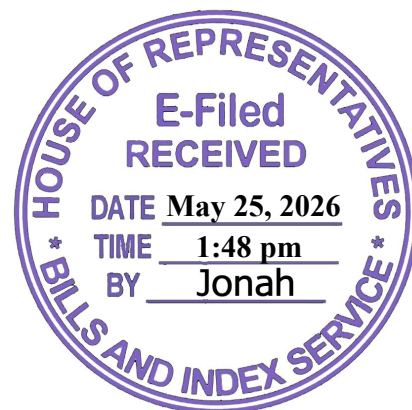




Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

Twentieth Congress
First Regular Session

HOUSE BILL NO. 9399



**Introduced by Representatives Ferdinand Martin G. Romualdez,
Yedda Marie K. Romualdez and Jude A. Acidre**

AN ACT
REVISING THE CHARTER OF THE PHILIPPINE NORMAL
UNIVERSITY, DECLARING IT AS THE NATIONAL UNIVERSITY FOR
TEACHER EDUCATION, AND FOR OTHER PURPOSES

EXPLANATORY NOTE

The Philippine Normal University (PNU) occupies a unique and singular position in the Philippine higher education system. It is the only institution designated by law as the National Center for Teacher Education, and the only public higher education institution in the country whose academic mandate is exclusively devoted to teaching and allied education professions. Unlike comprehensive universities with multiple disciplinary mandates, PNU's sole and enduring mission is the preparation, development, and advancement of teachers, teacher educators, and education leaders across all levels and contexts of Philippine education. As a multi-campus national university system, PNU carries out this mandate through its flagship campus in Manila and its constituent campuses in Isabela, Quezon, Negros Occidental, and Agusan del Sur, enabling the University to respond to the diverse educational, cultural, linguistic,

environmental, and socio-economic realities of Philippine education across the archipelago.

Through this coordinated network of regional and thematic hubs, PNU strengthens the country's capacity for context-responsive teacher education, research, innovation, extension, and policy support. This system-wide structure places the University in a unique position to respond to the systemic challenges facing Philippine education. Since the quality of education is fundamentally tied to the strength and coherence of teacher education, persistent issues in teacher preparation point to the need for coordinated, long-term, and nationally anchored responses.

The quality of Philippine education depends on the strength, coherence, and sustainability of its teacher education system. National assessments and policy reviews over time have consistently identified persistent challenges in Philippine education, particularly in teacher preparation. These include uneven quality of teacher education across institutions and regions, weak integration of research into teaching practice, misalignment between pre-service education and classroom realities, and limited institutional capacity to sustain innovation and reform in teacher education over time. These challenges are systemic in nature and require coordinated, long-term responses.

Recent international large-scale assessments further highlight the urgency of these reforms. The Philippines has consistently ranked among the lowest-performing countries in major global and regional assessments, including the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Southeast Asia Primary Learning Metrics (SEA-PLM). In the 2022 PISA, the Philippines ranked 77th out of 81 countries. In the 2019 TIMSS, it placed last among 58 participating countries in

both mathematics and science. While modest gains were seen in the 2024 SEA-PLM, the country still remained near the bottom among participating ASEAN nations. These results point to continuing gaps in foundational learning and highlight the important role of teacher quality in improving student performance and overall education outcomes.

In response, the State has implemented major reforms aimed at strengthening the teaching profession and improving governance in teacher education. Republic Act No. 9647 designated the Philippine Normal University (PNU) as the National Center for Teacher Education (NCTE), while Republic Act No. 11713 institutionalized the Teacher Education Council (TEC) to promote policy coordination and coherence across education agencies. These reforms have been reinforced by the Enhanced Basic Education Act, the adoption of professional standards for teachers and school leaders, licensure and regulatory systems administered by the Professional Regulation Commission, and quality assurance mechanisms under the Commission on Higher Education. Together, these measures have strengthened the regulatory, standards-setting, and accountability frameworks that govern teacher education and professional development in the country.

While these reforms have established a more coherent policy and regulatory environment, they have also revealed a critical institutional gap. Existing laws primarily address coordination, regulation, standards, and oversight, but they do not provide a dedicated national academic institution with the mandate, authority, and continuity to support sustained system-wide improvement in teacher education. In particular, the NCTE framework under Republic Act No. 9647 positions PNU primarily as a coordinating and advisory body and does not sufficiently equip it to undertake long-term research engagement, reform piloting, professional learning, and institutional capacity

development at scale in partnership with Teacher Education Institutions nationwide.

To address these gaps, this measure seeks to revise the Charter of the Philippine Normal University and formally designate it as the National University for Teacher Education (NUTE). The proposed charter revision preserves the University's institutional continuity while strengthening its legal, academic, and organizational foundations to carry out an expanded national mandate in teacher education and education sciences. More importantly, the designation of PNU as a national university represents a substantive institutional reform. It aims to strengthen the State's long-term capacity to lead, coordinate, and sustain teacher education reforms across administrations, regions, and diverse educational contexts. Through this measure, PNU is positioned not only as a center of excellence, but also as a national institution with the mandate, authority, and capacity to advance innovation, research, policy development, and standards-setting for the continuous improvement of teacher education in the Philippines.

As the country's only institution exclusively mandated for teacher education, the Philippine Normal University (PNU) operates within a field that is broad, complex, and multidisciplinary. Teacher education supports the country's basic education system by preparing teachers across different subject areas, learner needs, and socio-cultural contexts. National assessments, including findings from the Second Congressional Commission on Education (EDCOM II), have identified continuing shortages and uneven teacher preparation in key areas such as mathematics, science, technology, technical-vocational and livelihood education, values education, special education, inclusive education, and other emerging fields.

Alongside strengthening academic and professional preparation, teacher education must continue to uphold values formation as a central component of the profession. Teachers are expected not only to demonstrate competence in instruction and content knowledge, but also to embody ethical leadership, social responsibility, and commitment to nation-building, consistent with nationally recognized professional standards for teachers and education leaders.

Given the Philippine context as an archipelagic and disaster-prone nation, teacher education must prepare educators not only in pedagogy and content knowledge, but also in resilience, emergency preparedness, and responsible technology use. Teachers must be equipped with practical competencies such as basic life support, first aid, water safety, survival skills, disaster response, and financial literacy to help safeguard learners and respond effectively during emergencies and community disruptions. At the same time, while artificial intelligence and digital technologies offer important opportunities for innovation in teaching and learning, their integration must remain balanced and purposeful. Teacher education must continue to strengthen foundational literacy, reading comprehension, critical thinking, and writing skills, ensuring that technology supports rather than replaces human judgment, creativity, and intellectual discipline.

Addressing persistent gaps in basic education requires a steady and sustained supply of teachers with strong disciplinary preparation and professional competence across a wide range of specializations. This demand calls for a teacher education system anchored by a national institution with the capacity, disciplinary breadth, and long-term mandate to respond to both existing shortages and emerging educational priorities. As a core responsibility of the State, teacher education requires sustained institutional focus, strategic investment, and coordinated national leadership. Unlike comprehensive universities that

distribute resources and attention across multiple academic fields, a dedicated National University for Teacher Education ensures that teacher preparation, teacher development, and education sciences remain central institutional priorities.

The Philippine Normal University is uniquely positioned to fulfill this role. PNU operates through a system of specialized campuses that collectively provide one of the broadest ranges of teacher education expertise in the country. Each campus functions as a regional and thematic hub responsive to local development needs and national education priorities, forming an integrated network of complementary strengths. Declaring PNU as the National University for Teacher Education will strengthen its capacity to lead national reforms, expand specialization areas, support and partner with other Teacher Education Institutions, and contribute to a more adequate, balanced, and future-ready supply of competent teachers across disciplines and regions.

Institutionally, PNU's quality and maturity are well established. It is a SUC Level III university, ISO 9001:2015 certified, and a Philippine Quality Award (PQA) recipient. It maintains 110 Level IV accredited programs and is recognized by CHED and the Teacher Education Council as a Center of Excellence in Teacher Education. Since 2009, PNU has produced 149 topnotchers in the Licensure Examination for Teachers, demonstrating sustained academic excellence.

Internationally, PNU continues to build a strong reputation for innovation and social responsibility, including recognition in global rankings and leadership in regional teacher education networks.

Declaring the Philippine Normal University as the National University for Teacher Education (NUTE) is not merely an institutional recognition but a strategic national reform. As NUTE, PNU will:

- a. lead national research and innovation in teacher education and lifelong learning;
- b. strengthen academic capacity and quality assurance across Teacher Education Institutions;
- c. provide policy advice and technical expertise to national education bodies;
- d. expand equitable access to high-quality teacher education, particularly for underserved learners; and
- e. enhance the resilience, inclusivity, and global competitiveness of the teaching profession.

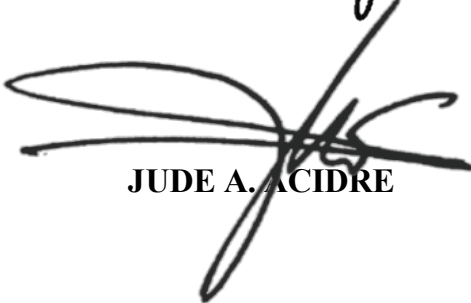
To support these objectives, the proposed measure introduces key structural and policy reforms, including a mandatory collaboration framework with education agencies, the establishment of laboratory schools for clinical practice, strengthened faculty development mechanisms, integration of values formation and life skills in teacher education, and a balanced framework for the use of artificial intelligence in teaching and learning. The proposed measure likewise recognizes the importance of participatory and transparent governance. The proposed measure likewise promotes participatory, transparent, and sector-responsive governance mechanisms within the University, consistent with its national mandate and public character.

This measure aligns with the Philippine Development Plan 2023–2028, AmBisyon Natin 2040, and the United Nations Sustainable Development Goal 4 on Quality Education. It affirms the country’s commitment to ensuring that every

Filipino learner is taught by a competent, ethical, resilient, and future-ready teacher.

As it marks its 125th year of service and 15th year as the National Center for Teacher Education, the Philippine Normal University stands ready to fulfill this expanded mandate as the National University for Teacher Education (NUTE), leading systemic transformation in teacher education and advancing excellence, inclusion, and innovation in Philippine education.

In view of the foregoing, approval of this bill is earnestly requested.

	
FERDINAND MARTIN G. ROMUALDEZ	YEDDA MARIE K. ROMUALDEZ
	
JUDE A. ACIDRE	



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TEACHER EDUCATION, AND FOR OTHER PURPOSES

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

ARTICLE I
PRELIMINARY PROVISIONS

SECTION 1. *Short Title.* — This Act shall be known as the “Revised Philippine Normal University Charter Act.”

SEC. 2. *Declaration of Policy.* — It is hereby declared the policy of the State to promote inclusive access to, and equity in, high-quality teacher education and professional development. The State shall ensure holistic, transformative, innovative, collaborative, and research-based teacher education that enhances the quality of basic and higher education, thereby developing knowledgeable, skilled,

and well-rounded learners and citizen-leaders equipped with critical thinking, strong literacy, and values formation grounded in moral, civic, ethical, and cultural foundations, as well as resilience and responsibility in diverse and changing contexts, and values grounded in national identity and global citizenship.

