

Republic of the Philippines  
**HOUSE OF REPRESENTATIVES**  
Quezon City

**TWENTIETH CONGRESS**  
First Regular Session

**HOUSE BILL NO. 6033**



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Introduced by: Kababaihan Kabalikatan para sa Kapakanan at Kaunlaran ng Bayan (4K) Party-list  
Representative Iris Marie D. Montes

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**AN ACT**  
**INSTITUTIONALIZING THE "TEACHER IN EVERY BARRIO" PROGRAM,**  
**ESTABLISHING A SCHOLARSHIP AND INCENTIVES PROGRAMS, AND**  
**APPROPRIATING FUNDS THEREFOR**

**EXPLANATORY NOTE**

The Second Congressional Commission on Education (EDCOM II) has identified persistent teacher shortages, particularly in geographically isolated, disadvantaged, and conflict-affected areas (GIDCAAs), as a critical barrier to improving learning outcomes in the Philippines. Its 2024 report highlights how the insufficient number of qualified teachers, combined with uneven distribution, inadequate incentives, and limited professional development opportunities, has led to overcrowded classrooms, low student retention, and inequitable access to quality education. EDCOM II underscores the need for targeted, community-based interventions that not only deploy teachers where they are most needed but also provide long-term institutional support to sustain their commitment and effectiveness.

The Teacher in Every Barrio (TIB) Program seeks to address this pressing challenge through a comprehensive, community-based approach that focuses on:


1. Investing in local talent - Offering targeted scholarships for aspiring teachers from GIDAs and ICCs/IPs, with two key tracks:
  2. Pre-Service Teacher Education Scholarship - covers education costs for aspiring teachers from underserved communities, with a return-to-service requirement in priority areas; and
  3. Graduate Education Scholarship - supports in-service TIB teachers in pursuing further studies while continuing their teaching service.
4. Supporting teachers on the ground - Providing fair compensation, housing assistance, hazard pay, access to teaching materials, and professional development opportunities for those assigned to GIDAs and IP communities.
5. Recognizing alternative teaching pathways - Allowing the engagement of non-licensed education graduates on a provisional basis and the participation of respected community elders as Indigenous Knowledge Educators, in accordance with the Indigenous Peoples' Rights Act.

The bill envisions the active participation of Local Government Units (LGUs), Teacher Education Institutions (TEIs), and the Teacher Education Council (TEC) in implementing, monitoring, and sustaining the TIB Program. It also ensures that the program is integrated into national and local education planning and budgeting processes.

By rooting teacher development in local communities, the program aims to improve access to education, reduce dropout rates, and promote inclusive and culturally responsive learning. It ensures that deployed teachers are not only present, but supported, trained, and committed to staying.

The Teacher in Every Barrio Program is a long-overdue investment in access to education. It is submitted in recognition of the many different contexts that educators and students face across the country, and aims to provide additional solutions to ensure that no Filipino student is left behind. This measure serves as a counterpart to Senate Bill No. 1317 authored by Senator Bam Aquino.

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

  
**IRIS MARIE D. MONTES**  
Kababaihan Kabalikatan para sa Kapakanan  
at Kaunlaran ng Bayan (4K) Party-list

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

**CHAPTER I**  
**GENERAL PROVISIONS**

**SECTION 1. Title.** - This Act shall be known as the "Teacher in Every Barrio Act".

**SEC. 2. Declaration of Policy.** — It is the policy of the State to protect and promote the right of every Filipino to quality education at all levels and to take appropriate steps to make such education accessible to all. Recognizing the importance of having competent, community-rooted teachers in improving learning outcomes and fostering inclusive development, the State shall pursue the equitable distribution of qualified teachers in Geographically Isolated and Disadvantaged Areas (GIDAs) and in indigenous cultural communities as well as ensuring that the needs of learners with special needs and disabilities are properly met.

**SEC. 3. Establishment of the Teacher in Every Barrio Program** — The Teacher in Every Barrio (TIB) Program is hereby established and shall pursue the following objectives:

- a. Ensure the presence of qualified and committed teachers in GIDAs and Indigenous Cultural Communities/Indigenous Peoples (ICCs/IPs) areas;
- b. Establish a scholarship and incentives program for aspiring teachers from GIDAs and ICCs/IPs areas, linked with a return-to-service obligation;
- c. Allow voluntary deployment of qualified licensed teachers to GIDAs and ICCs/IPs areas, with preference for those residing or willing to reside in the community; and
- d. Provide incentives, professional support and other benefits for teachers assigned to GIDAs and ICCs/IPs areas.

e. Ensure the presence of teachers with expertise in special needs education and indigenous pedagogy in areas with high concentrations of ICCs/IPs or children with special needs, respectively;

f. Encourage the recognition and integration of non-licensed but qualified individuals, such as graduates of teacher education programs, through provisional pathways subject to appropriate safeguards; and.

g. Enable the engagement of respected community elders as Indigenous Knowledge Educators for the teaching of Indigenous Knowledge Systems and Practices, in accordance with the Indigenous Peoples' Rights Act and local cultural protocols.

