

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

Fifteenth Congress
First Regular Session

COMMITTEE REPORT NO. 667

Submitted by the Committee on Higher and Technical Education on 22 FEB 2011.

Re: House Bill No. 4255

Recommending its approval in substitution of House Bill Nos. 112, 836, 1503 & 3194

Sponsors: Representatives Juan Edgardo M. Angara and Neptali M. Gonzales II

Mr. Speaker:

The Committee on Higher and Technical Education, to which were referred the following:

House Bill No. 112, introduced by Rep. Neptali M. Gonzales II, entitled:

“AN ACT STRENGTHENING THE LADDERIZED INTERFACE BETWEEN
TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) AND HIGHER
EDUCATION” ;

HB No. 836, introduced by Rep. Mark A. Villar, entitled:

“AN ACT STRENGTHENING THE LADDERIZED INTERFACE BETWEEN
TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) AND HIGHER
EDUCATION” ;

HB No. 1503, introduced by Rep. Marcelino R. Teodoro, entitled:

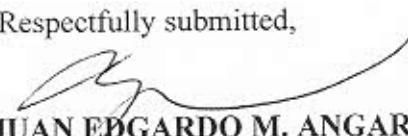
“AN ACT STRENGTHENING THE LADDERIZED INTERFACE BETWEEN
TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) AND HIGHER
EDUCATION” ; and

HB No. 3194, introduced by Rep. Bernadette R. Herrera-Dy:

**"AN ACT STRENGTHENING THE LADDERIZED INTERFACE BETWEEN
TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) AND
HIGHER EDUCATION"**

has considered the same and recommends the approval of House Bill No. 4255 in substitution of House Bill Nos. 112, 836, 1503 and 3194 and with Reps. Neptali M. Gonzales II, Mark A. Villar, Marcelino R. Teodoro, Bernadette R. Herrera-Dy, Juan Edgardo M. Angara, Luis F. Villafuerte, Mercedes K. Alvarez, Pryde Henry A. Teves, Mark Aeron H. Sambar, Cesar V. Sarmiento, Arnulfo P. Fuentebella, Linnabelle Ruth R. Villarica and Maximo B. Rodriguez as authors thereof.

Respectfully submitted,



JUAN EDGARDO M. ANGARA
Chairman
Committee on Higher & Technical
Education

THE HONORABLE SPEAKER
HOUSE OF REPRESENTATIVES
Quezon City

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

FIFTEENTH CONGRESS
First Regular Session

HOUSE BILL NO. 4255

(in substitution of House Bill Nos. 112, 836, 1503 & 3194)

Introduced by REPS. NEPTALI M. GONZALES II, MARK A. VILLAR, MARCELINO R. TEODORO, BERNADETTE R. HERRERA-DY, JUAN EDGARDO M. ANGARA, LUIS F. VILLAFUERTE, MERCEDES K. ALVAREZ, PRYDE HENRY A. TEVES, MARK AERON H. SAMBAR, CESAR V. SARMIENTO, ARNULFO P. FUENTEBELLA, LINABELLE RUTH R. VILLARICA & MAXIMO B. RODRIGUEZ

AN ACT

STRENGTHENING THE LADDERIZED INTERFACE BETWEEN TECHNICAL-VOCATIONAL EDUCATION AND TRAINING AND HIGHER EDUCATION

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

- 1 SECTION 1. *Short Title.* – This Act shall be known as the “Ladderized Education
2 Act of 2011.”
3
- 4 SEC. 2. *Declaration of Policy.* – In line with the Constitutional guarantee for the
5 State to promote the right of all citizens to quality and accessible education at all
6 levels and to establish, maintain and support a complete, adequate and
7 integrated system of education relevant to the needs of the people and
8 contributory to national development, it is hereby declared the policy of the State
9 to institutionalize the ladderized interface between technical-vocational education
10 and training (TVET) and higher education to open the pathways of opportunities
11 for career and educational progression of students and workers, create a
12 seamless and borderless education, empower students and workers to exercise

options or to choose when to enter and exit in the educational ladder, and provide job platforms at every exit as well as the opportunity to earn income.

The State likewise recognizes and supports the promotion and protection of the inherent academic freedom enjoyed by all institutions of higher learning. For this purpose, the government shall uphold the academic standards, equity principles, promptness and consistency of the applications/admissions and equivalency policies of higher education institutions (HEIs).

SEC. 3. *Definition of Terms.* – For purposes of this Act, the following terms are hereby defined:

1. *Articulation* refers to a process which allows students to make the smooth transition from one course, program or educational level to the next without experiencing duplication of learning. The guiding principle of articulation is that no student should repeat the same course content for which credit has already been received, even if elsewhere or from another institution. In general, an articulated program allows a student to move from a technical-vocational (tech-voc) course to a College Degree Program, using the principle of Credit Transfer.

2. *Credit* refers to the value given to a course.

3. *Credit Transfer* refers to the recognition and carrying forward of credits that constitute overlapping learning, from TVET to a degree program.

4. *Embedded Tech-Voc Qualification in a Ladderized Degree Program* refers to the process of determining the TVET competencies/qualifications that lead to job platforms in the relevant higher education or bachelor's degree program. A student of a ladderized degree program can earn full TVET qualification should he/she choose to exit from the program and get a job.

5. *Equivalency* refers to a process that involves assigning equivalent academic credits to the competencies demonstrated by a student through assessment tests, thereby providing entry points to the next higher level qualification, the purpose of which is to provide opportunities to the student to continue to learn and/or to re-enter the educational program at a higher level

without having to unnecessarily retake courses in which a student already has demonstrated competence and knowledge.

6. *Job Platform* refers to the gateway in the ladderized curriculum which one reaches upon acquiring enough skills and knowledge to seek and find employment.

7. *Ladderized Education* refers to the harmonization of all education and training mechanisms that allow students and workers to progress between Tech-Voc and College courses and programs, or vice-versa. It opens opportunities for career and educational advancement to students and workers, creates a seamless and borderless education and training system that will allow transfers in terms of flexibility entry and exit between Tech-Voc and College Degree Programs in the post-secondary school educational system.

8. *Qualification* refers to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements.

9. *Recognition of Prior Learning* refers to the acknowledgment of a person's skills and knowledge through previous training, work or life experience, which may be used to grant status or credit for acquired competencies.

SEC. 4. *National Qualifications Framework.* – The Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA) are hereby mandated to closely coordinate and effectively implement a unified national qualifications framework that establishes equivalency pathways and access ramps in ladderized education, allowing for easier transitions and progressions between TVET and higher education. The framework shall include qualifications and articulation mechanisms, such as, but not necessarily limited to the following: credit transfer, embedded TVET qualification in ladderized degree programs, post-TVET bridging programs, enhanced equivalency, adoption of ladderized curricula/programs, and accreditation and/or recognition of prior learning.

For this purpose, CHED and TESDA shall design harmonized guidelines and equivalency competency courses to enhance the delivery of high-quality tech-voc and higher education courses, synchronize standards and upgrade curriculum design per discipline and adopt a strategic implementation scheme, including a massive consultation and information dissemination scheme. In so doing, CHED and TESDA shall continue exploring and developing other mechanisms and systems that will allow the interface between TVET and higher education with the end in view of creating a seamless and borderless education system.

SEC. 5. *Priority Disciplines.* As a preliminary approach to the implementation of the ladderized program and to ensure its more focused implementation, CHED and TESDA, in consultation with the industry, the Department of Labor and Employment (DOLE), the Department of Trade and Industry (DTI), the National Economic and Development Authority (NEDA), the Department of Science and Technology (DOST), the Professional Regulation Commission (PRC) and other related agencies, are directed to identify priority disciplines and programs for ladderization, taking into account labor market realities. CHED and TESDA shall implement the ladderization of other disciplines, other than those presently being implemented, should these be found necessary and beneficial, based on a comprehensive study on their viability.