The State shall institutionalize innovations and alternative systems in teacher education covering pedagogy, curricula, instruction, assessment, training, research, and the development and transfer of educational innovations and related technologies. These initiatives shall be aligned with international standards and best practices, supportive of national development goals, and responsive to the current and emerging needs of education stakeholders. Such innovations shall include strengthened integration of science, technology, and mathematics education; values education; inclusive education; health and well-being education; school community well-being; and life skills such as financial literacy, health and safety, disaster preparedness, basic life support, first aid, water safety, survival skills, and emergency response.

Furthermore, the State shall advance teacher education consistent with national and global standards and practices, particularly those that:

1. address inequalities in learning outcomes;
2. strengthen professional environments;
3. promote lifelong learning; and
4. adapt to technological advancements including artificial intelligence, while ensuring resilience amid socio-economic, political, and ecological challenges and maintaining strong foundations in reading, writing, comprehension, and critical thinking through a balanced integration of digital technologies and traditional pedagogies that safeguard independent

thinking, creativity, and intellectual discipline.

The State likewise recognizes the Philippine context as an archipelagic and disaster-prone nation, and affirms that teacher education must prepare educators and learners with the necessary life skills, resilience, and practical competencies to respond to emergencies, environmental challenges, and economic vulnerabilities, thereby promoting safety, well-being, and long-term societal resilience.

To this end, the Philippine Normal University (PNU) is hereby declared as the National University for Teacher Education (NUTE). As NUTE, PNU shall serve as the nation's academic, research, and leadership institution for teacher education, guiding the continuous improvement of the country's teacher education system through innovation, scholarship, and capacity development in partnership with Teacher Education Institutions and relevant stakeholders nationwide. Consistent with its statutory role under Republic Act No. 11713, PNU shall continue to advise the Teacher Education Council (TEC) by providing timely, evidence-based policy guidance, research, and academic expertise to strengthen decision-making and reforms in teacher education and to support coordinated, system-wide improvements in teacher quality and educational outcomes.

SEC. 3. *Seat of Administration and Seal of the University.* — The seat of administration of the Philippine Normal University System shall be located in its main campus in the City of Manila.

There shall be one (1) common Seal of the Philippine Normal University, to be known as the PNU Seal, composed of the following symbols and their corresponding meaning:

- a. The Torch, symbolizing enlightenment and the guiding light of education that nurtures generations of learners;
- b. The Open Book, representing the accessibility of knowledge and the continuous pursuit of wisdom; and
- c. The Laurel Leaves, signifying victory, honor, and achievement in the noble mission of teaching.

These symbols are interwoven with the University's enduring values of Truth, Excellence, and Service, as it continues to uphold its national mandate to produce and nurture future-ready teachers and education leaders.

SEC. 4. *Definition of Terms* – The following terms are adopted from Republic Act No. 11713, unless otherwise defined in this Act:

- a. “Artificial intelligence literacy” refers to the ability to understand, use, evaluate, and critically engage with artificial intelligence technologies, including awareness of their limitations, ethical implications, data privacy risks, and potential effects on cognition and foundational skills, distinct from mere technical proficiency;
- b. “Clinical practice” or “laboratory school” refers to a structured teaching practicum wherein pre-service teachers deliver instruction under the direct supervision of experienced master teachers within a school setting that is operationally connected to a teacher education institution, with real-time feedback, research integration, and opportunities for pedagogical experimentation;
- c. “Emergency preparedness” refers to the knowledge, skills, and systems required to anticipate, respond to, and recover from natural disasters and emergencies, including typhoons, floods, earthquakes, volcanic eruptions,

fires, and other calamities common in the Philippine setting;

- d. “Financial literacy” refers to the ability to understand and apply financial concepts such as budgeting, saving, investing, borrowing, and risk management, and to make informed, effective, and responsible decisions to achieve personal financial well-being, including the capacity to recognize and avoid fraudulent schemes;
- e. “Foundational literacy” refers to the essential competencies in reading comprehension, analytical writing, critical thinking, and numeracy that serve as the basis for all further learning, distinct from digital or technological proficiency;
- f. “Life skills” refer to practical competencies necessary for daily living, safety, and well-being, including but not limited to water safety and survival swimming, basic life support, first aid, disaster response, emergency evacuation, and health and safety practices;
- g. “National intake mechanism” refers to the system established by the Philippine Normal University to ensure equitable access to its undergraduate and graduate programs for students from all regions and provinces of the country, prioritizing academic preparedness, aptitude for teaching, commitment to public service, and regional representation, and including provisions for financial assistance and service obligations;
- h. “National university for teacher education” refers to the Philippine Normal University in its capacity as the State's designated academic, research, and leadership institution for teacher education, with the mandate to guide national improvement of teacher education through innovation, scholarship, policy advice, and capacity development;

- i. “Pre-service teacher education programs” refer to undergraduate degrees and certificates of teaching covering mandatory curriculum and practicum specifications designed to ensure strong foundations in pedagogy, subject matter expertise, assessment, supervised clinical practice, and alignment with national and international standards;
- j. “Pre-service teachers” refer to students enrolled in a teacher education degree program offered by Teacher Education Institutions (TEIs) who are undergoing academic and clinical preparation aligned with professional standards for beginning teachers;
- k. “Resilience” refers to the ability of individuals, communities, or systems to anticipate, resist, adapt to, and recover from the effects of hazards or adversity, including natural disasters and socio-economic challenges, and for purposes of this Act shall include the capacity of teachers and learners to maintain well-being and effective functioning under stress;
- l. “State scholar” refers to a student granted scholarship support funded by the State, covering tuition, fees, stipends, allowances, and other authorized educational expenses, subject to qualifications, merit, and financial need, and who may be required to render service in the Philippine education system;
- m. “Teacher” refers to a person qualified to practice teaching under the law and engaged in the teaching of any subject, including technical-vocational (Tech-Voc) in accordance with Republic Act No. 7796 or the TESDA Act of 1994, at the basic education level in all private or public basic education institutions. This may include teachers who may not actually be employed as such and shall encompass educators expected to demonstrate competence in content knowledge, pedagogy, assessment, use of

technology, and commitment to lifelong professional development;

- n. “Teacher Education” refers to formal pre-service and in-service education and training, including graduate education, in various areas of specialization undertaken by pre-service teachers and teachers which integrates research-based pedagogy, inclusive education, values formation, life skills, resilience, and the responsible and balanced use of emerging technologies;
- o. “Teacher Education Institutions (TEIs)” refer to higher education institutions (HEIs) recognized by the Commission on Higher Education (CHED) offering teacher education degree programs and certificates in teaching programs or their equivalent, as may be approved by the CHED and which adhere to quality assurance standards, promote innovation in teaching and learning, and support continuous faculty development;
- p. “Teacher education programs” refer to recognized academic programs, such as undergraduate and graduate degree programs, including certificate of teaching education or its equivalent, that enable pre-service teachers to meet the requirements for entry into the teaching profession and provide in-service teachers with the knowledge, skills, and practical experience to strengthen their professional practice including competencies in STEM education, critical thinking, communication, values education, and adaptability to diverse and evolving learning environments;
- q. “Traditional pedagogy” refers to established teaching methodologies that have demonstrated effectiveness in developing foundational literacy, critical thinking, and writing skills, including but not limited to explicit instruction, close reading, handwritten composition, classroom discussion without digital mediation, and direct teacher-student interaction;

- r. “Values formation” refers to the deliberate and systematic integration of moral, civic, ethical, and cultural principles into teacher education, including integrity, social responsibility, respect for diversity, peace, environmental stewardship, and commitment to public service, as inseparable from academic and technical competence.

ARTICLE II

MANDATE, ROLE, AND FUNCTIONS OF THE NATIONAL UNIVERSITY FOR TEACHER EDUCATION

SEC. 5. *Role of PNU.* — As NUTE, PNU shall serve as the State’s academic, research, and leadership institution for teacher education, guiding the continuous improvement of the teacher education system through innovation, scholarship, and capacity development.

Nature and Scope of the Mandate. — The exercise of PNU’s mandate as the NUTE shall be academic, research-based, developmental, and model-setting in nature. In carrying out this mandate, PNU shall develop academic standards, research-based benchmarks, and model frameworks; lead the formulation and piloting of innovations and reforms; and provide policy advice and technical expertise, all without prejudice to and subject to the statutory regulatory, accreditation, and licensure powers of the CHED, TEC, the Professional Regulation Commission (PRC), the Technical Education and Skills Development Authority (TESDA), and other relevant government agencies under existing laws.

- i. Provide evidence-based policy advice, research-informed recommendations, and technical support to the Department of Education (DepEd), CHED, TEC, PRC, TESDA, and other relevant agencies for teacher education policy, innovation, and

system improvement; and serve as the principal academic adviser to the TEC in the formulation and implementation of teacher education policies and programs.

- ii. Lead in the formulation, piloting, and scaling of national reforms in teacher education, training, and curriculum innovation. Integrate artificial intelligence (AI), digital tools, and adaptive technologies in teacher preparation and professional development to ensure inclusion of underserved and remote regions. Collaborate with national agencies and TEIs in co-designing research-based, inclusive, and future-ready curricula.
- iii. Serve as a research-intensive university advancing teacher education and education sciences, emphasizing teacher quality, pre-service and graduate education, lifelong learning, and continuing professional development for teachers and education leaders.
- iv. Set standards and benchmarks for transformative, inclusive, innovative, and sustainable teacher education and education sciences across undergraduate, post-baccalaureate, and graduate levels.
- v. Serve as the international hub for collaborative teacher education, global mobility, and multilateral academic partnerships, promoting international benchmarking and alignment with global and regional standards, particularly within ASEAN and the Asia-Pacific, in accordance with the relevant rules and guidelines on international linkages.
- vi. Lead the creation, utilization, and dissemination of research with policy implications to teacher education and education sciences through its national research units, the Research Institute for

Teacher Quality (RITQ), the Institute for Educational Policy Research and Development (IEPRD), the Research Institute for Lifelong Learning (RILL), and the Research Institute for Teacher Welfare and Well-Being (RITWW), and other similar units as may be approved by the Board of Regents (BOR).

- vii. Lead the development and implementation of research-based and alternative pedagogies and assessment models in teacher education and lifelong learning. The University may establish, upon BOR approval, specialized centers to advance lifelong learning and continuing education.
- viii. Upon request of Congress or its committees, provide technical assistance and evidence-based inputs in the formulation, review, or evaluation of legislative measures concerning teacher education, teacher training, continuing professional development, and lifelong learning.
- ix. Serve as the lead academic partner of the Department of Economy, Planning and Development (DEPDev), Commission on Higher Education (CHED), Department of Education (DepEd), Professional Regulation Commission (PRC), Technical Education and Skills Development Authority (TESDA), Department of Science and Technology (DOST), and other national agencies.

Balanced Integration of Artificial Intelligence and Traditional Pedagogy. — In pursuing the integration of artificial intelligence (AI), digital tools, and adaptive technologies in teacher education, the University shall adopt a balanced framework that safeguards foundational literacy, critical thinking, and intellectual independence. The University shall ensure that the use of AI enhances, and does not replace, human cognition, creativity, and professional judgment.

