

**TWENTIETH CONGRESS OF THE
REPUBLIC OF THE PHILIPPINES
First Regular Session**

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25 JUL 15 P1:45

SENATE

S.B. No. 630

RECEIVED BY: 

Introduced by SENATOR WIN GATCHALIAN

**AN ACT
INCREASING THE MINIMUM SALARY GRADE LEVEL OF SPECIAL NEEDS
EDUCATION TEACHERS FROM SALARY GRADE 14 TO 22 AND
APPROPRIATING FUNDS THEREFOR**

EXPLANATORY NOTE

The 1987 Constitution provides that the State shall ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.¹ Teachers act as agents of constructive, intellectual, social, cultural, political, and moral change in education institutions and in the community.

Republic Act (RA) No. 11650 or the "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act",² establishes the policy of promoting inclusion across all public and private early and basic education schools. The State shall ensure that learners with disability are not deprived of the right of access to an inclusive, equitable, and quality education³ and it shall train and equip all teaching and non-teaching

¹ 1987 Philippine Constitution, Article XIV, Section 5 (5).

² Enacted on March 11, 2022.

³ Republic Act No. 11650, Sec. 2.

personnel of the school as partners in the care, development, education, and advancement of learners with disabilities.⁴ Further, it defines a Special Needs Education (SNEd) teacher as an individual who teaches academic and life skills to basic education learners who have a range of disabilities and learning difficulties using various strategies targeting the learners' holistic development.⁵

A recent study of the United Nations Children's Fund (UNICEF, 2022) estimates that there are about 1.6 million Filipino children with disabilities.⁷ In addition, an oversight review of RA No. 11650 conducted during the 19th Congress⁸ revealed a significant shortage of SNEd teachers in public schools. As of School Year (SY) 2023–2024, there were only 5,147 SNEd teachers employed by the Department of Education (DepEd), falling short by 7,651 teachers to adequately serve the 295,666 learners with disabilities enrolled in public schools.⁹ By SY 2024–2025, enrollment of learners with disabilities in public schools rose by 40%, reaching 412,996. Although the number of SNEd teachers slightly increased to 5,741, the teacher shortage widened substantially to 12,136, underscoring the urgent need for additional personnel to ensure equitable access to quality education for learners with disabilities.

SNEd teachers play a crucial role in achieving inclusive education. However, despite their contribution, workload, and role in society, public school SNEd teachers are among the most underpaid workers in the country. Based on DepEd Order No. 19, s. 2025, a Special Needs Education Teacher I shall have a salary grade 14 or a monthly compensation of Php 37,024.

⁴ *Id.* at Sec. 3 (k).

⁵ *Id.* at Sec. 4 (s).

⁷ <https://cpbrd.congress.gov.ph/wp-content/uploads/2023/09/FF2023-17-Special-Education-Profile-in-the-Phil-1.pdf>

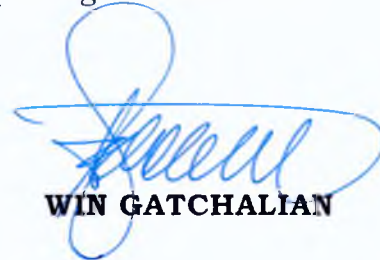
⁸ Public Hearing conducted by the Senate Committee on Basic Education on December 3, 2024.

⁹ https://web.senate.gov.ph/press_release/2024/1208_gatchalian1.asp

The low salary of SNEd Teachers employed in the DepEd has caused dissuasion from improving their skills and pursuing further education and training. This situation also makes the profession unattractive to young people, particularly to top graduates from the country's most prestigious colleges and universities.

In this regard, this bill seeks to elevate the salary grade level of public school SNEd teachers from Grade 14 to Grade 22. By providing a more competitive compensation, the measure aims to attract more aspiring educators to the field of special needs education, while also motivating current SNEd teachers to enhance their skills and pursue excellence in their profession. Ultimately, this initiative supports the State's policy of recognizing learners with disabilities as vital contributors to national development, ensuring their inclusion in broader education and development strategies.

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



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

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

8
9 Sec. 2. *Priority in Budget Allocation; Five-Year Specific Program Budget.*
10 – The salary increase of SNEd teachers shall take priority over other non-
11 educational and non-agricultural budgetary allocations: *Provided,* That the
12 Department of Education (DepEd) shall come up with a specific programmed
13 budget needed to cover the expenses for the upgrading in salary levels for all
14 the corresponding SNEd teacher plantilla positions for a period of at least five
15 (5) years to allow the Department of Budget and Management (DBM) to make

1 the necessary budgetary adjustments to facilitate the smooth implementation
2 of this Act.

3
4 Sec. 3. *Appropriations.* – The amount necessary for the implementation
5 of this Act shall be charged against those authorized in the current
6 appropriations of the DepEd. Thereafter, the amount necessary for its
7 continued implementation shall be included in the General Appropriations
8 Act for the year following the approval of this Act.

9
10 Sec. 4. *Implementing Rules and Regulations (IRR).* – Within ninety (90)
11 days from the effectivity of this Act, the DepEd and the DBM shall issue the
12 rules and regulations implementing its provisions. The IRR issued pursuant
13 to this section shall take effect thirty (30) days after its publication in a
14 newspaper of general circulation.

15
16 Sec. 5. *Separability Clause.* – If any part or provision of this Act is
17 declared invalid or unconstitutional, the other provisions not otherwise
18 affected shall remain in full force and effect.

19
20 Sec. 6. *Repealing Clause.* – All other laws, executive orders, presidential
21 decrees, administrative orders, rules and regulations, issuances or parts
22 thereof contrary to or inconsistent with the provisions of this Act are hereby
23 repealed or amended accordingly.

24
25 Sec. 7. *Effectivity.* – Notwithstanding the non-issuance of the IRR, this
26 Act shall take effect fifteen (15) days after its publication in the Official Gazette
27 or in a newspaper of general circulation.

Approved,