SEC. 6. *Enhancement of the Ladderized Education Program (LEP).* – CHED and TESDA, in consultation with the PRC, are directed to jointly devise systems, procedures, and mechanisms as well as to issue, amend and update existing implementing guidelines, as necessary, for the efficient and effective implementation of LEP and to ensure that the objectives of the program are met. Incentives may be given to HEIs and Technical-Vocational Institutions to further encourage wider participation in the LEP.

For this purpose, a permanent LEP National Coordinating Technical Committee, composed of CHED and TESDA personnel, is hereby established.

The CHED and TESDA shall ensure that there are designated personnel at the regional and provincial levels responsible for the implementation, monitoring and evaluation of LEP nationwide.

SEC. 7. *Support from Other Government Agencies.* – The PRC, DOLE, Department of Education (DepED), DOST, DTI, the Department of Budget and Management (DBM) and the NEDA are hereby mandated to extend the necessary support and provide relevant inputs towards the effective implementation of the ladderized system of education.

SEC. 8. *Scholarships, Grants and Loans.* – To ensure the effective implementation and greater nationwide impact of the program and its accessibility to the students and workers, CHED and TESDA shall endeavor to include in their respective budgets the provision of scholarships, grants and loans to deserving students and workers availing themselves of the ladderized system of education, in addition to the present scholarship programs being implemented by CHED and TESDA.

SEC. 9. *Enabling Clause for HEIs.* – To encourage the widest enjoyment of the benefit of ladderized education, HEIs whose curricula have been recognized by the CHED may avail of the ladderization program without need for permit either from CHED or TESDA: *Provided, That*, the proposed ladderized program is within the purview of the curricular matter and that the minimum curricular requirements under the relevant guidelines of CHED and TESDA are complied with.

For this purpose, however, the HEI shall be required to submit to the LEP National Technical Committee the copy of the curriculum for the proposed ladderized program for monitoring and for potential objective inputs from the technical experts in the said LEP National Technical Committee.

SEC. 10. *Academic Freedom.* – Nothing in this bill shall be construed to restrict the HEI in the exercise of its academic freedom. The HEI shall retain the right to

136 assess the level and standard of previously completed TVET programs by an
137 applicant-student in a manner that is transparent and objective, incorporating
138 therein its own admission requirements. The applicant-student must gain
139 admission to the HEI's undergraduate program by meeting all the usual criteria
140 and program requisites and such other requirements by the HEI.

141
142 **SEC. 11. Appropriations.** – The amount necessary for the initial implementation of
143 this Act shall be sourced from the current budgets and development funds of
144 CHED and TESDA. Thereafter, the funds necessary for the continuous
145 implementation of this Act in the ensuing years shall be included in the
146 respective annual appropriations of CHED and TESDA in the General
147 Appropriations Act.

148
149 **SEC. 12. Implementing Rules and Regulations.** – The CHED and TESDA, in
150 consultation with relevant stakeholders in higher and tech-voc education, shall
151 issue within sixty (60) days after the effectivity of this Act, the rules and
152 regulations for the effective implementation of this Act.

153
154 **SEC. 13. Separability Clause.** - If any provision of this Act or any part thereof shall
155 be declared unconstitutional or invalid, the other provisions, as far as they are
156 separable, shall remain in force and effect.

157
158 **SEC. 14. Repealing Clause.** – All laws, decrees, orders, rules and regulations or
159 parts thereof which are inconsistent with the provisions of this Act are hereby
160 repealed, amended or modified accordingly.

161
162 **SEC. 15. Effectivity.** – This Act shall take effect fifteen (15) days after its
163 publication in the Official Gazette or in at least two (2) newspapers of general
164 circulation.

165 **Approved,**



Republic of the Philippines
House of Representatives
Quezon City, Metro Manila
Fifteenth Congress
First Regular Session

HOUSE BILL NO. 112

Introduced by Honorable Neptali M. Gonzales II

EXPLANATORY NOTE

This bill seeks to strengthen the ladderized education system in the country.

Filipinos have a deep regard for education which they view as a primary avenue for economic and social development. Basic quality education is very important in building a nation. Hence, it is important to make it accessible to all.

Presently, there are about 848,000 college graduates in the country who are unemployed due to "*education mismatch*" or the fact that there are no available jobs related to the courses they took. This mismatch in the quality of skilled graduates produced by educational institutions, compared to the needs of the current market and industries, result to "*structural unemployment*."

As solution to this structural unemployment, the ladderized education program has been introduced. The program allows the technical or vocational graduate to earn the equivalent credit units for technical course in entering the college education. The curriculum is restructured to allow a student of a Ladderized College degree program to earn technical or vocational credits and qualifications without having to repeat the same technical vocational subjects for which he has already acquired knowledge and competence.

The passage of this bill will strengthen the ladderized education system in the country and will further address the present compartmentalization of technical or vocational and college degree programs that hinder the recognition and accreditation of competencies in college degree programs.

In view of the foregoing, approval of this bill is urgently recommended.


NEPTALI M. GONZALES II

Introduced by Honorable Neptali M. Gonzales II

AN ACT
STRENGTHENING THE LADDERIZED INTERFACE BETWEEN
TECHNICAL-VOCATIONAL EDUCATION AND TRAINING
(TVET) AND HIGHER EDUCATION

*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 "*Ladderized
Education Act of 2010.*"

SEC. 2. *Declaration of Policy.* - In line with the constitutional guarantee of the State to promote the right of all citizens to quality and accessible education at all levels and to establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and contributory to national development, it is hereby declared the policy of the State to institutionalize the ladderized interface between technical-vocational education and training (TVET) and higher education to open the pathways of opportunities for career and educational progression of students and workers, create a seamless and borderless education, empower students and workers to exercise options or to choose when to enter and exit in the educational ladder and provide job platforms at every exit as well as the opportunity to earn income.

The State likewise recognizes and supports the promotion and protection of the inherent academic freedom enjoyed by all institutions of higher learning. For this purpose, the government shall have due regard to the academic standards, equity

principles, promptness and consistency of the applications/admissions and equivalency policies of higher education institutions (HEIs).

SEC. 3. *Definition of Terms.* - For purposes of this Act, the following terms are hereby defined:

(a) *Articulation* refers to a process which allows students to make the smooth transition from one course, program or educational level to the next without experiencing duplication of learning. The guiding principles of articulation is that no student should repeat the same course content for which credit has already been received, even if elsewhere or from another institution. In general, an articulated program allows a student to move from technical-vocational (tech-voc) course to a college degree program, using the principle of credit transfer.

(b) *Credit* refers to the value given to a course.

(c) *Credit transfer* refers to the recognition and carrying forward of credits that constitute overlapping learning, from TVET to a degree program.

(d) *Embedded Tech-Voc Qualification in a Ladderized Degree Program* refers to the process of determining the TVET competencies/qualifications that lead to job platforms in the relevant higher education or bachelor's degree program. A student of a ladderized degree program can earn full TVET qualification should he/she choose to exit from the program and get a job.

(e) *Qualification* refers to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements.

(f) *Equivalency* refers to a process that involves assigning equivalent academic credits to the competencies demonstrated by a student through assessment tests, thereby providing entry points to the next higher level qualification, the purpose of which is to

provide opportunities to the student to continue to learn and/or to reenter the educational program at a higher level without having to unnecessarily retake courses in which a student already has demonstrated competence and knowledge.

(g) *Recognition of prior learning* refers to the acknowledgment of a person's skills and knowledge through previous training, work or life experience, which may be used to grant status or credit for acquired competencies.

(h) *Job platform* refers to the gateway in the ladderized curriculum which one reaches upon acquiring enough skills and knowledge to seek and find employment.

(i) *Ladderized education* refers to the harmonization of all education and training mechanisms that allow students and workers to progress between tech-voc and college courses and programs, or vice-versa. It opens opportunities for career and educational advancement to students and workers, creates a seamless and borderless education and training system that will allow transfers in terms of flexibility entry and exit between tech-voc and college degree program in the post-secondary school educational system.

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For this purpose, the CHED and the TESDA shall design harmonized guidelines and equivalency competency courses to enhance the delivery of high quality tech-voc and higher education courses, synchronize standards and upgrade curriculum design per discipline and adopt a strategic implementation scheme, including a massive consultation and information dissemination scheme. In so doing, the CHED and the TESDA shall continue exploring and developing other mechanisms and systems that will allow the interface between TVET and higher education with the end in view of creating a seamless and borderless education system.