In furtherance of this framework, the University shall:

- a. Ensure that pre-service teachers demonstrate proficiency in foundational skills, including reading comprehension, analytical writing, critical thinking, and problem-solving without reliance on AI tools, prior to and alongside the integration of such technologies;
- b. Develop and implement pedagogical guidelines that clearly distinguish AI as a tool for learning support and augmentation, and not as a substitute for cognitive effort, emphasizing that AI shall complement but not replace human reasoning, reflection, and authorship;
- c. Require coursework on AI literacy for all pre-service teachers, including ethical and responsible use, data privacy, misinformation and bias, verification of AI-generated outputs, and the cognitive implications of AI dependency, consistent with national frameworks on responsible AI use;
- d. Mandate that teacher education programs include explicit instruction and practice in traditional and evidence-based pedagogical approaches, including close reading, writing without AI assistance, classroom discourse, and other methods that strengthen comprehension, memory, and higher-order thinking skills;
- e. Establish and support research initiatives within the Research Institute for Lifelong Learning (RILL) and other relevant research units to study the impact of AI and digital technologies on teacher cognition, student learning outcomes, and foundational skills, and to generate evidence-based recommendations for policy and practice. Such research shall include the study of cognitive, pedagogical, and developmental impacts of artificial intelligence on learners and teachers, and shall inform national policy and curriculum standards. And;

- f. Collaborate with the Department of Education (DepEd), the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), and the Teacher Education Council (TEC) in the development of national guidelines on the balanced and responsible integration of AI in teacher education and learning environments.

Mandatory Collaboration Framework for Addressing Education Sector Challenges. — To ensure that the University’s mandate translates into measurable improvements in the basic education, higher education, and technical-vocational education and training sectors, the University shall establish and maintain a structured collaboration framework with the Department of Education, the Commission on Higher Education, the Teacher Education Council, the Technical Education and Skills Development Authority, and other relevant agencies. Under this framework, the following mechanisms shall be implemented:

- i. **Annual Education Sector Work Plan.** — The University, in consultation with the Department of Education, the Commission on Higher Education, and the Technical Education and Skills Development Authority, shall prepare and submit to the Teacher Education Council an annual education sector work plan identifying priority challenges in teacher education and basic education, including but not limited to learning outcomes in international assessments, teacher shortages in critical subject areas, technical-vocational education, and disaster-related education disruptions. The work plan shall outline the University’s proposed research, policy recommendations, technical assistance, and capacity-building interventions to address these concerns and shall be made publicly available.

- ii. Regular Policy Advisory with Formal Response Requirement. — The University shall issue a formal policy advisory to the Teacher Education Council at least once every two years, drawing from its research institutes. The University may issue advisories more frequently as it deems necessary or upon request of the Teacher Education Council. The Teacher Education Council shall respond in writing within sixty days of receipt of an advisory, indicating which recommendations have been adopted, which are under consideration, and the reasons for any non-adoption. Advisories pertaining to technical-vocational education shall be shared with the Technical Education and Skills Development Authority for its information and appropriate action.
- iii. Education Sector Crisis Response Protocol. — The University, in coordination with the Department of Education, the Commission on Higher Education, and the Technical Education and Skills Development Authority, shall develop a crisis response protocol that enables the rapid mobilization of the University's research, training, and technical expertise in response to urgent education challenges, including but not limited to learning recovery following natural disasters, public health emergencies, or identified declines in national or international learning assessments.
- iv. Longitudinal Impact Assessment. — The University shall establish a comprehensive Longitudinal Teacher Impact and Tracer System to systematically track the performance of its graduates in the classroom including, where feasible, the learning outcomes of the students taught by PNU-trained teachers and, for technical-vocational graduates, the performance outcomes as may be relevant to TESDA competency standards. Findings shall be disaggregated by campus, program, and region, and shall be used to inform the continuous improvement of the University's teacher education programs. A report on these findings shall

be submitted to the Department of Education, the Commission on Higher Education, the Technical Education and Skills Development Authority, and Congress at least once every three years. This system shall function as the University's official tracer study mechanism and feedback loop for continuous program improvement and national policy development.

- v. Collaboration Report to Congress. — The University shall submit to Congress a report detailing its collaborative activities under this section, including the status of the Annual Education Sector Work Plan, policy advisories issued and corresponding responses, crisis response activations, and findings of the longitudinal impact assessment. The report shall include a specific section on collaboration with TESDA regarding technical-vocational teacher education and identify any resource constraints or legislative barriers affecting effective collaboration.
- vi. Non-Duplication with Existing Mechanisms. — The mechanisms established under this section shall complement, and not duplicate, existing coordination mechanisms under Republic Act No. 11713, Republic Act No. 7796, and other relevant laws. The University shall coordinate with the Teacher Education Council, TESDA, and other agencies to ensure efficiency and avoid redundancy.

Mandatory Pedagogical Priorities. — In line with its mandate to lead national reforms in teacher education, the University shall prioritize the development, piloting, and scaling of evidence-based pedagogical programs in the following areas:

- i. Science, Technology, Engineering, and Mathematics (STEM) Pedagogy. — Programs that equip pre-service and in-service teachers with effective, research-based instructional strategies in STEM subjects, including inquiry-based learning, problem-solving, and hands-on experimentation,

and explicitly integrating engineering concepts such as design thinking and applied problem-solving.

- ii. Early Grade Literacy and Numeracy. — Programs focused on foundational reading, writing, and mathematics skills for learners in the early primary years, including explicit instruction, phonological awareness, and number sense development.
- iii. Inclusive Education for Learners with Disabilities. — Programs that prepare teachers to design and deliver instruction for learners with diverse learning needs, including those with physical, sensory, intellectual, and developmental disabilities, in both special education and inclusive classroom settings.
- iv. Values Education and Good Manners and Right Conduct (GMRC). — Programs that prepare teachers to promote values formation, ethical behavior, social responsibility, respect, empathy, discipline, and citizenship education through age-appropriate, culturally responsive, and developmentally grounded teaching approaches integrated across learning areas and school activities.
- v. Classroom Assessment for Learning. — Programs that train teachers in formative assessment practices, including the use of feedback, self-assessment, and diagnostic tools to improve student learning outcomes, moving beyond summative and high-stakes testing models.
- vi. Mother Tongue-Based and Multilingual Education. — Programs that prepare teachers to effectively use learners' first language as a medium of instruction in early education and support the development of multilingual competencies, particularly in culturally and linguistically diverse and Indigenous communities.
- vii. Clinical Practice and School-Based Training. — Programs that strengthen supervised clinical practice through structured, school-based immersion

models, ensuring that pre-service teachers gain sustained, practice-based experience

These pedagogical priorities shall be implemented in coordination with the balanced artificial intelligence framework under Section 5.2 to ensure that emerging technologies enhance, and do not replace, foundational teaching and learning processes comparable to professional training models in other disciplines.

The University may develop additional pedagogical priority areas as determined by the Board of Regents in consultation with the Department of Education, the Commission on Higher Education, and the Teacher Education Council. The implementation of this section shall be guided by the research findings and policy advisories issued under Sections 5.2 and 5.3.

Safeguard Clause. — Nothing in this section shall be construed as diminishing, transferring, or encroaching upon the statutory powers and regulatory functions of the CHED, the PRC, the TEC, the TESDA, or other government agencies as provided under existing laws.

SEC. 6. Strengthening Research-Oriented Units with National Scope. — The State shall ensure adequate, stable, and continuing budgetary support for the operations, management, facilities, manpower, and research programs of PNU's research-oriented units to enable them to effectively perform their mandates at the national level. Such support shall cover institutional and administrative operations, research personnel and staffing requirements, research infrastructure and facilities, and the conduct, dissemination, and utilization of research in teacher education and education sciences.

The research-oriented units shall operate under the policy direction and oversight of the BOR, and the executive supervision of the University President and

the Vice President for Research, and shall serve as the University's primary mechanisms for research, policy support, innovation, and knowledge creation, with research outputs informing extension services, capacity-building initiatives, curriculum and program development, policy advisory functions, and national and international partnerships of the University.

The General Appropriations Act shall provide a dedicated budgetary line item for the research-oriented units of the University, commensurate with their national mandates and functions and distinct from regular instructional and administrative appropriations, to ensure the continuity, sustainability, and national relevance of their research programs.

To supplement, but not supplant, appropriations under the General Appropriations Act, the University may establish and maintain a Research and Innovation Trust Fund, which may be sourced from external research grants, endowments, donations, partnerships, and other lawful sources, subject to existing government accounting, auditing, and procurement rules.

The research units may include, but are not limited to, the following institutes:

1. Research Institute for Teacher Quality (RITQ). — The RITQ shall focus on research and policy studies relating to teacher and school-leader competencies, preparation, instructional effectiveness, assessment, and professional standards, addressing the academic and professional dimensions of teacher quality.
2. Institute for Educational Policy Research and Development (IEPRD). — The IEPRD shall undertake studies and maintain databases on education policies, systems, and governance; develop, pilot, and evaluate models of teacher

education and education reform; and provide policy recommendations to government and legislative bodies.

3. Research Institute for Lifelong Learning (RILL). — The RILL shall promote lifelong learning across formal, non-formal, and informal pathways; develop modular and competency-based certification systems; create and test pedagogical and professional-development models; and propose mechanisms and guidelines for lifelong-learning policy in teacher education and development.
4. Research Institute for Teacher Welfare and Well-Being (RITWW). — The RITWW shall focus on research relating to the physical, mental, emotional, and socio-economic well-being of teachers and school leaders, including workplace conditions, occupational health, motivation, retention, and professional resilience, as distinct from instructional performance and competency research.

To ensure coherence and avoid duplication, the BOR shall, through the Implementing Rules and Regulations (IRR) of this Act, establish coordination mechanisms among research units, research hubs, and the NUTE Research Coordinating Council, including shared research agendas, joint studies, and harmonized research data systems, as may be appropriate.

A NUTE Research Coordinating Council shall be established under the BOR to promote system-wide coherence, coordination, and complementarity of research agendas across research units, campuses, and partner TEIs. The composition, powers, and functions of the Council shall be defined in the IRR of this Act.

The University shall adopt a system-wide Research Data and Policy Dissemination Protocol to ensure the timely, ethical, and transparent sharing of research outputs, datasets, and policy-relevant findings with government agencies and TEIs.

SEC. 7. *College for Flexible Learning and Multiple Pathways.* — PNU, as the NUTE, shall establish and maintain a College for Flexible Learning and Multiple Pathways (CFLMP), which shall function as the University’s open, distance, and alternative education arm.

The CFLMP shall design, develop, and deliver undergraduate, graduate, non-degree, technical-vocational, and professional programs in teacher education and related fields through flexible learning modalities, including but not limited to online education, blended learning, modular instruction, microcredentialing, ladderized programs, and technology-enabled platforms, consistent with national and international standards of quality.

The College shall serve as a hub for multiple entry and exit points in teacher education, providing opportunities for:

1. pre-service teachers to pursue initial qualifications;
2. in-service teachers to upgrade competencies, pursue specialization, and earn micro credentials in identified areas of professional development;
3. para-teachers, teacher aides, and graduates of TESDA programs to transition into teacher education through ladderized and competency-based pathways, with recognition of prior learning when applicable;
4. professionals from other fields to retool and transition into the teaching profession through flexible qualification pathways;

5. lifelong learners to pursue continuing professional development, micro credential programs, and advanced studies; and
6. learners from other countries who wish to access the expertise of the PNU through flexible and technology-enabled learning programs.