## CHAPTER II PROGRAM COMPONENTS, INCENTIVES AND RETURN OF SERVICE

**SEC. 4. *Key Components of the TIB Program.*** - The TIB Program shall be designed and structured to provide holistic support for the grantees, whether it be physical, psychosocial, or academic, to help them towards their deployment and career as future teachers under the Program. This includes the following:

- (1) a scholarship package, and
- (2) the provision of compensation and incentives, based on their actual needs during deployment.

**SEC. 5. *Scholarship Programs.*** - TIB Program grantees shall be eligible for the following scholarship programs, as applicable:

a. **Pre-Service Scholarship** — The Pre-Service Teacher Education Scholarship shall support qualified residents of GIDAs and ICCs/IPs areas in pursuing a bachelor's degree in teacher education, with a mandatory return-to-service upon licensure. In addition to the benefits provided under Republic Act No. 10931 or the Universal Access to Quality Tertiary Education Act, the scholarship shall include:

1) Monthly living allowance to cover board, lodging, transportation, and other incidental expenses;

2) Book, technology, and school supplies allowance to ensure scholars have the necessary tools for academic success;

3) Practicum and field study support, including travel and accommodation for deployment in GIDAs and ICC/IP communities; and

4) Guaranteed placement in the Teacher Incentives and Benefits (TIB) Program upon licensure, subject to the return-to-service provision. Provided, that to qualify for this scholarship, the applicant must:

1) be a Filipino citizen;

2) have good academic standing;

3) have good moral standing; and

4) be a resident of a geographically isolated and disadvantaged area where the scholarship slots are allocated.

Provided, further, that in cases where sufficient qualified applicants are not found in the area, the scholarship may be extended to residents of nearby areas.

b. Graduate Education Scholarship. - A graduate education scholarship shall be granted to in-service teachers deployed under the TIB Program who have completed at least two (2) years of continuous service in their assigned GIDA or ICCs/IPs areas:

Provided, that, to qualify for this scholarship, the applicant must:

1) Be a licensed public school teacher currently deployed through the TIB Program;

2) Have completed a minimum of one (1) year of service in their assigned GIDA or ICCs/IPs areas; and

3) Have a Very Satisfactory or higher performance rating for each of the previous two (2) school years;

The in-service teacher scholars may pursue part-time or distance education modes while maintaining teaching duties or may apply for study leave subject to relevant DepEd guidelines.

**SEC. 6. *Compensation, Incentives and other Benefits.*** — The "Teacher in Every Barrio" shall receive the following:

a. Basic salary, as determined by DepEd, which shall be no lower than that of an entry level public school teacher's salary;

b. Hazard pay and hardship allowance;

c. Teaching and learning materials allowance;

d. Housing assistance for non-residents;

e. Full government benefits (PhilHealth, GSIS, Pag-IBIG);

f. Graduate scholarship eligibility for those who have rendered at least two (2) years of service, to be funded by TEC, pursuant to Section 8(h) of R.A. No. 11713; and

g. Access to relevant, and contextualized, and responsive professional development programs to be provided by the Department of Education (DepEd), through the National Educators' Academy of the Philippines (NEAP), to support continuous learning and capacity-building for TIB teacher.

**SEC. 7. *Return to Service Obligation.*** — Grantees of the TIB Scholarship shall immediately fulfill a return-to-service obligation in their assigned GIDA or ICCs/IPs areas, under the following terms:

a. Pre-Service Teachers Scholars shall render a total of three (3) years of teaching service in a GIDA or ICCs/IPs areas after passing the Licensure Examination for Professional Teachers (LEPT): Provided, That this service may be rendered cumulatively, particularly in cases where the scholar is granted a Graduate Education Scholarship under the TIB Program: Provided, further. That any completed years of service prior to graduate studies shall be credited toward the three (3)-year total.

b. In-service teacher Scholars, upon completion of their graduate studies, shall return to teaching service for at least two (2) more years under the TIB Program.

c. Failure to complete the return-to-service obligation, without justifiable cause as determined jointly by the DepEd and the Teacher Education Council (TEC), shall require full reimbursement of the scholarship cost, subject to applicable interest and penalties.

d. Valid exceptions to the return-to-service requirement may include death, permanent disability, or other meritorious circumstances beyond the scholar's control, subject to formal evaluation and approval by DepEd and TEC.

e. All TIB Scholars shall execute a return-to-service agreement with DepEd and TEC prior to the release of scholarship benefits. The agreement shall outline the service terms, obligations, and applicable remedies in case of breach.