SEC. 5. *Priority Disciplines.* - As a preliminary approach to the implementation of the ladderized program and to ensure a more focused implementation of the said program, the CHED and the TESDA, in consultation with the industry, the Department of Labor and Employment (DOLE), the Department of Trade and Industry (DTI), the National Economic and Development Authority (NEDA), the Department of Science and Technology (DOST), the Professional Regulation Commission (PRC) and other related agencies, are directed to identify priority disciplines and programs for ladderization, taking into account labor market realities. Therefrom, the CHED and the TESDA shall implement the ladderization of other disciplines, other than those presently being implemented, should it be found necessary and beneficial to do so based on a comprehensive study on the viability of such move.

SEC. 6. *Enhancement of the Ladderized Education Program (LEP).* - The CHED and the TESDA, in consultation with the PRC, are directed to jointly devise systems, procedures and mechanisms as well as to issue, amend and update existing implementing guidelines, as necessary, for the efficient and effective implementation of the LEP and to ensure that the objectives of the program are met. Incentives may be given to HEIs and technical-vocational institutions to further encourage wider

participation the LEP.

For this purpose, a permanent LEP National Coordinating Technical Committee, composed of CHED and TESDA shall ensure that there are designated personnel at the regional and provincial levels responsible for the implementation, monitoring and evaluation of the LEP nationwide.

SEC. 7. *Support from Other Government Agencies.* - The PRC, the DOLE, the Department of Education (DepED), the DOST, the DTI, the Department of Budget and Management (DBM) and the NEDA are hereby mandated to extend the necessary support and provide relevant inputs towards the effective implementation of the ladderized system of education.

SEC. 8. *Scholarships, Grants and Loans.* - To ensure the effective implementation and greater nationwide impact of the program and its accessibility to the students and workers, the CHED and the TESDA shall endeavor to include in their respective budgets the provision of scholarships, grants and loans to deserving students and workers availing themselves of the ladderized system of education, in addition to the present scholarship program being implemented by the CHED and the TESDA.

SEC. 9. *Enabling Clause for HEIs.* - To encourage application of ladderized education and to ensure greater nationwide impact of the program and its accessibility to students and workers, the HEIs that have been granted government recognition to its curriculum by the CHED may opt to ladderize said recognized programs without need of permit either from the CHED or the TESDA: *Provided,* That the proposed ladderized program is within the purview of the curricular matter and that the minimum curricular requirements under the relevant guidelines of the CHED and the TESDA are complied with.

For this purpose, however, the HEI shall be required to submit to the LEP

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For this purpose, a permanent LEP National Coordinating Technical Committee, composed of CHED and TESDA shall ensure that there are designated personnel at the regional and provincial levels responsible for the implementation, monitoring and evaluation of the LEP nationwide.

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For this purpose, however, the HEI shall be required to submit to the LEP

National Technical Committee the copy of the curriculum for the proposed ladderized program for monitoring and for potential objective inputs from the technical experts in the said LEP National Technical Committee.

SEC. 10. *Academic Freedom.* - Nothing in this Act shall be construed to restrict the HEI in the exercise of its academic freedom. The HEI shall retain the right to assess the level and standard of previously completed TVET programs by an applicant-student in a manner that is transparent and objective, incorporating therein its own admission requirements. The applicant-student must gain admission to the HEI's undergraduate program by meeting all the usual criteria and program requisites and such other requirements by the HEI.

SEC. 11. *Appropriations.* - The amount necessary for the initial implementation of this Act shall be sourced from the current budgets and development funds of the CHED and TESDA. Thereafter, the funds necessary for the continuous implementation of this Act in the ensuing years shall be included in the annual respective appropriations of the CHED and the TESDA in the General Appropriations Act.

SEC. 12. *Implementing Rules and Regulations.* - The CHED and the TESDA, in consultation with relevant stakeholders in higher and tech-voc education, shall issue within sixty (60) days after the effectivity of this Act, the rules and regulations for the effective implementation of this Act.

SEC. 13. *Separability Clause.* - If any provision of this Act or any part hereof be declared unconstitutional or invalid, the other provisions, as far as these are separable from the invalid ones, shall remain in force and effect.

SEC. 14. *Repealing Clause.* - All laws, decrees, orders, rules and regulations or parts thereof which are inconsistent with the provisions of this Act are hereby

repealed, amended or modified accordingly.

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

Approved,

HOUSE OF REPRESENTATIVES

House Bill No. 836

Introduced by REP. MARK A. VILLAR

EXPLANATORY NOTE

It is a prevalent view that the usual path a person takes in order to land a good job or be successful in one's career is by acquiring a college diploma. Sending children who finished high school to technical-vocational school is not the usual option being taken even by traditional families, even with meager resources, because of the common view that finishing tech-voc courses would not be enough for the graduates to land good-paying jobs and improve the quality of their families' life. Besides, they think that if they opt to acquire college education afterwards, tech-voc graduates have to start taking the curriculum of first year college again and the subjects taken in the tech-voc institutions will not be credited. Hence, many parents work truly hard just to send their children to college and finally acquire the much-coveted college diploma.

Every year, our country produces around 350,000 fresh college graduates. Yet, it is sad reality that most of these fresh college graduates experience severe difficulty in finding jobs in accord with the field of their education. Surprisingly, statistics showed that most of our fresh college graduates do not have the skills needed for the available vacancies in the job market. This results to "structural unemployment" or the situation where there is a mismatch between the actual qualifications and competencies of workers looking for jobs, and the qualifications and competencies that industries and companies need for their available job vacancies.

As one of the solutions to this structural unemployment, the ladderized interface between technical-vocational education and training (TVET) and higher education (HE) has been introduced. Through the ladderized system, tech-voc graduates of technical-vocational institutions will be able to pursue higher educational courses offered in colleges and universities without having to lose credit on what they have already earned or completed in a tech-voc program. Even after 1 to 2 years of technical-vocational education and training where graduates are armed with the necessary skills, knowledge, attitudes and values needed to get into a job or establish their own business, they could pursue higher education if they so desire without having to start all over again as appropriate credits will be given. This

system will articulate tech-voc to a number of higher education options with the attendant credits earned. It is a flexible mechanism which provides for an efficient and effective mechanism to allow individuals to continuously improve themselves (life-long learning) without being hampered of their initial choice in the past regarding their educational career or even by their socio-economic conditions.

The purpose of this Ladderized Education is to open up pathways of opportunities for career and educational progression of students and workers. It intends to create a seamless and borderless education and training that allows mobility in terms of flexible entry and exit into the educational system. In essence, ladderized education is an empowering tool because it provides options or choices to the students and workers on when to enter and to exit in the educational ladder. Significantly, it creates job platforms at every exit and provide students with opportunities to get jobs and earn income.

— This bill seeks to strengthen the Ladderized Education in the country which offers education responsive to the needs of the present times and of our people.

In view of the foregoing, I recommend the approval of this bill.



MARK A. VILLAR
Representative
Lone District of Las Piñas City

HOUSE OF REPRESENTATIVES

836
House Bill No. _____

Introduced by REP. MARK A. VILLAR

AN ACT STRENGTHENING THE LADDERIZED INTERFACE BETWEEN TECHNICAL-VOCATIONAL EDUCATION AND TRAINING AND HIGHER EDUCATION

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 "Ladderized Education Act of 2010."

SEC. 2. *Declaration of Policy.* — In line with the Constitutional guarantee of the State to promote the right of all citizens to quality and accessible education at all levels and to establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and contributory to national development, it is hereby declared the policy of the State to institutionalize the ladderized interface between technical-vocational education and training (TVET) and higher education to open the pathways of opportunities for career and educational progression of students and workers, create a seamless and borderless education, empower students and workers to exercise options or to choose when to enter and exit in the educational ladder, and provide job platforms at every exit as well as the opportunity to earn income.