Learners enrolled in the CFLMP shall not automatically be considered State scholars, unless expressly covered by specific government scholarship programs. The CFLMP shall develop sustainable financing models, including tuition, program fees, institutional partnerships, international collaborations, and income-generating activities, without prejudice to the University's capacity to offer scholarships, grants, or subsidies as may be determined by the BOR. Participation in flexible, alternative, and international programs under this Section shall be subject to cost-recovery and sustainability principles, as may be determined by the BOR.

The CFLMP is hereby authorized to admit international students without numerical quota limitations, subject to academic standards, program capacity, and admission policies prescribed by the BOR. International students shall not be entitled to State subsidy unless otherwise provided by law or covered by specific agreements, and their tuition and other fees shall be determined separately in accordance with guidelines set by the BOR.

To ensure responsiveness to global demands, the CFLMP shall have the flexibility to engage faculty, trainers, and experts from the Philippines and abroad on a contractual, adjunct, or visiting basis, in addition to regular PNU faculty. The CFLMP may determine and implement its own work arrangements and compensation schemes for such faculty, especially for international hires, provided that such expenses are sourced exclusively from its self-generated revenues and are subject to the approval of the BOR. The engagement of faculty,

trainers, and experts from abroad shall be subject to the limitations imposed by law on the practice of profession by foreigners.

For the purpose of developing the technological and digital infrastructure required to operationalize the CFLMP, the amount of One Hundred Million Pesos (₱100,000,000.00) is hereby appropriated and shall be included in the succeeding appropriations cycle, in addition to the regular and NUTE appropriations of the University.

The CFLMP shall work in close coordination with the CHED, the PRC, the DepEd, and the TESDA to ensure program alignment with the Philippine Professional Standards for Teachers (PPST), the Philippine Qualifications Framework (PQF), and evolving national and global teacher education priorities.

The BOR shall prescribe the organizational structure, curricular offerings, admission and graduation requirements, and such other rules and regulations as may be necessary for the effective operation of CFLMP.

PNU Laboratory School System. — To strengthen clinical practice, research-based pedagogy, and innovation in teacher education, the University shall establish, maintain, and operate a system of laboratory schools across its campuses. These laboratory schools shall serve as demonstration and training schools where pre-service teachers shall undergo supervised, practice-based clinical training under the guidance of master teachers and faculty mentors.

The laboratory schools shall function as integrated sites for teaching, research, and innovation, enabling real-time application of evidence-based pedagogies, continuous feedback mechanisms, and the piloting of new teaching strategies, curricula, and assessment models. These schools shall support the development of high-quality teacher preparation comparable to international best practices in teacher education systems.

The University shall ensure that laboratory schools are aligned with national curriculum standards and responsive to local and regional education needs, while also serving as hubs for inclusive education, early childhood education, STEM education including engineering, and other priority areas identified under this Act.

The laboratory school system shall likewise serve as a platform for collaboration with the Department of Education (DepEd), the Commission on Higher Education (CHED), and other relevant agencies, including opportunities for in-service teacher training, mentoring, and continuing professional development.

The Board of Regents shall determine the organizational structure, governance, funding mechanisms, and operational guidelines of the laboratory school system, including provisions to ensure sustainability, quality assurance, and integration with the University's academic and research functions.

Safeguard Clause on Equitable Access and State Scholarship Commitment. — The College for Flexible Learning and Multiple Pathways (CFLMP) shall operate in a manner that upholds and does not diminish the University's mandate to ensure equitable access to high-quality teacher education, particularly for economically disadvantaged and underserved learners.

The establishment and operation of the CFLMP shall not be at the expense of the University's State scholarship obligations under this Act and other relevant laws. The University shall ensure that resources, faculty, and institutional priorities remain aligned with its core mission of providing accessible, publicly supported teacher education.

To this end, at least thirty percent (30%) of the net revenues generated by the CFLMP shall be allocated and reinvested into the National Intake Mechanism

and other scholarship, financial assistance, and student support programs of the University, in order to expand access and reduce financial barriers to teacher education.

The University shall include in its regular reports to the Board of Regents and Congress a transparent accounting of CFLMP revenues, expenditures, and corresponding allocations to scholarship programs, demonstrating compliance with this provision.

This provision shall be implemented in alignment with the National Intake Mechanism under Section 30.1 to ensure sustained and equitable access to publicly supported teacher education.

ARTICLE III

THE PHILIPPINE NORMAL UNIVERSITY SYSTEM

SEC. 8. *The Philippine Normal University System.* — As a system, the University shall be composed of constituent and extension campuses established by the Board of Regents (BOR) upon the recommendation of the University President.

The Philippine Normal University System shall operate through a coordinated network of constituent campuses serving as specialized regional and thematic hubs for teacher education, research, innovation, extension, and policy development, responsive to both regional development needs and national education priorities.

The constituent campuses of the University shall include:

1. PNU Manila; PNU North Luzon – Alicia, Isabela;
2. PNU South Luzon – Lopez, Quezon;
3. PNU Visayas – Cadiz City, Negros Occidental;

4. PNU Mindanao – Prosperidad, Agusan del Sur;
5. and such other campuses or extension campuses as may be established by the BOR in other regions of the country.

The constituent campuses shall continue to develop and strengthen their recognized thematic specializations and regional mandates, including:

- a. PNU North Luzon as the hub for Indigenous Peoples Education;
- b. PNU South Luzon as the hub for Technical-Vocational Education and Training (TVET), including Technology and Livelihood Education (TLE);
- c. PNU Visayas as the hub for Environmental Education and Green Technology; and
- d. PNU Mindanao as the hub for Multicultural and Peace Education.

These hubs shall serve as centers of expertise within the University System and shall lead in research, innovation, curriculum development, faculty development, certification, extension, and policy support in their respective areas of specialization.

The University may designate additional thematic priority areas, including but not limited to science and mathematics education, inclusive education, early childhood education, special education, values education, disaster resilience education, and other emerging fields in teacher education, as may be determined by the Board of Regents in accordance with national development goals and teacher education reforms.

All constituent campuses shall exercise substantial autonomy in managing their academic, research, extension, and administrative affairs, subject to policies and standards established by the BOR and consistent with the University's mandate as the National University for Teacher Education.

SEC. 9. *Academic Freedom.* — PNU shall enjoy academic freedom in accordance with the Constitution, Republic Act No. 8292, and applicable jurisprudence.

Academic freedom shall be exercised to advance truth, innovation, and service to the nation, and shall include the right of:

- a) ***Faculty*** — to teach, conduct research, and disseminate knowledge without undue interference;
- b) ***Students*** — to study, inquire, and express ideas within the bounds of law and university policies; and
- c) ***Researchers and Extension Staff*** — to pursue scholarly and professional activities in furtherance of the University’s mission and its mandate as the NUTE.

SEC. 10. *Commitment to Social Responsibility and National Development.* — PNU shall serve the Filipino nation and humanity through its steadfast commitment to sustainability, gender equality, inclusivity, ethical responsibility, and accountability toward quality and future-proof education.

Guided by these principles, the University shall pursue social transformation and sustainable development by mobilizing knowledge, values, traditions, and skills among its constituents and partners. As the NUTE, it shall provide opportunities for volunteerism, civic participation, and community engagement, thereby creating a transformative impact on communities, teacher education institutions, global partners, and other education stakeholders.

To fulfill this mandate, the University shall:

- a) ensure that all academic programs are in teacher education and allied education fields, and that its graduates are committed to serve the country through a national student intake mechanism;
- b) create new programs allied with education in support of national development goals;
- c) accelerate professional development programs in teacher education and allied education disciplines; and
- d) establish relevant, evidence-based, and innovative mechanisms responsive to the needs and priorities of its community and institutional partners, sustaining PNU's leadership in teacher education.

In furtherance of this mandate, the University shall contribute to nation-building by harnessing the competencies and expertise of its faculty and thought leaders in the pursuit of national development, as outlined in national development plans and consistent with international commitments and conventions. PNU's faculty and scholars shall meaningfully engage in shaping public policy and, where appropriate, in implementing education-related programs of national importance.

SEC. 11. *Democratic Access and Inclusion.* — No student shall be denied admission to PNU on the basis of age, sex, gender identity or expression, nationality, religion or belief, cultural belief, economic status, ethnicity, physical disability, or political opinion or affiliation.

The University recognizes the separation of Church and State and shall guarantee freedom of religion and belief, including the right not to profess any religion.

The University shall actively promote diversity, equity, and inclusion in all aspects of academic, research, and campus life, consistent with human rights principles and the University's mandate as the NUTE.

SEC. 12. *Education through Culture, Creativity, and Scientific Inquiry for Nation-Building.* — PNU, as the NUTE, shall champion the integration of culture, the arts, literature, sports, science, and technology as transformative forces for nation-building, human development, and the advancement of human rights and dignity.

Guided by the principles of inclusivity, equity, sustainability, and lifelong learning, the University shall cultivate teachers and education leaders who are locally responsive, globally competent, and ethically grounded, recognizing education as both a human right and a social responsibility.

Culture, the Arts, and Literature. — PNU shall advance a culturally rooted and creative teacher education that strengthens Filipino identity, empathy, and solidarity across communities. It shall promote artistic and literary expression as means of critical reflection, intercultural understanding, and peacebuilding, and integrate cultural education across all levels of teacher formation.

The University shall partner with the National Commission for Culture and the Arts (NCCA) and other cultural agencies in promoting Filipino culture, heritage, and identity, ensuring that teacher education contributes to the preservation, revitalization, and creative transmission of the nation's diverse cultural traditions. PNU shall support and promote Schools for Living Traditions (SLTs) as vital mechanisms for safeguarding and transmitting intangible cultural heritage, facilitating partnerships where culture bearers—including master artists, indigenous knowledge holders, and traditional practitioners—share their expertise with teachers, students, and local communities.

Through these initiatives, PNU reaffirms its role in nurturing educators as custodians of cultural memory and advocates of human dignity, consistent with Republic Act No. 10066 and the UNESCO 2003 Convention for the Safeguarding of Intangible Cultural Heritage.

Science, Technology, Engineering, and Mathematics (STEM). — PNU shall foster scientific literacy, engineering design thinking, health literacy, and ethical innovation as foundations for equitable and sustainable national progress. It shall integrate digital, environmental, scientific, engineering, and health competencies into teacher education to strengthen evidence-based decision-making among Filipino learners and the public and to support the development of critical thinking, problem-solving, and applied learning skills. The University shall promote research-based and evidence-informed pedagogical approaches in STEM education, including inquiry-based learning, interdisciplinary instruction, and experiential and hands-on learning, to improve learning outcomes and address persistent gaps in science and mathematics performance. The University shall collaborate with the Department of Science and Technology (DOST), the Department of Health (DOH), and other institutions to democratize access to science, engineering, and health education, advance research-informed teaching, and encourage local innovation responsive to community and national needs, including support for underserved and geographically isolated communities.

Sports and Physical Well-Being. — PNU shall promote sports, physical education, and wellness as integral to holistic learning and character formation. It shall instill the values of discipline, teamwork, and fair play, and advance programs on health, well-being, and resilience for teachers and learners in collaboration with the Philippine Sports Commission (PSC) and partner organizations.

