

N Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

House Bill No. **8547**



Introduced by Representative Reynante U. Arrogancia

EXPLANATORY NOTE

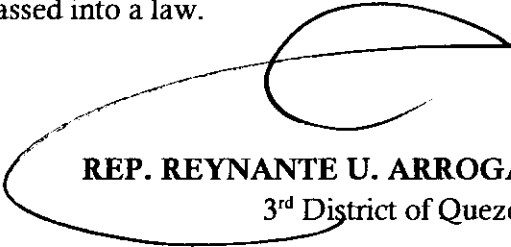
Article XIV of the 1987 Constitution provides the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

In 2024, The Second Congressional Commission on Education (EDCOM 2) reported a teacher-student ratio of 1:40, far exceeding the ideal 25 to 30 students per teacher, with a shortage of at least 86,000 teachers. This high ratio impedes learning development among children especially those residing in rural or far-flung, or geographically isolated areas.

This measure seeks to institutionalize the Teacher to the Barrios (TIB) program which will serve as a critical stop-gap measure for rural education by deploying educators to remote, or geographically isolated areas or communities. The TIB program grantees will receive a basic salary as determined by DepEd, with government benefits and allowances, and pre-service scholarship and graduate education scholarships provided that they immediately fulfill a return-to-service obligation upon passing the Licensure Examination for Professional Teachers.

Beyond deploying our teachers, this measure aims to ensure every child acquires the impactful quality basic education they deserve, which will equip them for the future.

Similar versions of this bill were filed in the previous Congresses and it is hoped that in the 20th Congress, it will finally be passed into a law.



REP. REYNANTE U. ARROGANCIA
3rd District of Quezon

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AN ACT
INSTITUTIONALIZING THE “TEACHER IN EVERY BARRIO” PROGRAM,
ESTABLISHING A SCHOLARSHIP AND INCENTIVES PROGRAMS,
APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES

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

CHAPTER I
GENERAL PROVISIONS

1 **SECTION 1. *Short Title.*** – This Act shall be known as the “Teacher in Every Barrio Act.”

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

11
12 **SEC. 3. *Establishment of the Teacher in Every Barrio Program.*** – The Teacher in Every
13 Barrio (TIB) Program is hereby established and shall pursue the following objectives:

- 14
15 a. Ensure the presence of qualified and committed teachers in GIDA and Indigenous
16 Cultural Communities/Indigenous Peoples (ICCs/IPs) areas;
17 b. Establish a scholarship and incentives program for aspiring teachers from GIDAs
18 and ICCs/IPs areas, linked with a return-to-service obligation;
19 c. Allow voluntary deployment of qualified licensed teachers to GIDAs and
20 ICCs/IPs areas, with preference for those residing or willing to reside in the
21 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.* – The 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;

- 65 3) Have good moral standing; and
66 4) A resident of a geographically isolated and disadvantaged area where the
67 scholarship slots are allocated.
68

69 *Provided, further,* That in cases where sufficient qualified applicants are not found in
70 the area, the scholarship may be extended to residents of nearby areas.
71

- 72 b. *Graduate Education Scholarship.* – A graduate education scholarship shall be granted
73 to in-service teachers deployed under the TIB Program who have completed at least
74 two (2) years of continuous service in their assigned GIDA or ICCs/IPs areas:
75 *Provided,* That, to qualify for this scholarship, the applicant must:
76

- 77 1) Be a licensed public-school teacher currently deployed through the TIB
78 Program;
79 2) Have completed a minimum of one (1) year of service in their assigned GIDA
80 or ICCs/IPs areas; and
81 3) Have a Very Satisfactory or higher performance rating for each of the previous
82 two (2) school years;
83

84 The in-service teacher scholars may pursue part-time or distance education modes
85 while maintaining teaching duties or may apply for study leave subject to relevant
86 DepEd guidelines.
87

88 **SEC. 6. *Compensation, Incentives and other Benefits.*** – The Teacher in Every Barrios shall
89 receive the following:
90

- 91 a. Basic salary, as determined by DepEd, which shall be no lower than that of an
92 entry-level public-school teacher's salary;
93 b. Hazard pay and hardship allowance;
94 c. Teaching and learning materials allowance;
95 d. Housing assistance for non-residents;
96 e. Full government benefits (PhilHealth, GSIS, Pag-Ibig);
97 f. Graduate scholarship eligibility for those who have rendered at least two (2) years
98 of service, to be funded by TEC, pursuant to Section 8(h) of Republic Act No.
99 11713; and
100 g. Access to relevant, and contextualized, and responsive professional development
101 programs to be provided by the Department of Education (DepEd), through the
102 National Educators' Academy of the Philippines (NEAP), to support continuous
103 learning and capacity-building for TIB teacher.
104

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

- a. Pre-Service Teachers Scholars shall render a total of three (3) years of teaching service in a GID 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.* – Teacher under TIB 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 received 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 deliver.

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 appointed 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.* – The 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. 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. The 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 TIB 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 Republic Act No. 7784, as amended by Republic Act 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 teacher 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 the 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; and
- d. Integrated 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 mechanism for scholars under the TIB

Program in accordance with Section 8(h) of Republic Act No. 7784, as amended by Republic Act 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 180 days from the effectivity of this Act.

SEC. 21. *Repealing Clause.* – 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.* – If any provision or part hereof is held invalid or unconstitutional, the remainder of the law or the provision not otherwise affected shall remain valid and subsisting.

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

Approved,