**SEC. 8. *Voluntary Deployment of Licensed Teachers.*** — Licensed teachers may apply for TIB deployment under the TIB Program. Applications shall be submitted to the Schools Division Office (SDO) having jurisdiction over the GIDA or ICCs/IPs areas where the applicant seeks to be deployed.

Preference shall be given to residents of GIDAs or ICCs/IPs areas, or to those who are willing to reside in or near such areas.

**SEC. 9. *Request for Transfer.*** — Teachers under TTB may request a transfer for valid reasons, including but not limited to safety concerns and family emergencies. Transfer requests shall be evaluated by the DepEd-SDO overseeing barrio.

**SEC. 10. *Alternative Pathways for Teacher Deployment.*** — In order to address the shortage of licensed teachers and promote inclusive and culturally responsive education in GIDAs, the DepEd, in coordination with the TEC, may adopt the following alternative pathways for the delivery of teaching and learning services:

a. Probationary Appointment of Non-Licensed Teacher Education Graduates. - Graduates of duly recognized teacher education programs who have not yet passed the LEPT may be appointed under probationary status in the Teacher in Every Barrio Program, subject to the following safeguards:

1) The appointment shall be on an annual basis, renewable for a maximum of three (3) consecutive academic school years;

2) During the probationary period, the appointee must be actively pursuing licensure;

3) Non-completion of licensure within the allowed probationary period shall result in the expiration of their engagement under the program.

b. Engagement of Indigenous Knowledge Educators and Community Elders. - In Indigenous Cultural Communities, the DepEd may engage respected community elders and recognized cultural knowledge holders to serve as Indigenous Knowledge Educators, under the following conditions:

1) They shall be formally endorsed by the Indigenous Political Structure of the concerned community and certified by the National Commission on Indigenous Peoples;

2) Their instruction shall be limited to non-core and context-based learning areas, including but not limited to indigenous languages, oral history, traditional practices, values education, and local heritage;

3) They shall not be required to obtain licensure under Republic Act No. 7836, provided that their engagement is confined solely to cultural and contextual subjects;

4) The DepEd, in coordination with the National Commission on Indigenous Peoples, shall ensure that Indigenous Knowledge Educators receive appropriate orientation, instructional support, and alignment with national child protection and curriculum standards, while preserving the authenticity and autonomy of indigenous learning systems.

All engagements under this Section shall be documented, transparent, and based on verified teacher shortages in target communities. To achieve this, the DepEd and the TEC shall institute regular monitoring and evaluation systems for all alternative teaching deployment pathways: Provided, That nothing in this Section shall be construed to diminish the long-term objective of hiring licensed teachers in all public schools, consistent with Republic Act No. 7836, otherwise known as the "Philippine Teachers Professionalization Act of 1994," as amended: Provided, further. That the provisions of this Section shall be implemented without prejudice to the rights of incumbent licensed teachers and without compromising the quality and integrity of basic education delivery.

**SEC. 11. *Alignment with Professional Standards and Protection Against Displacement.*** —The implementation of this Act shall be fully aligned with Republic Act No. 7836, as amended, otherwise known as the "Philippine Teachers Professionalization Act of 1994." The DepEd, in coordination with the Professional Regulation Commission, shall ensure that:

a. the authority to engage individuals on a provisional basis does not compromise the licensure and certification standards of the teaching profession;

b. licensed teachers currently in the public education system shall not be displaced, demoted, or denied professional advancement opportunities as a result of the engagement of provisional personnel;

c. provisional appointees under this Act shall be given access to mentoring, professional support, and review programs designed to help them meet the requirements for professional licensure; and

d. a clear transition mechanism and timeline shall be developed to gradually phase out provisional appointments in favor of the deployment of fully licensed and regularly appointed teachers, subject to availability and teacher deployment needs.

### CHAPTER III IMPLEMENTATION OF THE PROGRAM

**SEC. 12. *Program Recruitment Plan.*** - DepEd, in coordination with the TEC, shall develop an annual implementation plan which will include a thorough teacher demand analysis and recruitment campaign to attract incoming undergraduate students and program shifters to related teacher education courses.