Values Formation as a Core Pillar of Teacher Education. — The University shall recognize that values formation is an integral and foundational pillar of teacher education, inseparable from academic excellence, pedagogical competence, and professional identity formation. As the National University for Teacher Education, PNU shall ensure that values education is systematically embedded across all teacher education programs and disciplines.

This values formation framework shall:

- a. Ensure that all pre-service teachers undertake structured coursework on ethics, moral development, civic education, and values formation aligned with the Philippine Professional Standards for Teachers (PPST), particularly its emphasis on professional commitment, respect for diversity, and sense of responsibility in the teaching profession; Require the integration of core values such as integrity, social responsibility, cultural sensitivity, peace, environmental stewardship, and human rights across all subject methodologies and pedagogical approaches, ensuring that values are not treated as isolated content but as embedded instructional practice;
- b. Develop assessment mechanisms that measure both academic competence and values formation outcomes among teacher candidates, including reflective practice, ethical reasoning, and demonstrated civic responsibility;
- c. Establish a Center for Values Formation and Ethical Leadership within the University to lead research, curriculum development, and capacity-building initiatives on values-based education and ethical teaching practice across Teacher Education Institutions nationwide; and
- d. Submit an annual report to Congress and relevant education agencies on the implementation and outcomes of values formation programs, including evidence of integration in curriculum, pedagogy, and teacher education outcomes.

Life Skills, Resilience, Financial Literacy, and Emergency Preparedness. —

Recognizing the Philippine context as an archipelagic nation highly vulnerable to natural disasters, climate-related risks, and economic shocks, the University shall integrate life skills education, resilience-building, emergency preparedness, and financial literacy as core components of teacher education.

The University shall ensure that teacher preparation is not limited to academic and pedagogical competence but also equips future educators with practical competencies necessary for survival, safety, financial well-being, and disaster response in real-world contexts.

In this regard, PNU shall:

- a. Require all pre-service teachers to undergo structured training in basic life support (BLS), first aid, water safety, survival swimming, disaster risk reduction, emergency preparedness, and evacuation procedures, in coordination with the Philippine Red Cross, Department of Health (DOH), and the National Disaster Risk Reduction and Management Council (NDRRMC), and other relevant agencies;
- b. Develop and institutionalize pedagogical modules that enable teacher candidates to integrate life skills education into basic education curricula, including but not limited to personal safety, health literacy, disaster resilience, environmental awareness, financial literacy, budgeting, saving, fraud prevention, and responsible financial decision-making;
- c. Establish a Center for Resilience, Life Skills, and Financial Literacy Education within the University that shall conduct research, develop instructional materials, provide technical assistance, and support Teacher Education Institutions (TEIs) nationwide in integrating life skills into teacher

education programs;

- d. Ensure that appropriate facilities, learning environments, and instructional resources—including access to water safety training environments, first aid and emergency simulation tools, and financial literacy learning materials—are available across PNU campuses, subject to feasibility, safety standards, and Board of Regents approval; and
- e. Submit an annual report to Congress and relevant education agencies detailing the implementation of life skills, resilience education, emergency preparedness, and financial literacy programs, including data on teacher candidates trained and certified in basic life support, disaster preparedness competencies, survival swimming, and financial literacy education.

Through these advocacies, the University affirms that education is a humanizing and nation-building act—a means of empowering individuals and communities to live with creativity, dignity, responsibility, and resilience. The arts and sciences shall serve as twin pillars for developing teachers who are culture bearers, innovators, human-rights advocates, and life-skills educators equipped in values formation, STEM competencies, and emergency preparedness, committed to transforming education for a healthy, just, inclusive, sustainable, and disaster-resilient Philippines where learners are also prepared for real-world survival, financial responsibility, and civic engagement.

SEC. 13. *Institutional Autonomy.* — As the NUTE, PNU shall have autonomy and flexibility. It shall set its own policies, standards, plans, programs, activities and projects in its core functions in instruction, research, extension and production, in pursuit of its vision, mission, goals and objectives and responsive to national and international development goals, priorities, and directions. Consistent with its

mandate as the NUTE, it shall determine its own quality assurance mechanisms, subject to minimum standards prescribed by law.

ARTICLE IV

GOVERNANCE AND ADMINISTRATION

SEC. 14. *Administration.* — The University shall have the general powers of a corporation as set forth in the Revised Corporation Code of the Philippines. The administration of the University and the exercise of its corporate powers shall be vested exclusively in the BOR and the President of the University, insofar as authorized by the BOR.

There shall be a System Administration headed by the University President, who shall provide strategic leadership in instruction, research, innovation, extension, human resource and infrastructure development, partnerships, and resource management in pursuit of PNU's national mandate.

The University President shall be assisted by at least four (4) Vice Presidents, designated by the BOR upon the University President's recommendation, corresponding to the University's major functions and strategic thrusts. Additional Vice Presidents may be appointed as warranted by the needs of the system.

Each constituent campus shall be administered by an Executive Director and Provost, designated by the BOR upon the recommendation of the University President. The Executive Director and Provost shall be assisted by a Dean for Academics, a Director for Finance and Administration, and such other officials as may be designated by the University President, subject to confirmation by the BOR.

SEC. 15. *The Governing Board (GB) or the Board of Regents.* — The governing body of the University shall be the Board of Regents (BOR), which shall be composed of the following:

- a. Chairperson of the Commission on Higher Education (CHED), Chairperson;
- b. President of the Philippine Normal University, Vice-Chairperson;
- c. Secretary of the Department of Education (DepEd), Member;
- d. Chairperson of the Senate Committee on Higher, Technical, and Vocational Education, Member;
- e. Chairperson of the House Committee on Higher and Technical Education, Member;
- f. Secretary of the Department of Economy, Planning, and Development (DEPDev), Member;
- g. President of the duly recognized Federation of Alumni Associations of PNU, Member
- h. President of the Federation of PNU Faculty Unions, Member;
- i. President of the National Union of Student Governments or equivalent PNU Student Federation representative, Member;
- j. President of the National Union of Graduate Student Councils or equivalent PNU Graduate Student Representative;
- k. President of the Federation of PNU Administrative Employees Associations, Member;
- l. One (1) Representative from the private school system, Member; and

- m. One (1) Representative from private industries or the business sector, Member.

All federations, associations, and organizations represented in the BOR must possess legal personality in accordance with existing laws, rules, and regulations. The powers and operational procedures of the BOR shall be governed by Republic Act No. 8292, the Higher Education Modernization Act of 1997, its Implementing Rules and Regulations (IRR), and any subsequent amendments or superseding legislation.

SEC. 16. *The President of the PNU.* – The President shall be the chief executive officer and chief academic officer of the PNU System. The President shall exercise powers provided in this Act, those determined by the BOR, and those inherent in the Office of the President in the governance of a national university.

The selection, qualifications, and re-appointment of the University President shall conform to Republic Act No. 8292 and its IRR, subject to guidelines approved by the BOR. The President shall serve for a term of four (4) years, subject to renewal for one (1) full term.

Upon the enactment of this Act, there shall be a four (4)-year transition period to ensure continuity and orderly implementation of the University's transformation into the National University for Teacher Education. The incumbent President shall serve during this period but shall not be eligible for immediate re-election thereafter. At the end of the transition period, the BOR shall elect the new President of the University.

SEC. 17. *The Governing Board Secretary.* – The BOR shall appoint a Secretary who shall serve as such for the Board and perform functions as may be determined by the BOR.

ARTICLE V
ACADEMIC, RESEARCH, AND EXTENSION GOVERNANCE

SEC. 18. *The Academic Council.* — There shall be an Academic Council composed of the PNU President as Chairperson and the faculty members of all campuses with the academic rank of Assistant Professor or higher as Members.

As the National University for Teacher Education, the Academic Council shall function as the highest academic policy-making and quality assurance body of the University System, ensuring coherence, innovation, and excellence across programs in all constituent and extension campuses

SEC. 19. *Powers of the Academic Council.* — The Academic Council shall exercise full authority over the University’s academic affairs subject to compliance with minimum standards, policies, and guidelines issued by the CHED, and shall have the following powers and functions:

- a) Develop, design, and determine the University’s academic programs and curricular offerings across all levels and campuses, ensuring academic coherence, innovation, and responsiveness to national and global developments in teacher education and allied disciplines;
- b) Determine and recommend the requirements for admission, retention, graduation, and the conferment of degrees, subject to approval by the Board of Regents;
- c) Exercise disciplinary authority over students and establish policies on student conduct and welfare consistent with due process, ethics, and the mission of the University;

- d) Safeguard academic integrity by formulating and enforcing policies on research ethics, originality, and professional conduct, promoting a culture of honesty, accountability, and scholarly rigor;
- e) Lead in setting and promoting academic benchmarks and standards for teacher education and allied fields, developing research-based innovations and model frameworks in curriculum, pedagogy, and assessment that may guide teacher education institutions nationwide;
- f) Uphold and protect academic freedom in teaching, research, and extension, ensuring that faculty, researchers, and students may pursue truth, knowledge, and innovation free from undue interference, while exercising such freedom with professional responsibility, ethical accountability, and respect for human rights, human dignity, and the national interest; and
- g) Perform such other functions as are necessary to advance academic excellence, institutional coherence, and national impact in teacher education.

SEC. 20. *Administrative Council.* — There shall be an Administrative Council composed of the PNU President as Chairperson, and the Vice Presidents, College Deans, Institute Directors, Campus Executive Directors, Provosts, Directors for Finance and Administration, and other officials of equivalent rank as Members.

The Administrative Council shall be formally constituted by the Board of Regents upon the recommendation of the University President.

SEC. 21. *Duty of the Administrative Council.* — The Administrative Council shall formulate, review, and recommend to the BOR policies on administration, governance, financial management, resource mobilization, and institutional

development, ensuring that administrative systems uphold transparency, accountability, and efficiency.

It shall support the Academic Council by providing the enabling structures and resources necessary for the University to fulfill its mandate as the National University for Teacher Education, advancing excellence, inclusion, and sustainability in all operations.

SEC. 22. *Research and Extension Council.* – There shall be a Research and Extension Council (REC) composed of the President of the PNU as Chairperson, and the Vice Presidents, Executive Directors and Provosts, College Deans, Institute Directors, Directors of University-level Research, Extension, and Gender and Development Offices, and one (1) representative each from the ranks of Assistant Professor, Associate Professor, and Professor across campuses as Members.

The Council shall serve as the policy and coordinating body for all research and extension programs of the University System, ensuring their coherence, quality, and alignment with PNU's mandate as the National University for Teacher Education.

SEC. 23. *Duty of the Research and Extension Council.* – The Research and Extension Council, as duly formed and constituted, shall review and recommend to the BOR proposals and undertakings for projects, activities, and programs, as well as quality assurance systems covering research, extension, and knowledge management of PNU.