The State likewise recognizes and supports the promotion and protection of the inherent academic freedom enjoyed by all institutions of higher learning. For this purpose, the government shall have due regard to the academic standards, equity

higher level qualification, the purpose of which is to provide opportunities to the student to continue to learn and/or to re-enter the educational program at a higher level without having to unnecessarily retake courses in which a student already has demonstrated competence and knowledge;

- (g) *Recognition of Prior Learning* refers to the acknowledgment of a persons' skills and knowledge through previous training, work or life experience, which may be used to grant status or credit for acquired competencies;
- (h) *Job Platform* refers to the gateway in the ladderized curriculum which one reaches upon acquiring enough skills and knowledge to seek and find employment;
- (i) *Ladderized Education* refers to the harmonization of all education and training mechanisms that allow students and workers to progress between Tech-Voc and College courses and programs, or vice-versa. It opens opportunities for career and educational advancement to students and workers, creates a seamless and borderless education and training system that will allow transfers in terms of flexibility entry and exit between Tech-Voc and College Degree Programs in the post-secondary school educational system.

SEC. 4. *National Qualifications Framework.* – The Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA) are hereby mandated to closely coordinate and effectively implement a unified national qualifications framework that establishes equivalency pathways and access ramps in ladderized education, allowing for easier transitions and progressions between TVET and higher education. The framework shall include qualifications and articulation mechanisms, such as, but not necessarily limited to the following: credit transfer; embedded TVET qualification in ladderized degree programs; post-TVET bridging programs; enhanced equivalency; adoption of ladderized curricula/programs; and accreditation and/or recognition of prior learning.

For this purpose, CHED and TESDA shall design harmonized guidelines and equivalency competency courses to enhance the delivery of high-quality tech-voc and higher education courses, synchronize standards and upgrade curriculum design per discipline and adopt a strategic implementation scheme, including a massive consultation and information dissemination scheme. In so doing, CHED and TESDA shall continue exploring and developing other mechanisms and systems that will allow the interface between TVET and higher education with the end in view of creating a seamless and borderless education system.

SEC. 5. *Priority Disciplines.* – To ensure a more focused implementation of the said program, CHED and TESDA, in consultation with the industry, the Department of Labor and Employment (DOLE), the Department of Trade and Industry (DTI), the National Economic and Development Authority (NEDA), the Department of Science and Technology (DOST), the Professional Regulations Commission (PRC) and other related agencies, are directed to identify priority disciplines and programs for ladderization, taking into account labor market realities. Thereafter, CHED and TESDA shall implement the ladderization of other disciplines, other than those presently being implemented, should it be found necessary and beneficial to do so based on a comprehensive study on the viability of such move.

Sec. 6. *Enhancement of the Ladderized Education Program (LEP).* – CHED and TESDA, in consultation with the PRC, are directed to jointly devise systems, procedures, and mechanisms as well as to issue, amend and update existing implementing guidelines, as necessary, for the efficient and effective implementation of LEP and to ensure that the objectives of the program are met. Incentives may be given to HEIs and Technical-Vocational Institutions to further encourage wider participation in the LEP.

For this purpose, a permanent, LEP National Coordinating Technical Committee, composed of CHED and TESDA personnel, is hereby established.

The CHED and TESDA shall ensure that there are designated personnel at the regional and provincial levels responsible for the implementation, monitoring and evaluation of LEP nationwide.

SEC. 7. *Support from Other Government Agencies.* – The PRC, DOLE, Department of Education, DOST, DTI, the Department of Budget and Management and the NEDA are hereby mandated to extend the necessary support and provide relevant inputs towards the effective implementation of the ladderized system of education.

SEC. 8. *Scholarships, Grants and Loans.* – To ensure the effective implementation and greater nationwide impact of the program and its accessibility to the students and workers, CHED and TESDA shall endeavor to include in their respective budgets the provision of scholarships, grants and loans to deserving students and workers availing themselves of the ladderized system of education, in addition to the present scholarship programs being implemented by CHED and TESDA.

SEC. 9. *Enabling Clause for HEIs.* – To encourage application of ladderized education and to ensure greater nationwide impact of the program and its accessibility to students and workers, HEIs that have been granted government recognition to its curriculum by CHED may opt to ladderize said recognized programs without need for permit either from CHED or TESDA: *Provided, That,* the proposed ladderized program is within the purview of the curricular matter and that the minimum curricular requirements under the relevant guidelines of CHED and TESDA are complied with.

For this purpose, however, the HEI shall be required to submit to the LEP National Technical Committee the copy of the curriculum for the proposed ladderized program for monitoring and for potential objective inputs from the technical experts in the said LEP National Technical Committee.

SEC. 10. *Academic Freedom.* – Nothing in this bill shall be construed to restrict the HEI in the exercise of its academic freedom. The HEI shall retain the right to assess the level and standard of previously completed TVET programs by an applicant-student in a manner that is transparent and objective, incorporating therein its own admission requirements. The applicant-student must gain admission to the

HEI's undergraduate program by meeting all the usual criteria and program requisites and such other requirements by the HEI.

SEC. 11. *Appropriations.* – The amount necessary for the initial implementation of this Act shall be sourced from the current budgets and development funds of CHED and TESDA. Thereafter, the funds necessary for the continuous implementation of this Act in the ensuing years shall be included in the annual respective appropriations of CHED and TESDA in the General Appropriations Act.

SEC. 12. *Implementing Rules and Regulations.* – The CHED and TESDA, in consultation with relevant stakeholders in higher and tech-voc education, shall issue within sixty (60) days after the effectivity of this Act, the rules and regulations for the effective implementation of this Act.

SEC. 13. *Separability Clause.* – If any provision of this Act or any part thereof be declared unconstitutional or invalid, the other provisions, as far as they are separable from the invalid ones, shall remain in force and effect.

SEC. 14. *Repealing Clause.* – All laws, decrees, orders, rules and regulations or parts thereof which are inconsistent with the provisions of this Act are hereby repealed, amended or modified accordingly.

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

Approved,

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

FIFTEENTH CONGRESS
First Regular Session

House Bill No. **1503**

INTRODUCED BY HON. MARCELINO "MARCY" R. TEODORO

EXPLANATORY NOTE

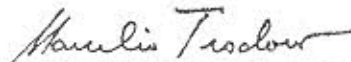
This is a measure that proposes to mandate the Commission on Higher Education (CHED) and the Technical Skills and Development Authority (TESDA) to formulate a unified qualifications framework that establishes equivalency pathways and access ramps in ladderized education. Likewise, it establishes a permanent National Coordinating Technical Committee composed of CHED and TESDA personnel to monitor and ensure the effective implementation of the ladderized education program (LEP).

Further, the bill directs other government agencies, such as the Professional Regulation Commission (PRC), Department of Labor and Employment (DOLE), Department of Education (DepED), Department of Science and Technology (DOST), Department of Trade and Industry (DTI), Department of Budget and Management (DBM) and the National Economic and Development Authority (NEDA) to extend the necessary support and provide relevant inputs towards the effective implementation of LEP. More importantly, the proposal provides scholarship grants and loans to deserving students and workers in addition to the present scholarship programs being implemented by CHED and TESDA.

Ultimately, it is the objective of the measure to open the pathways of opportunity for career and educational progression of students and workers, achieve a seamless and borderless education, and empower students and workers to exercise options or to choose when to enter and exit from the educational ladder.

Truly, when the bill is finally enacted into law it would create job platforms at every exit and the opportunity to earn income, as well as, solve the problem of structural employment or skills and job mismatch.

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


MARCELINO "MARCY" R. TEODORO
Representative, 1st District
City of Marikina

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

FIFTEENTH CONGRESS
First Regular Session

House Bill No. **1503**

INTRODUCED BY HON. MARCELINO "MARCY" R. TEODORO

AN ACT
STRENGTHENING THE LADDERIZED INTERFACE BETWEEN
TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) AND
HIGHER EDUCATION

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 "Ladderized Education Act of 2010".

