs and conditions.² Further, the State is mandated to “ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.”³

These directives underscore a dual obligation: to guarantee access to basic education for all and to provide the necessary support for teachers who make such access possible. In particular, the call for inclusivity requires that the government remove barriers for vulnerable populations, such as learners with special needs (SNEd).

At the forefront of this mission are our SNEd teachers, who are the proximate implementers of our educational policies. It is through their everyday efforts that the policy of inclusive education becomes a lived reality for our learners with special needs. These educators face complex demands that go beyond the ordinary teaching

¹ CONST., Art. XIV, Sec. 2(1)

² CONST., Art. XIV, Sec. 5(1)

³ CONST., Art. XIV, Sec. 5(5)

load: they design differentiated instruction, implement individualized education plans (IEPs), and explore different multi-sensory and behavioral approaches to help students thrive in a formal school environment.⁴

But despite their crucial role, our SNEd teachers continue to face material challenges, such as non-competitive remuneration and limited career progression. These factors have made the recruitment and retention of qualified SNEd teachers increasingly difficult. As of the 2023–2024 school year, there were only 5,147 SNEd teachers catering to an estimated 323,344 learners with disabilities—a ratio of approximately 1 teacher for every 63 learners.⁵ This is gravely disproportionate with the ideal pupil/student ratio of 15:1.⁶ By the succeeding school year (2024–2025), the number of learners with disabilities enrolled in public schools had risen to 391,089, further widening the gap between teacher supply and learner demand. This shortage is aggravated by the mass exodus of skilled SNEd teachers seeking better remuneration, working conditions, and professional development opportunities abroad.⁷

This bill is consistent with, and complements the Inclusive Education Act or Republic Act No. 11650 by strengthening the backbone of inclusive education: our SNEd teachers. It also comes at a very meaningful moment for the education sector as we have just concluded the celebration of National Teacher's Month, and is celebrating the National Learners with Disabilities Week on October 15-21, 2025.

In view of the foregoing, the approval of this measure is earnestly sought.


BRIAN RAYMUND S. YAMSUAN
Representative
2nd District, Parañaque City

⁴ Dumilig, R. J. P., & Napila, L. (2025) Narratives of SNEd Teachers: Experiences, Challenges, and Innovative Practices at Malalag Elementary School - SPED Center, *Ignatian International Journal for Multidisciplinary Research*.

⁵ Felipe, C. S. (2024, December 8). Over 7,000 SNED teachers needed. Philstar.com. <https://www.philstar.com/the-freeman/cebu-news/2024/12/09/2406126/over-7000-sned-teachers-needed>

⁶ DepEd Order No. 77, series of 2010.

⁷ Guantia, M. E. C., & Motus, R. H. (2023). Lived experiences of special education teachers. In *4th International Conference on Multidisciplinary Industry and Academic Research* (pp. 392-398). Institute of Industry and Academic Research Incorporated.

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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 Increasing the Salaries of Special Needs Education Teachers Act.

SECTION 2. Declaration of Policy. — The State hereby recognizes the vital role of Special Needs Education (SNEd) teachers in ensuring the right of learners with diverse learning needs to quality, inclusive, and equitable education. The State affirms its commitment to promote the welfare, professional growth, and dignified compensation of SNEd teachers, recognizing the specialized qualification and training required in their work.

SECTION 3. Increase in the Minimum Salary Grade Level. - The present minimum salary grade level of Special Needs Education (SNEd) teacher in the public elementary and secondary schools shall be increased from Grade 14 to Grade 16: *Provided, however,* That the salary increase shall be differentiated in accordance with the qualifications and length of service rendered by teachers and shall not be prejudiced by across-the-board salary adjustments.

SECTION 4. Priority in Budget Allocation; Five-Year Specific Program Budget. – The salary increase of SNEd teachers shall take priority over other non-educational and non-agricultural budgetary allocations: *Provided,* That the Department of

Education (DepEd) shall come up with a specific programmed budget needed to cover the expenses for the increase in salary levels for all the corresponding SNEd teacher plantilla positions for a period of at least five (5) years to allow the Department of Budget and Management to make the necessary budgetary adjustments to facilitate the smooth implementation of this Act.

SECTION 7. Appropriations. – The amount necessary for the implementation of this Act shall be charged against those authorized in the current appropriations of the DepEd. Thereafter, the amount necessary for its continued implementation shall be included in the General Appropriations Act for the year following the approval of this Act.

SECTION 8. Implementing Rules and Regulations (IRR). – Within ninety (90) days from the effectivity of this Act, the DepEd and the DBM shall issue the rules and regulations implementing its provisions, which shall take effect thirty (30) days after its publication in a newspaper of general circulation.

SECTION 9. Separability Clause. – If any part or provision of this Act is declared invalid or unconstitutional, the other provisions not otherwise affected shall remain in full force and effect.

SECTION 10. Repealing Clause. - All laws, decrees, executive orders, rules and regulations and other issuances or parts thereof inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SECTION 11. Effectivity. — This Act shall take effect after fifteen (15) days following its publication in the Official Gazette or in a newspaper of general circulation.

Approved,