The Research and Extension Council shall:

- a) Formulate, review, and oversee the implementation of the University's research and extension agenda, ensuring that it advances innovation, equity, and excellence in teacher education and allied disciplines;

- b) Ensure that research and extension initiatives contribute to policy development, teacher quality enhancement, lifelong learning, teacher welfare and well-being, and the professional advancement of teachers and education leaders at the local, national, and international levels;
- c) Oversee and strengthen the functions and coordination of the University's research-oriented institutes, namely: the Research Institute for Teacher Quality (RITQ), the Institute for Educational Policy Research and Development (IEPRD), the Research Institute for Lifelong Learning (RILL), and the Research Institute for Teacher Welfare and Well-Being (RITWW);
- d) Strengthen partnerships with government agencies, teacher education institutions (TEIs), research networks, and international organizations to promote collaboration, technical assistance, and knowledge exchange;
- e) Institutionalize systems for the dissemination, utilization, translation, and technology transfer of research outputs into educational practice, policy reform, innovation, and community empowerment;
- f) Promote a culture of ethical, inclusive, interdisciplinary, and impactful research and extension, emphasizing integrity, sustainability, well-being, and the responsible use of knowledge; and
- g) Recommend to the Board of Regents strategic directions, funding priorities, and frameworks for research and extension that advance PNU's leadership in teacher education, education sciences, and national development.

SEC. 24. *The Executive Director and Provost of the Constituent Campus.* — The administration of each constituent campus of the PNU System shall be vested in an

Executive Director and Provost (EDP), who shall be appointed by the BOR upon the recommendation of the University President.

The Executive Director and Provost shall serve as the chief academic and administrative officer of the campus and shall report directly to the University President. The EDP shall act as the President's focal representative in campus governance and regional engagements, and may represent the University in official functions, partnerships, and collaborative activities within the region.

The EDP shall ensure the effective delivery of the campus's academic, research, extension, and linkages programs, and shall coordinate closely with University officials to uphold institutional standards, efficiency, and quality assurance across all operations.

The EDP shall lead in the formulation and implementation of campus-specific policies, strategic plans, and innovations for continuous improvement, responsiveness to regional development priorities, and alignment with the University's mandate as the NUTE.

SEC. 25. *National Network of Normal Schools.* — As the National University for Teacher Education, the Philippine Normal University shall serve as the Lead Convenor of the National Network of Normal Schools (3NS). The 3NS shall evolve into a national coordinating hub that links Normal Schools, TEC-designated Centers of Excellence (COEs) and Centers of Development (CODs) in teacher education, and other leading Teacher Education Institutions (TEIs).

The 3NS shall have the following functions:

- a) Act as the central node of a national network of teacher education institutions of excellence, fostering collaboration, complementarity, and

resource sharing among Teacher Education Institutions (TEIs), Normal Schools, and Centers of Excellence (COEs);

- b) Integrate the expertise of TEIs, Normal Schools, COEs, and the University's research-oriented institutes, namely the Research Institute for Teacher Quality (RITQ), the Institute for Educational Policy Research and Development (IEPRD), the Research Institute for Lifelong Learning (RILL), and the Research Institute for Teacher Welfare and Well-Being (RITWW), in developing national models of pedagogy, curriculum, assessment, lifelong learning, and teacher support systems;
- c) Provide technical assistance and capacity-building support to TEIs aspiring for higher levels of accreditation, including mentoring, quality assurance, faculty development, and research collaboration;
- d) Serve as a platform for innovation, research dissemination, and technology transfer in teacher education, including initiatives on digital transformation, inclusive education, values education, disaster resilience education, and the responsible integration of artificial intelligence;
- e) Link regional and local TEIs to the national network to ensure that quality teacher education remains accessible, context-responsive, and supportive of underserved and geographically isolated communities; and
- f) Forge international partnerships for exchange programs, collaborative research, benchmarking, and the advancement of teacher education standards and practices.

ARTICLE VI

FACULTY AND ADMINISTRATIVE STAFF

SEC. 26. *The Faculty.* — The faculty members of the Philippine Normal University, as teachers, scholars, and education leaders, shall be the intellectual stewards and moral anchors of the University's mandate as the National University for Teacher Education. They shall exemplify the highest standards of academic excellence, professional integrity, and public service, advancing education as a pillar of nation-building, democratic participation, and human development.

The faculty shall serve as the nation's champions of teacher education, committed to shaping competent, ethical, and socially responsible educators who will nurture the next generation of Filipino learners and citizens.

In fulfilling this role, the faculty shall:

- a) Uphold the highest ethical and professional standards, embodying the University's triadic ideals of Truth, Excellence, and Service;
- b) Lead in the design and innovation of teaching, learning, and assessment strategies, including emerging pedagogies and modalities that promote inclusivity, sustainability, and digital transformation in education;
- c) Conduct research and scholarly inquiry that advance teacher education, inform education policy, strengthen teacher quality, and contribute to the global discourse on learning and equity;
- d) Extend professional expertise to teacher education institutions (TEIs) and other partners nationwide through mentoring, training, and quality-assurance initiatives, fostering coherence and excellence across the teacher-education system;

- e) Engage in extension and community programs that translate knowledge into social transformation, promote gender equality, cultural understanding, peacebuilding, environmental stewardship, and respect for human rights and human dignity;
- f) Produce creative, scholarly, and technological works that demonstrate leadership in innovation and contribute to national development; and
- g) Pursue lifelong learning and advanced professional growth to sustain the University's global competitiveness and its capacity

SEC. 27. *Autonomy in Faculty Qualifications, Appointment, Ranking, Promotion, Development, Welfare, and Others Related to the Practice of Profession.* — To uphold its academic independence and ensure that the Philippine Normal University (PNU) continuously attracts, develops, and retains the most competent educators, researchers, and scholars in the country, the University, as the National University for Teacher Education (NUTE), shall exercise full authority and responsibility over the selection, appointment, promotion, professional development, remuneration, welfare, and working conditions of its faculty, consistent with applicable national laws on compensation and civil service, unless otherwise expressly authorized by law.

In the exercise of this authority, the University shall:

- a. Determine its own standards and qualifications for faculty appointment and promotion, consistent with the principles of merit, academic freedom, and institutional integrity, while remaining aligned with national laws and civil service principles;

- b. Recruit, develop, and retain a faculty corps recognized for excellence in teaching, research, innovation, and leadership in teacher education and allied fields, both nationally and globally;
- c. Ensure the best possible working conditions, arrangements, and remuneration for its faculty, commensurate with their academic contributions and the University's national and international standing, and consistent with the goal of fostering creativity, productivity, and institutional loyalty;
- d. Engage international faculty, visiting scholars, and experts to promote global collaboration, cross-cultural exchange, and advancement in teacher education, subject to policies approved by the Board of Regents;
- e. Guarantee fairness, inclusivity, and non-discrimination in all faculty-related matters, regardless of sex, nationality, ethnicity, religion, political belief, or cultural background;
- f. Establish and maintain a faculty classification, ranking, and compensation system that reflects its unique mandate as the national university for teacher education, benchmarked against international best practices;
- g. Implement comprehensive faculty development and welfare programs, including scholarships, research and creative grants, sabbatical and study-leave opportunities, housing, health and wellness programs, and other benefits that advance professional and personal well-being;
- h. Create and administer a Faculty Provident Fund to ensure the long-term financial security and welfare of its academic personnel. The Fund shall be sourced from faculty and institutional contributions, grants, donations, and income-generating activities, and shall be governed by policies approved by

the Board of Regents in consultation with the duly recognized faculty associations; and

- i. Formulate internal policies and ethical standards governing professional practice, performance evaluation, and scholarly accountability, ensuring that all faculty uphold the University's leadership role in teacher education, research, and national development.
- j. Faculty Professional Development Mandate. — Every faculty member shall complete at least forty (40) hours of structured pedagogical and technological training annually, funded by the University, to ensure continuous upgrading in emerging areas such as artificial intelligence in education, inclusive pedagogy, trauma-informed teaching, and other evolving instructional approaches.
- k. Safeguard Against Circumvention of Security of Tenure. — Non-regular engagements under this Act shall be limited to specialized, technical, research, international, or expertise-driven functions and shall not be used to replace regular plantilla positions or circumvent security of tenure and other rights guaranteed under existing laws.

The University shall establish a Center for Teaching Excellence responsible for designing and delivering faculty development programs, including workshops, peer observation systems, instructional coaching, and teaching innovation laboratories.

Participation in faculty development programs shall be linked to promotion, performance evaluation, and teaching excellence recognition mechanisms to ensure institutional accountability and sustained pedagogical improvement.

SEC. 28. *The Administrative Staff.* — The administrative staff of the Philippine Normal University, as professionals, managers, and public servants, shall be the institutional stewards and operational backbone of the University's mandate as the National University for Teacher Education. They shall uphold the highest standards of efficiency, integrity, accountability, and service excellence, ensuring that the University's academic, research, extension, and governance functions are effectively supported and sustainably managed.

The administrative staff shall play a critical role in translating the University's vision, policies, and strategic directions into responsive systems, sound management practices, and reliable institutional services that advance nation-building, democratic governance, and public trust in higher education.

In fulfilling this role, the administrative staff shall:

- a) Uphold ethical conduct, professionalism, and accountability in all administrative, financial, and operational functions, consistent with public service values and the University's ideals of Truth, Excellence, and Service;
- b) Ensure the efficient planning, implementation, and monitoring of administrative systems supporting instruction, research, extension, student services, and institutional development;
- c) Provide competent and responsive administrative support to faculty, students, researchers, and partners, enabling the effective delivery of academic and national programs of the University;

- d) Safeguard transparency, fiscal responsibility, and regulatory compliance in financial management, procurement, human resource administration, records management, and institutional reporting;
- e) Support institutional innovation, digital transformation, and quality assurance initiatives through data-driven management, systems improvement, and continuous process enhancement;
- f) Engage in capacity-building, skills upgrading, and professional development to strengthen administrative leadership, technical competence, and service delivery across all campuses; and
- g) Contribute to a culture of collaboration, inclusivity, and service-oriented governance that advances the University's role as the National University for Teacher Education.

SEC. 29. *Autonomy in Administrative Staff Qualifications, Appointment, Ranking, Promotion, Development, Welfare, and Others Related to the Practice of Profession.* — To uphold institutional excellence and ensure the effective, ethical, and professional management of the PNU, as the NUTE, the University shall exercise authority and responsibility over the selection, appointment, promotion, professional development, welfare, and working conditions of its administrative staff, consistent with civil service laws, compensation and position classification statutes, and other applicable national regulations, unless otherwise expressly provided by law.

The University shall establish and maintain Qualification Standards (QS) for its administrative positions, consistent with Civil Service Commission (CSC) guidelines. It may adopt higher or competency-based standards aligned with its national mandate, subject to submission to and confirmation or approval by the CSC.

Appointments, ranking, and compensation of administrative personnel shall be governed by existing laws, including Presidential Decree No. 985, as amended by Republic Act No. 6758, and shall remain subject to the authority of the Department of Budget and Management (DBM).