SEC. 2. *Declaration of Policy.* – In line with the constitutional guarantee of the State to promote the right of all citizens to quality and accessible education at all levels and to establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and contributory to national development, it is hereby declared the policy of the State to institutionalize the ladderized interface between technical-vocational education and training (TVET) and higher education to open the pathways of opportunities for career and educational progression of students and workers, create a seamless and borderless education, empower students and workers to exercise options or to choose when to enter and exit in the educational ladder and provide job platforms at every exit as well as the opportunity to earn income.

The State likewise recognizes and supports the promotion and protection of the inherent academic freedom enjoyed by all institutions of higher learning.

For this purpose, the government shall have due regard to the academic standards, equity principles, promptness and consistency of the applications/admissions and equivalency policies of higher education institutions (HEIs).

SEC. 3. *Definition of Terms.* – For purposes of this Act, the following terms are hereby defined:

(a) *Articulation* refers to a process which allows students to make the smooth transition from one course, program or educational level to the next without experiencing duplication of learning. The guiding principle of articulation is that no student should repeat the same course content for which credit has already been received, even if elsewhere or from another institution. In general, an articulated program allows a student to move from technical-vocational (tech-voc) course to a college degree program, using the principle of credit transfer.

(b) *Credit* refers to the value given to a course.

(c) *Credit transfer* refers to the recognition and carrying forward of credits that constitute overlapping learning, from TVET to a degree program.

(d) *Embedded Tech-Voc Qualification in a Ladderized Degree Program* refers to the process of determining the TVET competencies/qualifications that lead to job platforms in the relevant higher education or bachelor's degree program. A student of a ladderized degree program can earn full TVET qualification should he/she choose to exit from the program and get a job.

(e) *Qualification* refers to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements.

(f) *Equivalency* refers to a process that involves assigning equivalent academic credits to the competencies demonstrated by a student through assessment tests, thereby providing entry points to the next higher level qualification, the purpose of which is to provide opportunities to the student to continue to learn and/or to reenter the educational program at a higher level without having to unnecessarily retake courses in which a student already has demonstrated competence and knowledge.

(g) *Recognition of prior learning* refers to the acknowledgment of a person's skills and knowledge through previous training, work or life experience, which may be used to grant status or credit for acquired competencies.

(h) *Job platform* refers to the gateway in the ladderized curriculum which one reaches upon acquiring enough skills and knowledge to seek and find employment.

(i) *Ladderized education* refers to the harmonization of all education and training mechanisms that allow students and workers to progress between tech-voc and college courses and programs, or vice-versa. It opens opportunities for career and educational advancement to students and workers, creates a seamless and borderless education and training system that will allow transfers in terms of flexibility entry and exit between tech-voc and college degree program in the post-secondary school educational system.

SEC. 4. *National Qualifications Framework.* – The Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA) are hereby mandated to closely coordinate and effectively implement a unified national qualifications framework that establishes equivalency pathways and access ramps in ladderized education, allowing for easier transitions and progressions between TVET and higher education. The framework shall include qualifications and articulation mechanisms such as, but not necessarily limited to, the following: credit transfer; embedded TVET qualification in ladderized degree programs; post-TVET bridging programs; enhanced equivalency; adoption of ladderized curricula/programs; and accreditation and/or recognition of prior learning.

For this purpose, the CHED and the TESDA shall design harmonized guidelines and equivalency competency courses to enhance the delivery of high quality tech-voc and higher education courses, synchronize standards and upgrade curriculum design per discipline and adopt a strategic implementation scheme, including a massive consultation and information dissemination scheme.

In so doing, the CHED and the TESDA shall continue exploring and developing other mechanisms and systems that will allow the interface between TVET and

higher education with the end in view of creating a seamless and borderless education system.

SEC. 5. *Priority Disciplines.* – As a preliminary approach to the implementation of the ladderized program and to ensure a more focused implementation of the said program, the CHED and the TESDA, in consultation with the industry, the Department of Labor and Employment (DOLE), the Department of Trade and Industry (DTI), the National Economic and Development Authority (NEDA), the Department of Science and Technology (DOST), the Professional Regulation Commission (PRC) and other related agencies, are directed to identify priority disciplines and programs for ladderization, taking into account labor market realities.

Therefrom, the CHED and the TESDA shall implement the ladderization of other disciplines, other than those presently being implemented, should it be found necessary and beneficial to do so based on a comprehensive study on the viability of such move.

SEC. 6. *Enhancement of the Ladderized Education Program (LEP).* – The CHED and the TESDA, in consultation with the PRC, are directed to jointly devise systems, procedures and mechanisms as well as to issue, amend and update existing implementing guidelines, as necessary, for the efficient and effective implementation of the LEP and to ensure that the objectives of the program are met. Incentives may be given to HEIs and technical-vocational institutions to further encourage wider participation in the LEP.

For this purpose, a permanent LEP National Coordinating Technical Committee, composed of CHED and TESDA personnel, is hereby established.

The CHED and the TESDA shall ensure that there are designated personnel at the regional and provincial levels responsible for the implementation, monitoring and evaluation of the LEP nationwide.

SEC. 7. *Support from Other Government Agencies.* – The PRC, the DOLE, the Department of Education (DepED), the DOST, the DTI, the Department of Budget and Management (DBM) and the NEDA are hereby mandated to extend the necessary support and provide relevant inputs towards the effective implementation of the ladderized system of education.

SEC. 8. *Scholarships, Grants and Loans.* – To ensure the effective implementation and greater nationwide impact of the program and its accessibility to the students and workers, the CHED and the TESDA shall endeavor to include in their respective budgets the provision of scholarships, grants and loans to deserving students and workers availing themselves of the ladderized system of education, in addition to the present scholarship programs being implemented by the CHED and the TESDA.

SEC. 9. *Enabling Clause for HEIs.* – To encourage application of ladderized education and to ensure greater nationwide impact of the program and its accessibility to students and workers, the HEIs that have been granted government recognition to its curriculum by the CHED may opt to ladderize said recognized programs without need for permit either from the CHED or the TESDA: *Provided*, That the proposed ladderized program is within the purview of the curricular matter and that the minimum curricular requirements under the relevant guidelines of the CHED and the TESDA are complied with.

For this purpose, however, the HEI shall be required to submit to the LEP National

Technical Committee the copy of the curriculum for the proposed ladderized program for monitoring and for potential objective inputs from the technical experts in the said LEP National Technical Committee.

SEC. 10. *Academic Freedom.* – Nothing in this Act shall be construed to restrict the HEI in the exercise of its academic freedom. The HEI shall retain the right to assess the level and standard of previously completed TVET programs by an applicant-student in a manner that is transparent and objective, incorporating therein its own admission requirements. The applicant-student must gain admission to the HEI's undergraduate program by meeting all the usual criteria and program requisites and such other requirements by the HEI.

SEC. 11. *Appropriations.* – The amount necessary for the initial implementation of this Act shall be sourced from the current budgets and development funds of the CHED and the TESDA. Thereafter, the funds necessary for the continuous implementation of this Act in the ensuing years shall be included in the annual respective appropriations of the CHED and the TESDA in the General Appropriations Act.

SEC. 12. *Implementing Rules and Regulations.* – 1 The CHED and the TESDA, in consultation with relevant stakeholders in higher and tech-voc education, shall issue within sixty (60) days after the effectivity of this Act, the rules and regulations for the effective implementation of this Act.

SEC. 13. *Separability Clause.* – If any provision of this Act or any part hereof be declared unconstitutional or invalid, the other provisions, as far as these are separable from the invalid ones, shall remain in force and effect.

SEC. 14. *Repealing Clause.* – All laws, decrees, orders, rules and regulations or parts thereof which are inconsistent with the provisions of this Act are hereby repealed, amended or modified accordingly.

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

Approved,

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

FIFTEENTH CONGRESS
First Regular Session

HOUSE BILL NO. 3194

Introduced by Rep. BERNADETTE HERRERA-DY

EXPLANATORY NOTE

The 1987 Philippine Constitution states that it is the policy of the state to protect and promote the right of all citizens to quality education at all levels and that the government shall take appropriate steps to make such education accessible to all. Time and again, it has also been emphasized that the government take aggressive steps to establish, maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people and the society.