**SEC. 13. *Selection of Eligible Teacher Education Institution.*** - Only Teacher Education Institutions (TEIs) that are duly recognized by the Commission on Higher Education (CHED) shall be eligible to accept scholars under the TIB Program. In the selection of eligible TEIs, preference shall be given to those that:

a. have demonstrated high performance in the Licensure Examination for Professional Teachers;

b. are located in or are geographically close to GIDAs or ICCs/IPs areas; and

c. commit to submit regular performance reports and monitoring data of TIB scholars to the TEC.

**SEC. 14. *Administration of the TIB Program.*** -

a. DepEd, in coordination with the TEC, shall serve as the lead implementing agency of the TIB Program and shall:

1) Identify and prioritize GIDAs or ICCs/IPs areas with insufficient teacher deployment;

2) Recruit, appoint, and deploy TIB teachers; and

3) Monitor the learning outcomes of students and the teaching and learning conditions in areas served by the TTB Program to ensure the effectiveness of teacher deployment.

b. The TEC shall establish a TIB Scholarship Program and shall:

1) Develop scholarship guidelines in accordance with Section 8 (h) of R.A. No. 7784, as amended by R.A. No. 11713;

2) Coordinate with TEIs for admissions of scholars, monitor scholars' performance and ensure return-of-service compliance;

3) Track scholar performance and ensure return-to-service compliance; and

4) In coordination with NEAP, monitor, evaluate, and report on the implementation and effectiveness of professional development programs for TIB teachers deployed in GIDAs or ICCs/IPs areas.

**SEC. 15, Mandate of Teacher Education Institutions.** - All TEIs duly recognized by the CHED shall perform the following mandates in support of the implementation of the TIB Program:

a. Prioritize the admission of qualified TIB scholars, including high school graduates from GIDAs or ICCs/IPs areas and tertiary-level students shifting from non-education programs, in accordance with selection guidelines issued by the TEC;

b. Ensure the effective delivery of quality teacher education programs responsive to the needs of GIDA communities;

c. Establish internal systems for the regular monitoring and evaluation of TIB scholars' academic performance, well-being, and retention, TEIs shall submit semester-based performance reports to the TEC or as may be prescribed by the implementing rules; and

d. Integrate contextualized instruction and field exposure that prepare TIB scholars for deployment in rural, underserved, and geographically challenged settings.

**SEC. 16. Mandate of Local Government Units.** - The Local Government Unit, wherein the GIDA and ICCs/IPs area is located, shall, in coordination with DepEd and TEC, undertake the following:

a. Identify potential TIB scholars and priority deployment sites;

b. Assist in scholar recruitment, local orientation, and the provision of logistical support;

c. Facilitate temporary housing, ensure local security, and support the community integration of deployed TIB teachers; andd. Integrate the implementation of the TIB Program into the planning and budgeting activities of the Local School Board.

**SEC. 17. Mandate of the Unified Student Financial Assistance System for Tertiary Education (UniFAST).** - The UniFAST, in coordination with TEC, shall be responsible for implementing and managing financial support mechanisms for

scholars under the TIB Program in accordance with Section 8(h) of R.A. No. 7784, as amended by R.A. No. 11713.

#### CHAPTER IV MISCELLANEOUS PROVISIONS

**SEC. 18. *Appropriations.*** - The amount necessary for the implementation of this Act shall be charged against the available appropriations of the DepEd, under the current General Appropriations Act. Thereafter, the amount necessary for its continuous implementation shall be included in the annual General Appropriations Act.

**SEC. 19. *Other Sources of Funding.*** - Other sources of funds such as grants, donations, collections and other forms of assistance from public or private entities, whether domestic or foreign, may be tapped and facilitated by the DepEd in relation to the implementation of the TIB Program.

**SEC. 20. *Implementing Rules and Regulations.*** - The DepEd, in consultation with the Department of the Interior and Local Government, NICP and TEC, shall promulgate the necessary rules and regulations for the faithful and effective implementation of the provisions of this Act within One Hundred Eighty (180) days from the effectivity of this Act.

**SEC. 21. *Repealing Cause.*** - Any provision of laws, orders, agreements, rules, or regulations contrary to and inconsistent with this Act is hereby repealed, amended or modified accordingly.

**SEC. 22. *Separability Clause.*** - Should any provision or part hereof be subsequently declared invalid or unconstitutional, the remainder of these Rules or any provision not affected thereby shall remain in full force and effect.

**SEC. 23. *Effectivity.*** - This Act shall take effect fifteen (15) days after its complete publication either in the Official Gazette or in a newspaper of general circulation.

*Approved,*