In the exercise of this authority, the University shall:

- a. Determine its own standards and qualifications for administrative positions, consistent with the principles of merit, competence, and integrity in public service, while remaining aligned with the general policies of the Civil Service Commission (CSC) and other relevant government agencies;
- b. Maintain a corps of highly qualified administrative leaders and professionals who exemplify excellence, efficiency, innovation, and accountability in institutional management and service delivery. The University may engage international consultants and experts to support institutional strengthening and capacity-building, subject to policies approved by the BOR;
- c. Uphold fairness, inclusivity, and non-discrimination in all matters of appointment, promotion, and assignment, regardless of sex, nationality, ethnicity, religion, political belief, or cultural background;
- d. Establish and maintain its own classification, ranking, and compensation system for administrative personnel, consistent with the University's national status and benchmarked against best practices in higher education management, while ensuring general consistency with CSC rules;
- e. Ensure the best possible working conditions, arrangements, and remuneration for its administrative personnel, commensurate with their contributions to institutional performance and to the University's national and international mandate;

- f. Implement comprehensive staff development and welfare programs, including continuing education, technical and leadership training, scholarships, health and wellness programs, housing, and other benefits that enhance professional growth and well-being;
- g. Create and administer an Administrative Provident Fund to ensure the long-term financial security and welfare of its administrative personnel. The Fund shall be sourced from staff and institutional contributions, grants, donations, and income-generating activities, and shall be governed by rules approved by the BOR, in consultation with duly recognized administrative employees' associations; and
- h. Formulate and enforce internal rules, regulations, and ethical standards governing the professional practice, rights, and responsibilities of administrative personnel, consistent with national laws and the University's vision of excellence, service, and accountability.

ARTICLE VII
STUDENT, STUDENT SUPPORT, SCHOLARSHIP, AND
INTERNATIONALIZATION

SEC. 30. *The students.* — All officially admitted undergraduate and graduate students of the Philippine Normal University (PNU), as the National University for Teacher Education (NUTE), shall be recognized as part of a national community of teacher scholars committed to academic excellence, professional competence, and service to the nation.

For purposes of this Act, a “State Scholar” refers to a student who is granted scholarship support funded by the State, covering tuition and other authorized educational expenses, subject to qualifications, standards of merit, and financial need as may be prescribed by the University and relevant government policies.

Students of the University may be granted State Scholar status or other forms of financial assistance based on merit, need, and academic performance, in accordance with rules approved by the Board of Regents and consistent with national policies on public scholarships.

Nothing in this Act shall be construed as automatically conferring State Scholar status upon all admitted students without compliance with prescribed qualifications and requirements.

National Intake. — To ensure equitable access to high-quality teacher education and to strengthen the national supply of teachers, the Philippine Normal University, as the National University for Teacher Education, shall establish a National Intake Mechanism for its undergraduate and graduate programs.

The mechanism shall initially prioritize the admission of National Teacher Education Scholars from different regions and provinces of the country, with the

long-term goal of expanding to cover municipalities and cities as resources permit, based on academic preparedness, aptitude for teaching, commitment to public service, regional representation, and other criteria as may be determined by the University through policies approved by the Board of Regents. Local governments and other relevant agencies may recommend and sponsor high-performing students for admission under this program, subject to policies established by the University. The National Intake Mechanism shall promote equitable access across regions while upholding rigorous academic and professional standards consistent with the University's mandate as the National University for Teacher Education.

In the implementation of the National Intake Mechanism, PNU shall:

- a. Set clear entry qualifications and a strict retention policy to ensure the quality and readiness of scholars;
- b. Require an agreement between the University, the sponsoring local government or agency, and the student upon enrollment, providing that the scholar shall render service in the education system, preferably in the region of the sponsoring local government, consistent with national teacher demand;
- c. Develop and administer rigorous assessments to select students who will be admitted as pre-service teachers under the program;
- d. Provide financial assistance and support programs to National Teacher Education Scholars, including tuition exemption, stipends, and allowances, with the aim of ensuring a high graduation and completion rate across all campuses of the University.

National Teacher Education Scholars shall be subject to a service obligation, requiring them to serve in the Philippine education system for a period to be determined by the Governing Board, consistent with existing laws and policies. The

service obligation shall be designed to address national and regional teacher shortages, particularly in underserved and high-need areas, subject to existing deployment and civil service policies. Scholars may enroll in any campus of the Philippine Normal University System depending on their chosen program of study, specialization, or regional preference. The service obligation under this Section shall be implemented in accordance with existing laws, civil service rules, and deployment policies of the Department of Education. The National Intake Mechanism shall be implemented progressively, subject to the absorptive capacity of the University and the availability of resources, as may be determined by the Board of Regents.

Teacher Education Financial Assistance and Privileges for Students. — To strengthen the National Intake Mechanism, local government units (LGUs), government agencies, and partner institutions may provide financial sponsorships or contributions for National Teacher Education Scholars. Such sponsorships may be sourced from their general funds or other authorized sources, and shall be remitted to the PNU National Teacher Education Endowment Fund or directly to the University in accordance with guidelines issued by the Governing Board. The implementation of service obligations and deployment preferences shall be coordinated with the Department of Education and other relevant agencies, consistent with existing deployment and hiring policies.

Sponsored scholars shall be subject to a tripartite agreement among the University, the sponsoring LGU or agency, and the student. The agreement shall specify the terms of financial assistance and the scholar's service obligation, which shall include preferential deployment in the sponsoring LGU or agency, consistent with national teacher demand and existing laws and policies.

All contributions and sponsorships shall be subject to government accounting, auditing, and transparency standards, and the University shall include a summary of such sponsorships in its annual report to Congress.

Basic Services. — The provisions for basic services that are necessary to protect the well-being and support the holistic development of students as state scholars of the National University for Teacher Education (NUTE) shall be provided for. The following student affairs and services shall be implemented:

(a) Student Welfare. – The University shall ensure the delivery of basic programs and services for students, including:

- i. Information and orientation services
- ii. Guidance, counseling, and psychological services (including mental health programs anchored on the University’s mental health and wellness framework)
- iii. Career services and job placement assistance
- iv. Economic enterprise development
- v. Student handbook development and dissemination

These services shall be continuously developed to ensure the holistic well-being of students, addressing their academic, personal, emotional, social, and mental health needs. The University shall establish and maintain a system-wide mental health and wellness framework supported by qualified guidance counselors, psychologists, social workers, and other appropriate mental health professionals across campuses, subject to staffing standards and available resources.

(b) Institutional Programs and Services. – The University shall provide support to basic health, food, shelter, and safety concerns of students, including but not limited to:

- i. Scholarships, Financial Aid, and Incentives – covering living allowance, uniform, research and book allowance, educational tools, and other forms of student support, with provisions for rewards and incentives for academic and leadership achievements.
- ii. Special Populations Support – dedicated programs and assistance for scholars, working students, student-parents, persons with disabilities (PWDs), athletes, artists/performers, indigenous peoples, and foreign students.
- iii. Frontline Services – including cultural and sports development, library and information services, medical and dental services, housing and dormitories, multi-faith and spiritual services, student loans, laundry facilities, and other services necessary to sustain student welfare.

(c) Student Development Services. – The University recognizes the importance of student development and the critical role of providing opportunities for leadership, discipline, and community participation. PNU shall therefore provide opportunities for:

- i. Student formation and discipline
- ii. Student organizations and activities
- iii. Leadership training and development
- iv. Student publications and media
- v. Student council/student government initiatives
- vi. Student mobility and exchange programs (local and international), consistent with institutional and national frameworks.

c1. Student Councils. – The University shall establish the following student councils:

- i. A student council for each campus;
- ii. A graduate student council for each campus, subject to feasibility and minimum membership requirements;

- iii. A National Union of Student Councils/Student Government (or Student Federation) constituted from officers of the campus student councils.

The National Union of Student Councils shall be composed of duly elected representatives from constituent campuses and their extension campuses. The student councils shall serve as the primary representative bodies of the students, advancing their interests, welfare, and aspirations. Each council shall have the authority to adopt internal rules of procedure consistent with this Act.

c2. Student Publications. – Subject to due and comprehensive consultation with students, there shall be a student publication established in every constituent campus, funded by student fees. Freedom of expression and autonomy in all editorial and fiscal matters shall be guaranteed, particularly in the selection of editors and staff. The political stand of the publication on local and national issues shall be respected and upheld.

International Students. — Subject to the rule of reciprocity, international students shall be afforded the same rights and privileges as Filipino students. Separate admission and retention policies shall be crafted for international students, alongside academic and mobility agreements with partner institutions. The limitation on international student intake is intended to preserve the University's primary mandate of serving national teacher education needs while supporting internationalization.

The intake of international students shall not exceed ten percent (10%) of the total PNU student population per school year. Graduate students holding non-Philippine passports must provide proof that the higher education institutions they previously attended are recognized through international academic rankings, in line with requirements for inbound and outbound student mobility. The ten percent

(10%) limitation shall apply only to degree-seeking international students enrolled in regular undergraduate and graduate programs, and shall not apply to students enrolled under the College for Flexible Learning and Multiple Pathways (CFLMP), short-term exchange programs, non-degree certifications, or other international academic mobility arrangements.

Research and Field Practice Support. — The University, in partnership with the Department of Education Schools Division Offices and other agencies, shall facilitate efficient access to research venues and teaching practice opportunities for undergraduate and graduate students, subject to approval by the University Research Ethics Board.

Licensure Equivalency. — PNU, as NUTE, may develop and pilot alternative licensure pathways, including performance-based assessments, supervised residency programs, and other competency-based evaluation mechanisms designed to strengthen teacher preparation and professional readiness. Such alternative pathways shall be developed and implemented in coordination and consultation with the Professional Regulation Commission (PRC) and other relevant agencies and shall remain subject to PRC oversight and approval in accordance with applicable regulatory policies governing professional licensure.

ARTICLE VIII

LAND, ASSETS, INFRASTRUCTURE, AND TECHNOLOGY

SEC. 31. *Land Grants and Other Real Properties of the PNU.* — All parcels of land reserved, granted, or otherwise ceded by law, decree, presidential issuance, or government action for the use of the Philippine Normal School established under Act No. 74 of 1901, its successor the Philippine Normal College created under Republic Act No. 416 of 1946, and now the Philippine Normal University constituted under Republic Act No. 7168 of 1991, including the main site in the City of Manila and all its duly established branches, together with all existing buildings and permanent structures therein such as the Normal Hall and other heritage edifices declared under Republic Act No. 10066 of 2009 (National Cultural Heritage Act), are hereby declared to be the property of the Philippine Normal University System. These landholdings shall be titled under the name of the Philippine Normal University.

Provided that the University ceases to exist, be abolished, or should such parcels of land no longer be needed for the purposes of teacher education, the same shall revert to the provinces, municipalities, or cities where they are located.

The State shall support the Philippine Normal University System as the National University for Teacher Education through lump sum appropriations, other financial benefits, and in kind, through land grants, donations, and the use of other real properties. Income derived from the development, lease, or other productive uses of all such land grants and real properties shall accrue exclusively to the University to advance its mandates as the National University for Teacher Education, as may be determined by its Board of Regents.

The absolute and perpetual ownership of the Philippine Normal University over these landholdings, including those covered by original and transfer certificates

of title issued in its name and their future derivatives, is hereby confirmed. Where the issuance of certificates of title for specific parcels is still pending, the appropriate government office shall, within six (6) months from the effectivity of this Act, complete the issuance thereof in favor of the Philippine Normal University: Provided, That all registration requirements necessary for the issuance of the said titles have been duly submitted and complied with.

SEC. 32. *Preservation and Protection of University Assets.* — Pursuant to Section 28 on Land Grants and Real Properties of the Philippine Normal University, the Philippine Normal University, as the National University for Teacher Education, shall prioritize the preservation and protection of the value of its assets.

The disposition, utilization, and management of the University's assets shall remain subject to applicable government regulatory requirements, including those of the Commission on Audit and other oversight agencies.