At the advent of globalization, the importance of education at all levels cannot be overemphasized. The United Nations Development Program (UNDP) Human development Report for 2009 ranks the Philippines as 105th with 8.4 percent of adults with high educational attainment levels (aged 25 and above), the 105th among the ranks with 26.4 percentage of adults with medium educational attainment levels for adults aged 25 and above and 105th with 62.6 percent of adults with low educational attainment levels on the same age category. This goes on to show that more and more Filipinos cannot afford higher levels of education and a bigger percentage of adults only receive a lower educational attainment year after year. One of the factors of this continuous decline is the continuing high-cost of education in the country. Filipino families would rather send their children to vocational and technical schools in order to attain technical skills and training for employment abroad, rather than earning a college degree which is very expensive and requires very long years of schooling.

To answer this problem, the government had to create policies that will open the pathways of opportunities for career and educational progression of students and workers, achieve a seamless and borderless education and empower students and workers to exercise options or to choose when to enter and exit from the educational ladder.

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

FIFTEENTH CONGRESS
First Regular Session

HOUSE BILL NO. 3194

Introduced by Rep. BERNADETTE HERRERA-DY

**AN ACT STRENGTHENING THE LADDERIZED INTERFACE BETWEEN
TECHNICAL-VOCATIONAL EDUCATION AND TRAINING AND
HIGHER EDUCATION**

*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 "Ladderized
Education Act of 2010."

SECTION 2. *Declaration of Policy.* - In line with the Constitutional
guarantee of the State to promote the right of all citizens to quality and
accessible education at all levels and to establish, maintain and support a
complete, adequate and integrated system of education relevant to the needs
of the people and contributory to national development, it is hereby declared
the policy of the State to institutionalize the ladderized interface between
Technical-Vocational Education and Training (TVET) and higher education to
open pathways of opportunities for career and educational progression of
students and workers, create a seamless and borderless education, empower
students and workers to exercise options or choose when to enter and exit in
the educational ladder, and provide job platforms at every exit as well as the
opportunity to earn income.

The State likewise recognizes and supports the promotion and
protection of the inherent academic freedom enjoyed by all institutions of
higher learning. For this purpose, the government shall have due regard to

the academic standards, equity principles, promptness and consistency of the applications/admissions and equivalency policies of Higher Education Institutions (HEIs).

SECTION 3. *Definition of Terms.* – For purposes of this Act, the following terms are hereby defined:

- (a) *Articulation* refers to a process which allows students to make the smooth transition from one course, program or educational level to the next without experiencing duplication of learning. The guiding principle of articulation is that no student should repeat the same course content for which credit has already been received, even if elsewhere or from another institution. In general, an articulated program allows a student to move from a Technical-Vocational (Tech-Voc) course to a College Degree Program, using the Principle of Credit Transfer.
- (b) *Credit* refers to the value given to a course.
- (c) *Credit Transfer* refers to the recognition and carrying forward of credits that constitute overlapping learning, from TVET to a degree program.
- (d) *Embedded Tech-Voc Qualification in a Ladderized Degree Program* refers to the process of determining the TVET competencies/qualifications that lead to job platforms in the relevant higher education or bachelor's degree program. A student of a ladderized degree program can earn full TVET qualification should he/she choose to exit from the program and get a job.
- (e) *Equivalency* refers to a process that involves assigning equivalent academic credits to the competencies demonstrated by a student through assessment tests, thereby providing entry points to the next higher level qualification, the purpose of which is to provide opportunities to the students to continue to learn and/or re-enter the educational program at a higher level

without having to unnecessarily retake courses in which a student already has demonstrated competence and knowledge.

- (f) *Job Platform* refers to the gateway in the ladderized curriculum which one reaches upon acquiring enough skills and knowledge to seek and find employment.
- (g) *Ladderized Education Program (LEP)* refers to the harmonization of all education and training mechanisms that allow students and workers to progress between Tech-Voc and College courses and programs, or vice-versa. It opens opportunities for career and educational advancement to students and workers, creates a seamless and borderless education and training system that will allow transfers in terms of flexibility entry and exit between Tech-Voc and College Degree Programs in the post-secondary school educational system.
- (h) *Post TVET Bridging Program* refers to a higher education or bachelor's degree program specifically designed to assist students who have finished Tech-Voc course/s to attend a College Degree Program and achieve a College Degree in the same field of study and in less time than an entry-level college student would require.
- (i) *Qualification* refers to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements.
- (j) *Recognition of Prior Learning* refers to the acknowledgment of a person's skills and knowledge through previous training, work or life experience, which may be used to grant status or credit acquired competencies.

SECTION 4. *National Qualifications Framework.* - The Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA) are hereby mandated to closely coordinate and effectively implement a unified national qualifications framework that

establishes equivalency pathways and access ramps in ladderized education, allowing for easier transitions and progressions between TVET and higher education. The framework shall include Qualifications and Articulation mechanisms, such as, but not necessarily limited to the following: Credit Transfer, embedded TVET qualification in ladderized degree programs; Post-TVET Bridging Programs; enhanced equivalency; adoption of ladderized curricula/programs; modularized program approach; competency-based programs; network of dual-sector colleges or universities; and accreditation and/or recognition of prior learning.

For this purpose, CHED and TESDA shall design harmonized guidelines and equivalency competency courses to enhance the delivery of high-quality Tech-Voc and higher education courses, synchronize standards and upgrade curriculum design per discipline and adopt a strategic implementation scheme, including a massive consultation and information dissemination scheme. In so doing, CHED and TESDA shall continue exploring and developing other mechanisms and systems that will allow the interface between TVET and higher education with the end in view of creating a seamless and borderless education system.

SECTION 5. *Priority Disciplines.* – As a preliminary approach to the implementation of the ladderized program and to ensure a more focused implementation of the said program, CHED and TESDA, in consultation with the industry, the Department of Labor and Employment (DOLE), the Department of Trade and Industry (DTI), the National Economic and Development Authority (NEDA), the Department of Science and Technology (DOST), the Professional Regulations Commission (PRC) and other related agencies, are directed to identify priority disciplines and programs for ladderization, taking into account labor market realities. Therefrom, CHED and TESDA shall implement the ladderization of other disciplines, other than those presently being implemented, should it be found necessary and beneficial to do so based on a comprehensive study on the viability of such move.

As additional funding source, TESDA and CHED may tap international funding agencies for donations and grants.

SECTION 12. *Implementing Rules and Regulations.* – The CHED and TESDA, in consultation with relevant stakeholders in higher and tech-voc education shall issue within sixty (60) days after the effectivity of this Act, the rules and regulations for the effective implementation of this Act.

SECTION 13. *Separability Clause.* – If any provision of this Act or any part thereof be declared unconstitutional or invalid, the other provisions, as far as they are separable from the invalid ones, shall remain in force and effect.

SECTION 14. *Repealing Clause.* – All laws, decrees, orders, rules and regulations or parts thereof which are inconsistent with the provisions of this Act are hereby repealed, amended or modified accordingly.

SECTION 15. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in at least two (2) newspapers of general circulation.

Approved,



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

HON. JOSEPH EMILIO A. ABAYA

*Congressman, 1st District, Cavite
Chairman, Committee on Appropriations*

February 2, 2011

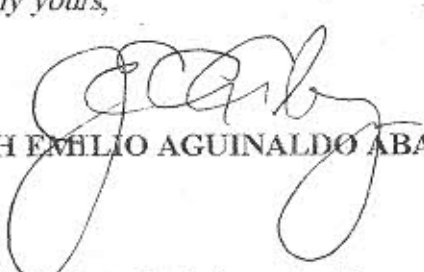
HON. JUAN EDGARDO M. ANGARA

*Chairman
Committee on Higher and Technical Education*

Dear Chairman Angara:

Please be informed that the Committee on Appropriations in its meeting held today, February 2, 2011 at Conference Rooms 9 and 10, Ramon V. Mitra Building, approved to report out Substitute Bill to House Bill Nos. 112, 836, 1503 and 3194, entitled "AN ACT TO STRENGTHEN THE LADDERIZED INTERFACE BETWEEN TECHNICAL VOCATIONAL EDUCATION AND TRAINING AND HIGHER EDUCATION", without amendment.

