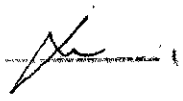


FOURTEENTH CONGRESS OF THE REPUBLIC)
OF THE PHILIPPINES)
Second Regular Session)

8 AUG -4 P5:16

SENATE

S. B. NO. 2511

RECEIVED BY: 

Introduced by Senate President Manny Villar

EXPLANATORY NOTE

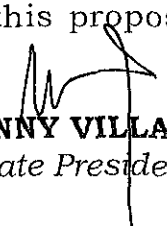
Recent surveys show that there is a decline in the academic performance of Filipino schoolchildren particularly in science and mathematics. The relevant reasons identified are: the teachers in the elementary levels are generalists and in high school, the trend is that more of the teachers who teach Physics, Chemistry, Biology and General Science are not qualified to teach the subject. Thus, teachers, the key to students' learning, lack the content knowledge needed to teach these subjects effectively.

Statistics show that 90% of physics teachers are not physics majors and 80% of chemistry teachers are not chemistry majors. Only 1.5% are mathematics and science majors among the prospective teachers enrolled in Bachelor of Science in Education (BSE). All these have resulted to the dismal performance of Filipino students against their international counterparts.

Efforts to solve the problem were exerted by concerned agencies. Administrative Order No. 378 issued by President Fidel Ramos in 1998 implemented Project RISE or Rescue Initiative in Science Education, a 5-year strategy program of the Department of Science and Technology (DOST) covering 180 hours of training for science and mathematics teachers at the public and private elementary, secondary and technical/vocational schools nationwide. The free formal training provided teachers with content knowledge and updated teaching strategies which they did not have as pre-service education students. However, due to budgetary and time constraints, the program failed to improve science and mathematics education considering the recent performance evaluation.

In line with the constitutional provision of providing quality education and realizing the importance of science and mathematics in attaining industrialization and economic development, this proposed measure seeks to implement Program Rescue Initiative in Science and Mathematics Education for Teachers or RISMETS. This bill in effect, will revive project RISE. Under the proposed program, all teachers of science and mathematics are required to attend the comprehensive training. To ensure effective implementation of the Program, a National Steering Committee, a policy making body, shall be created. Program RISMETS will likewise serve as a career advancement for the concerned teachers.

In view of the foregoing, early passage of this proposed measure is earnestly requested.



MANNY VILLAR
Senate President

FOURTEENTH CONGRESS OF THE REPUBLIC)
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AN ACT

TO IMPROVE SCIENCE AND MATHEMATICS EDUCATION BY INSTITUTIONALIZING RESCUE INITIATIVES IN SCIENCE AND MATHEMATICS EDUCATION FOR TEACHERS (RISMETS) PROGRAM, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES

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

SECTION 1. Short Title. - This Act shall be known as the “Rescue Initiatives in Science and Mathematics Education for Teachers (RISMETS) Program Act of 2008.”

SEC. 2. Declaration of Policy. - It is hereby declared the policy of the State to prioritize science and mathematics education and training, and promote quality education at all levels in the country. Towards this end, an enhanced training program in science and mathematics among our elementary, secondary, and post secondary technical/vocational teachers through the Rescue Initiatives in Science and Mathematics Education for Teachers (RISMETS) program is hereby institutionalized to help the country attain globalization and economic development.

SEC. 3. The Program: Rescue Initiatives for Science and Mathematics Education for Teachers or RISMETS. - The program “Rescue Initiatives for Science and Mathematics Education for Teachers” (RISMETS) in public and private elementary, secondary and post secondary technical/vocational schools nationwide is hereby institutionalized. It shall provide teachers, either majors or non-majors of science and mathematics who are already in the mainstream of the public and private school system with the

content knowledge needed to become effective mathematics and science teachers.

SEC. 4 . Eligibility to the Program. - The following teachers shall be eligible to the RISMETs:

- (a) Teachers of science and mathematics; and
- (b) Teachers who major in science and mathematics although assigned to teach other subjects.

SEC. 5. Regional Training Centers. - Training centers for RISMETs shall be established within every region to ensure the effective implementation of the program.

SEC. 6. Mobile Information Technology Classrooms. - In order to revolutionize the strategies and methods of teaching science and mathematics through state-of-the-art technology, mobile information technology classrooms shall be brought to selected remote areas in the country. The classrooms shall provide interactive and user friendly courseware using vehicles equipped with computers and audiovisual facilities with trained facilitators.

SEC. 7. Scholarship Grants for Master of Science or Mathematics.- Scholarship grants for master of science or mathematics shall be provided to qualified teachers. The Committee established under Section 7 shall formulate the guidelines for availing the grant. Provided, that, after availing the scholarship grant, the teacher shall serve as a trainor or facilitator under this Act.

SEC. 8. National Steering Committee. - There is hereby created the National Steering Committee for an Enhanced Science and Mathematics Education Teachers Training Program, hereinafter referred to as the Committee, which shall act as the policy making body for the effective and continuing implementation of RISMETs.

SEC. 9. Composition. - The Committee shall be composed of the Secretary of Science and Technology (DOST), as Chairman and Secretary of Education, (DepEd) as Co- Chairman, and the following, as members:

- a. Chairman, Commission on Higher Education (CHED);
- b. Director General, Technical Education and Skills Development Authority (TESDA);
- c. Representative, Presidential Management Staff (PMS);
- d. Director, Science Education Institute (SEI); and
- e. Representative, Department of Budget and Management (DBM).

SEC. 10. Functions of the Committee. - The Committee shall have the following functions:

1. Formulate guidelines for the training program for science and mathematics teachers at the elementary, secondary and post-secondary, technical/vocational of public and private schools nationwide;
2. Oversee the effective and synchronized implementation of the program by concerned agencies;
3. Formulate strategies for strengthening capabilities of training institutions such as but not limited to Regional Science Training Centers (RSTC) of DOST, Centers of Excellence(COE), and Centers of Development (COD) of CHED for the conduct of training programs;
4. Devise and implement resource development scheme to ensure continued allocation of program funds;
5. Assess overall progress of the teacher training program and review monitoring and evaluation results;
6. Create sub-committees at the national and regional levels and appoint their respective chairpersons and members;
7. Submit annual report to Congress; and

8. Perform such other tasks for the effective implementation of this Act.

SEC. 11. Staff Support. - The Science Education Institute (SEI) shall provide the technical, secretariat and administrative support to the Committee.

SEC. 12. Funding. - For the initial implementation of this Act, there is hereby authorized to be created a Fund to be derived from the budget of the Department of Science and Technology (DOST), Department of Education (DepED), Commission on Higher Education (CHED) and Technical Education and Skills Development Authority (TESDA) not otherwise appropriated. Thereafter, said funds shall be included in the annual budget of the aforementioned agencies.

SEC. 13. Hiring of Experts/Specialists. - The Committee is hereby authorized to set aside a portion of its fund for the hiring of qualified consultants, experts and resource persons in the field of science and mathematics to effectively implement the program.

SEC. 14. Implementing Rules and Regulations. - The DOST in coordination with the DepEd, CHED and TESDA shall promulgate the rules and regulations to effectively implement the provisions of this Act.

SEC. 15. Separability Clause. - If any provision of this Act, or any part thereof be declared invalid or unconstitutional, the remaining provisions not affected thereby shall continue in full force and effect.

SEC. 16. Repealing Clause. - All laws, presidential decrees, proclamations, Executive orders, rules and regulations or parts thereof, inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

SEC. 17. Effectivity. - This Act shall take effect after fifteen (15) days following its complete publication in the Official Gazette or in at least two (2) newspapers of general circulation.

Approved,