Nothing in this Section shall prevent the University from entering into cooperative agreements or partnerships with cultural, educational, or heritage institutions, including the National Museum of the Philippines, for the conservation, adaptive re-use, and development of its heritage buildings and other real properties, provided that such arrangements shall not diminish or transfer ownership of said properties and that the University shall remain their perpetual owner and custodian.

The University shall develop and implement internal controls, measures, and systems, consistent with existing laws and regulatory requirements, to ensure the protection of its physical properties, documented information, and digital assets.

SEC. 33. *Technology-based Infrastructure and Assets.* — As the National University for Teacher Education, PNU shall ensure delivery of the programs

- a) Establish infrastructures, facilities, laboratories, research offices, learning commons, and classrooms equipped with advanced technology-based solutions to facilitate the fulfillment of its mandates;
- b) Create initiatives for innovations and system-based solutions to digitalize the processes and services that will support operations and functions efficiently and effectively;
- c) Establish comprehensive digital security that has well-defined security policies, procedures, and ongoing maintenance and updates to ensure the university's digital assets and data remain secure against evolving cyber threats;
- d) Develop and implement teacher education programs that integrate digital pedagogy, AI tools, and technology-driven teaching strategies.
- e) Acquire technology-based resources and other forms of digital assets to drive university goals and directions; and
- f) Manage communication and collaboration among stakeholders effectively by utilizing information and communication technology provisions.

SEC. 34. *Safeguard on Assets Disposition.* — Consistent with Section 32 of this Act, the Philippine Normal University, as the National University for Teacher Education, shall prioritize the preservation and protection of the value of its assets.

PNU shall develop internal controls, measures, and systems based on applicable laws and regulatory requirements that will protect the physical, documented information and digital assets of the university.

ARTICLE IX
FINANCIAL MANAGEMENT, TAX EXEMPTIONS, AND
SUSTAINABILITY

SEC. 35. *Financial Management and Sustainability.* — There shall be an independent trust committee to be composed of the President of the University, as Chairperson and with representatives from the Bankers Association of the Philippines (BAP), Investment Houses Association of the Philippines (IHAP), Trust Officers Association of the Philippines (TOAP), Financial Executive Institute of the Philippines (FINEX) as representatives, and who shall be entitled to a reasonable per diem, as the Board may specify.

The independent trust committee shall recommend to the board five (5) universal banks selected on a provident basis. Trust departments shall manage the corporate and other funds through trust agreements of the Philippine Normal University on a non-directed basis: *Provided*, that any such agreement shall be for a period of not more than two (2) years.

The independent trust committee shall provide the Board with direction on the appropriate investments with the view of preserving the value of funds while allowing the PNU to earn a reasonable return thereon.

To support NUTE's expanded functions, PNU shall adopt a workload differentiation scheme, institutionalize research incentives, and decentralize governance by expanding campus and stakeholder participation. Investments in infrastructure and digital platforms shall be prioritized in the IRR.

SEC. 36. *Tax Exemptions.* — The provisions of any general or special law to the contrary notwithstanding:

- a) All revenues and assets of the Philippine Normal University for educational purposes or in support thereof shall be exempt from all taxes and duties;
- b) Gifts and donations of real and personal properties of all kinds shall be exempt from the donor's tax and the same shall be considered as allowable deductions from the gross income of the donor, in accordance with the provisions of the National Internal Revenue Code of 1997, as amended: *Provided*, That the allowable deductions shall be equivalent to 150 percent of the value of such donation. Valuation of assistance other than money shall be based on the acquisition cost of the property. Such valuation shall take into consideration the depreciated value of property in case said property has been used;
- c) Importation of economic, technical, vocational, scientific, philosophical, historical and cultural books, supplies and materials duly certified by the Board, including scientific and educational computers and equipment, shall be exempt from customs duties;
- d) The University shall only pay 0% value-added tax for all transactions subject to this tax; and
- e) All institutional awards or incentives shall be exempt from all taxes.

SEC. 37. *Appropriations.* — In addition to the regular appropriations for the Philippine Normal University as a state university under the General Appropriations Act, there shall be a distinct and separate line-item appropriation for its mandates as the National University for Teacher Education.

The amount necessary to carry out the provisions of this Act as NUTE shall be specifically appropriated to improve and expand capital infrastructure, including the construction of new buildings and acquisition of land; establish and operate national and regional research and development centers on teacher education; create

additional plantilla positions required to implement its expanded mandates; operationalize comprehensive student support systems; and provide full scholarships with appropriate financial, academic, and welfare support to all qualified undergraduate and graduate students of the University as the State's scholars for teacher education, ensuring that no student shall be hindered by economic or social barriers in completing their programs.

For the initial year of the implementation of this Act, the sum of One billion pesos (₱1,000,000,000.00) shall be appropriated as a lump sum for the NUTE functions of PNU, in addition to its regular appropriations. Thereafter, an annual appropriation shall be included in the General Appropriations Act under a separate line item for NUTE, at no less than One Hundred Million pesos (₱100,000,000.00), subject to automatic adjustments consistent with the annual government-approved increases in higher education appropriations. Such appropriations shall support the system-wide functions of the Philippine Normal University across its constituent campuses and regional and thematic hubs, including infrastructure modernization, laboratory schools, research and innovation systems, digital and flexible learning infrastructure, faculty and research development, student support mechanisms, and inter-campus coordination necessary to fulfill its mandate as the National University for Teacher Education.

SEC. 38. *PNU–NUTE Endowment Fund.* — There is hereby established a Philippine Normal University – National University for Teacher Education Endowment Fund, hereinafter referred to as the PNU - NUTE Endowment Fund, to strengthen the financial base of the University. For the purpose of constituting the Fund, the amount of One billion pesos

(₱1,000,000,000.00) hereby appropriated and shall be released to the University upon the effectiveness of this Act.

The Fund shall thereafter be augmented by proceeds from the development, lease, or use of real properties and land grants of the University, consistent with existing laws; gifts, donations, grants, and benefactions; and income derived from other authorized sources.

The principal of the Endowment Fund shall not be diminished and shall be invested by the Board of Regents through a trust mechanism. Only the income, interest, or profits thereof shall be used, unless otherwise authorized by the Board for extraordinary purposes.

The income from the Endowment Fund shall be used exclusively to support the academic, research, scholarship, faculty development, cultural, heritage, and institutional development functions of the University as the National University for Teacher Education, including the strengthening of its constituent campuses and regional and thematic hubs, and the provision of full scholarships and comprehensive support for undergraduate and graduate students as the State's scholars.

SEC. 39. *Authority to Retain and Utilize Income.* — In addition to its regular appropriations under the General Appropriations Act, the Philippine Normal University, through its College for Flexible Learning and Multiple Pathways and other income-generating units, is hereby authorized to retain and utilize all fees, charges, and income derived from tuition, international student admissions, training programs, certification services, research partnerships, technology transfer, and other entrepreneurial activities consistent with its mandate as the National University for Teacher Education.

Such income shall be deposited in an authorized government depository bank and shall constitute a Special Trust Fund, to be administered by the University under the accountability of the Board of Regents. The Special Trust Fund shall be used

exclusively to support the academic, research, faculty development, technological infrastructure, and student support programs of the University, with priority given to the sustainability of the College for Flexible Learning and Multiple Pathways.

The University is further authorized to use this Special Trust Fund to support work arrangements and competitive compensation schemes for contractual, adjunct, and visiting faculty, including international hires, subject to guidelines approved by the Board of Regents and existing auditing and accounting rules and regulations.

A portion of the revenues of the College for Flexible Learning and Multiple Pathways, as determined by the Board of Regents, shall be earmarked for the University's Internationalization Program, which shall include but not be limited to:

- a. Scholarships and financial assistance for qualified international students enrolled in the University;
- b. Support for PNU faculty participation in international training, exchanges, and graduate or postgraduate studies abroad;
- c. Joint research projects and academic collaborations with international partner institutions; and
- d. Other programs that enhance the global visibility, competitiveness, and engagement of the University.

The University shall submit an annual report to Congress, the Commission on Higher Education, and the Commission on Audit on the collection, allocation, and utilization of said income to ensure transparency and accountability.

ARTICLE X

IMPLEMENTING, TRANSITORY, AND FINAL PROVISIONS

SEC. 40. *Implementing Rules and Regulations.* — Within ninety (90) days after the effectiveness of this Act, the Board, in consultation with the Commission on Higher Education (CHED), Department of Budget and Management (DBM) and other relevant oversight agencies, shall formulate the rules and regulations to fully implement the provisions of this Act. The implementing rules and regulations shall include the following:

- a) Provision for the Philippine Normal University (PNU) modernization program, including its corresponding program budget to CHED and DBM;
- b) Provision for additional plantilla positions, including teaching faculty, research faculty, technical, support-to-technical, and key administrative positions, for the existing constituent campuses — PNU Manila, PNU South Luzon, PNU North Luzon, PNU Visayas, and PNU Mindanao — together with their respective extension campuses, and the creation of dedicated research faculty items necessary for the effective operation of the University's research institutes and research hubs, with corresponding augmentation of personnel services allocation from DBM, in order to enhance the efficiency and effectiveness of the administration, research, and management of the University, towards the attainment of its mandate as the national teacher education university;
- c) Provision that the funding requirements for the establishment, operation, and sustainability of the research institutes, research hubs, and related research coordination mechanisms created under this Act shall be explicitly reflected in the annual budget of the Philippine Normal University, subject to existing budgeting, accounting, and auditing rules and regulations; and

- d) The implementing rules and regulations shall outline the engagement of stakeholders such as CHED, the Department of Education (DepEd), the Professional Regulation Commission (PRC), the Technical Education and Skills Development Authority (TESDA), and DBM, as well as regional councils, through Technical Working Groups, with PNU advocating for shared governance, grounded legal frameworks, and legislative alignment with existing education laws.
- e) The establishment of a clear, transparent, and consultative mechanism for the selection of private sector representatives to the Board of Regents, with participation from relevant stakeholders, including students and sectoral representatives.

SEC. 41. *Transitory Provision.* — The incumbent President shall serve as the first President under this Act during the transition period with a term of four years, which is the same term proposed for the PNU President.

SEC. 42. *Separability Clause.* — Should any provision herein be declared unconstitutional, the same shall not affect the validity of the other provisions of this Act.

SEC. 43. *Repealing Clause.* — All laws, including RA 7168 and RA 9647, decrees, orders, resolutions, and rules and regulations or parts thereof which are inconsistent with this Act are hereby deemed repealed or modified accordingly.

SEC. 44. *Effectivity.* This Act shall take effect fifteen (15) days after its publication in the Gazette or in a newspaper of general circulation.

SEC. 45. *Independent External Evaluation.* — The Philippine Normal University, as the National University for Teacher Education (NUTE), shall undergo an independent external evaluation at least once every five (5) years.

The evaluation shall assess the University's performance in fulfilling its national mandate, including teacher education quality, research impact, policy influence, collaboration effectiveness, and contribution to national learning outcomes.

The evaluation shall be conducted by an independent panel composed of recognized experts in teacher education, educational policy, and institutional governance, which may include international experts to ensure global benchmarking.

The results of the evaluation shall be submitted to Congress, the Commission on Higher Education (CHED), and the Teacher Education Council (TEC), and shall be made publicly accessible.

The University shall utilize the findings to inform institutional reforms, strategic planning, and continuous improvement of teacher education programs.

Approved,