Very truly yours,



JOSEPH EMILIO AGUINALDO ABAYA

cc: Rep. Neptali M. Gonzales II
Rep. Mark A. Villar
Rep. Marcelino "Marcy" R. Teodoro
Rep. Bernadette Herrera-Dy

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

**MINUTES OF THE MEETING OF THE COMMITTEE ON HIGHER AND TECHNICAL EDUCATION
HELD ON SEPTEMBER 15, 2010 (WEDNESDAY), 9:36 A.M., CONFERENCE ROOMS 1 & 2, R.V.
MITRA BLDG., HOUSE OF REPRESENTATIVES, QUEZON CITY**

I. CALL TO ORDER

Rep. Juan Edgardo M. Angara, Chair of the Committee on Higher and Technical Education (CHTE) and the Presiding Officer, called the meeting to order at 9:40 A.M.

II. ROLL CALL

Upon motion of Rep. Luis R. Villafuerte, duly seconded by Rep. Mark Aeron H. Sambar, the Committee dispensed with the roll call.

III. APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING

Likewise, the Committee dispensed with the reading of the minutes of the August 25, 2010 meeting and approved the same.

IV. ACKNOWLEDGMENT OF GUESTS/RESOURCE PERSONS

Upon instructions of the Presiding Officer, the Committee Secretary acknowledged the guests and resource persons from the Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Coordinating Council of Private Educational Associations (COCOPEA), Philippine Association of Colleges and Universities (PACU) and officials from the Camarines Sur Polytechnic College.

V. CONSIDERATION OF THE FOLLOWING LOCAL BILLS:

The Committee proceeded to discuss various local measures pertaining to state universities and colleges (SUCs) and technical-vocational (tech-voc) schools.

Rep. Angara informed the Committee Members that the measures for deliberation have been approved on third reading during the 14th Congress. He explained that as a rule, it would be smooth sailing for the bills since they had gone through extensive deliberations in the past unless there are vehement objections.

At this juncture, Rep. Villafuerte moved for the omnibus approval of bills on the establishment or renaming of SUCs, conversion into SUCs and establishment of technical-vocational training centers. Thereafter, the body approved the following: **HB 735**, which calls for the establishment of a state college in the City of Talisay, Province of Cebu to be known as the Talisay City State College (Rep. Eduardo R. Gullas); **HB 200**, which seeks to separate the Camarines Sur Polytechnic College – Naga City Campus (formerly Bicol College of Arts and Trades) in the City of Naga, Province of Camarines Sur from the Camarines Sur Polytechnic College in Nabua, Camarines Sur and to convert it into a state college to be known as the Bicol State College of Applied Sciences and Technology (Rep. Villafuerte); **HB 1768**, which proposes to convert the Catanduanes State Colleges in the Province of Catanduanes into a state university to be known as the Catanduanes State University (Rep. Cesar V. Sarmiento); **HB 1814**, which converts the Negros State College of Agriculture (NSCA) in the City of Kabankalan, Province of Negros Occidental into a state university to be known as the Central Philippine State University (CPSU) (Reps. Mercedes K. Alvarez, Ignacio T. Arroyo Jr. & Alfredo Abelardo B. Benitez); **HB 1922**, which converts the Cordova Public College in

the Municipality of Cordova, Province of Cebu into a state college to be known as the Cordova State College of Science and Technology (Rep. Gabriel R. Quisumbing); **HB 2113**, which converts the Quirino State College (QSC) in the Municipality of Diffun, Province of Quirino into a state university to be known as the Quirino State University (QSU) and integrates therewith the Quirino Polytechnic College (QPC) in the Municipality of Cabarroquis and Maddela Institute of Technology (MIT) in the Municipality of Maddela, both municipalities located in the Province of Quirino (Rep. Dakila Carlo E. Cua); and **HB 2632**, which seeks to convert the Iloilo State College of Fisheries into a state university to be known as the Iloilo State University of Fisheries, Science and Technology and integrates thereto the Western Visayas College of Science and Technology's Barotac Nuevo and Dumangas Campuses and the Passi Trade School (Rep. Ferjanel G. Biron).

The body also approved the renaming of the Southern Philippines Agribusiness and Marine Aquatic School of Technology (SPAMAST), into Davao Del Sur State College (DSSC), as contained in **HB 799**, filed by Rep. Marc Douglas C. Cagas IV.

As regards the approved tech-voc bills, these include **HB 751**, which provides for the establishment of a Technical Education and Skills Development Center in the City of San Jose Del Monte, Bulacan), and **HB 1395**, which provides for the establishment of the Technical Education and Skills Development Authority (TESDA) Training and Accreditation Center in the City of Cagayan De Oro Located at Barangay Camaman-an. The two bills were authored by Rep. Arturo B. Robes and Rep. Rufus B. Rodriguez, respectively.

Upon motion of Rep. Villafuerte, duly seconded, the body further approved **HB 1863** authored by Rep. Arnulfo P. Fuentebella. The bill proposes to rationalize the Board of Regents of the Partido State University, amending for the purpose Republic Act No. 9029 (Creating the Partido State University).

VI. CONSIDERATION OF THE FOLLOWING MEASURES: 1) HB 112 - AN ACT STRENGTHENING THE LADDERIZED INTERFACE BETWEEN TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) AND HIGHER EDUCATION (Rep. N. Gonzales); AND 2) HB 836 - AN ACT STRENGTHENING THE LADDERIZED INTERFACE BETWEEN TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) AND HIGHER EDUCATION (Rep. Villar); AND HB 1503 - AN ACT STRENGTHENING THE LADDERIZED INTERFACE BETWEEN TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) AND HIGHER EDUCATION (Rep. Teodoro)

Prior to the sponsorship speech of Majority Leader Neptali M. Gonzales II, the Committee Chair informed the Committee Members that the ladderized education bill has been approved on third reading by the previous Congress, but has remained pending with the Senate. Once again, he reminded the body that by tradition, there should only be one hearing on the bill.

When called to sponsor his bill, Rep. Gonzales stated that every Filipino dreams of finishing his or her studies for the reason that the avenues for advancement would be plenty for a person armed with a solid education. However, he said, a large percentage of graduates from colleges and universities who are filled with hopes of gainful employment and advancement usually find out that there are a few jobs related to their course of choice.

Rep. Gonzales stressed that a stop-gap or long-term measure is needed to eliminate the problem of structural unemployment or job-skill mismatch in the industry. This, he said, can be solved by institutionalizing the ladderized education program that allows those who are studying in or have graduated from technical-vocational (tech-voc) courses to earn a college degree to ensure opportunities for employment.

The author of HB 112 further stated that the ladderized education program was introduced in the educational system through Executive Order 358, which was signed on September 14, 2004. He explained that the bill seeks to provide avenues for the advancement of students and workers in education and career by creating a seamless and borderless education system that allows mobility in terms of flexible entry and exit in the educational system. He further said that the proposed law provides tech-voc graduates to obtain a college degree by earning equivalent credits from his tech-

voc course. Through this mechanism, he continued, the principle of access to education enshrined in the Constitution is made available to all.

Expressing his support to the bill, Rep. Villafuerte stated that the bill should be approved immediately because it addresses a very significant gap in the education system. This bill, he said, will help solve the education-job mismatch that the country is experiencing.

Rep. Bernadette Herrera-Dy, who seconded the motion of Rep. Villafuerte, underscored the need to fast-track the approval of the bill after noting that the ladderized education program was not fully implemented by the previous CHED Chair despite the fact that there is already an executive order. If it becomes a law, she said, no department or agency can stop its implementation.

On the part of the resource persons, CHED Director Felizardo Francisco posed no objection to the provisions of the measure. He assured the body that the CHED will coordinate with TESDA in the implementation of the program to straighten out some areas pertaining to qualifications of faculty members, trainers, curriculum design, and training delivery, among others.

Likewise, TESDA Executive Director Irene Isaac supported the passage of the measure. She explained that technical vocation and education training (TVET) by itself is a viable career option, but added that ladderized education provides TVET trainees and workers with opportunities for career and educational progression. She further said that the program will also facilitate the establishment of a seamless and borderless education system that allows mobility in terms of flexible entry and exit into the educational system.

With no further comments nor objection, the Chair declared the bill consolidating HBs 112, 836 and 1503 approved for reporting out, with Reps. Villafuerte, Herrera-Dy, Alvarez, Pryde Henry Teves, Sambar, Linabelle Ruth R. Villarica and Maximo B. Rodriguez as co-authors.

VII. CONSIDERATION OF HB 1417 – AN ACT TO PENALIZE UNIVERSITIES OR COLLEGES IN FORCING AND MANDATING STUDENTS UNDER COURSES THAT REQUIRE BOARD THAT REQUIRE BOARD EXAMS TO ENROLL IN A REVIEW CENTER UPON THE SCHOOL'S PERSONAL CHOICE AND DISCRETION (Rep. Teves); and HB 2844 – AN ACT PROTECTING THE RIGHT OF STUDENTS OF COURSES REQUIRING PROFESSIONAL LICENSING EXAMINATIONS TO ENROLL IN REVIEW CENTERS OF THEIR CHOICE AND PROVIDING PENALTIES FOR VIOLATIONS THEREOF (Reps. Casiño, Palatino, Tinio, Mariano, Ilagan and De Jesus).

In his sponsorship speech, Rep. Teves stated that the issues mentioned in his bill have long been thoroughly discussed since the 14th Congress. He lamented that the issues concerning higher education institutions (HEIs) have become worst with the complaints that some HEIs do not just choose the review centers where students will enroll, but also the airlines that will transport the students and the dormitories where the students will be housed during the review. He added that there were reports that some professors have formed their own review centers and compelled their students to enroll there.

The author of HB 1417 further argued that if the student's foundation is weak, he will not pass the board examination even if he attends review classes. Therefore, Rep. Teves said, the solution is for the school to be strict in its admission and retention policies so that those who have no chance of passing the course will really be rejected by the system. He added that forcing students to enroll in review centers is tantamount to requiring their parents to spend more money without guarantee of passing the board examination due to weak foundation.

Expressing alarm over the said practice of making arrangements with review centers, Rep. Teves said that it has become a racket made by unscrupulous people operating schools, including professors.

Atty. Joseph Noel Estrada, who represented the Philippine Association Colleges and Universities (PACU), lamented that there is no law regulating the establishment and operation of review centers. Explaining the predicament of schools, he said that the schools have shown their concern over the welfare of students by exercising their mandate and screening, selecting and evaluating the legitimacy of review centers in good faith.

The Committee Chair informed the resource person from PACU that there are also bills empowering the CHED to regulate the establishment and operation of review centers.

For her part, Atty. Carmelita Yadao-Sison of the CHED mentioned that the Commission already initiated the regulation of review centers by issuing a memorandum order on the matter and the review centers have started to comply with the requirements. In 2006, she continued, the CHED had issued a directive to schools that they should not compel their students to enroll in review centers preferred by them, but by students. She related that the CHED had intervened in many cases where students had complained of being forced to enroll in review centers of the school's choice or their transcripts and other school records were withheld for failure to enroll in review centers chosen by the schools. However, she said, the Supreme Court ruling that the CHED has no jurisdiction over review centers prevented the Commission from pursuing its initiatives.

Moreover, Atty. Yadao-Sison noted that under the bill, the schools can exercise their autonomy if the review classes are part of the curriculum. Hence, she said, the students are made aware right from the start that they have to attend review classes.

Rep. Teves remarked that there is no problem if the review classes will form part of the curriculum because the parents will be aware before enrollment that they will have to shell out money for review classes, which are usually paid on a per unit basis.

This prompted the Committee Chair to state that if the review classes are made part of the curriculum, then the CHED can lay down the guidelines since it has jurisdiction over schools. Thereafter, the Committee decided to approve the bills in principle following the motion made by Rep. Alvarez, duly seconded by Rep. Daryl Grace J. Abayon.

Meanwhile, Rep. Casiño informed the Committee Members that HB 2844 was the bill that was approved on third reading during the 14th Congress. He recommended that the new provisions introduced in the bill of Rep. Teves be added to his bill. He also expressed hope that the consolidated bill will be the first to be reported out by the Committee.

At this juncture, the Presiding Officer assured Rep. Casiño that the measure will be reported out immediately.

IV. CONSIDERATION OF HB 1504 – AN ACT GRANTING DISCOUNTS TO UNDERPRIVILEGED COLLEGE STUDENTS ON BASIC AND EDUCATION SERVICES (Rep. Teodoro)

Despite the absence of the author of HB 1504, the Committee decided to hear the comments of the various stakeholders.

Ms. Celia O. Carlos, chairperson for national affairs of the Drugstore Association of the Philippines (DSAP), lauded the intent of the bill. However, she informed the body that drugstores are experiencing difficulties with the passage of Expanded Senior Citizens Act because there is a 20 percent discount for senior citizens, the value-added tax cannot be passed on to them because the total discount reaches 28.57 percent. She said the drugstores are losing money because of their small mark-up. Aside from senior citizens and persons with disability, Ms. Carlos informed the body that public school teachers and underprivileged college students are also wishing to get discounts. She expressed her sentiment that drugstores are being legislated out of business.

Nevertheless, Ms. Carlos emphasized that there is no problem with giving discounts for as long as the discounts will go back to drugstore owners through tax credits. She explained that in a tax deduction, for every one peso discount that drugstore owners will give, only 30 centavos will be given back to them by the government while the 70 centavos will come from their own pockets. She appealed to the lawmakers to allow the grant of tax credits instead of tax deduction unless the discounts will apply only to generic drugs which are a lot cheaper than the branded medicines. By doing this, she said, the government can promote the use of generic alternatives and at the same time, help the local pharmaceutical industry.

At this point, the Committee Chair reiterated that the tax aspect is beyond the jurisdiction of the CHTE. He informed the resource person that the measure will be referred to the Committee on Ways and Means for approval of the tax provision of the bill.

Mr. Napoleon Imperial, who represented the National Economic and Development Authority (NEDA), informed the Committee that the agency will submit a formal position paper to the body. In the meantime, he expressed his objection to the definition of 'underprivileged' in the bill. He remarked that said definition is considered extravagant or too high at the level of P100,000.00 family income ceiling. He pointed out that based on the 2006 Family Income Expenditure Survey (FIES), the said income level already belongs to families in the sixth income level. This means, he continued, that the bill will have as beneficiaries more than half of all the families with college students in the Philippines. Still using the 2006 FIES data, Mr. Imperial pointed out that the NEDA estimates a subsidy incidence of approximately P120 million per year from the proposed five percent discount on food establishments, medicines, textbooks, school supplies and tuition fees. He projected that P80 million of this subsidy would come from the tuition fee discounts. For this reason, he urged the body to check the FIES data and to adjust the definition of certain technical terms based on inflationary level and statistical considerations.

However, when asked by Rep. Casiño to cite the gross annual income that could be considered by NEDA as a determining factor for a student to qualify as underprivileged, Mr. Imperial could not give a definite answer. He requested the Committee to give him time to consult the National Statistical Coordinating Board to determine the annual income based on the 2006 FIES.

In relation to this, Rep. Casiño stressed that it was deliberate on the part of the author not to mention poor students because the poor have a very technical definition according to incomes. He stated that majority of poor families cannot even send their children to college. He pointed out that being underprivileged is definitely above the poverty rate because majority of families who live below the poverty level cannot afford to send their children to school.

When asked by the Presiding Chair to comment on the bill, Atty. Julito Vitriolo of the CHED lauded the objectives of the bill. However, he underscored the need to determine the cut-off rate of the threshold income level to ensure that the students will not only get discounts, but their chances of finishing their studies will be high.

Likewise, he informed the body that the CHED scholarship programs use the P300,000.000 income level as the cut-off rate for the reason that the success rates of students will be affected if the income threshold is lowered. He maintained that while students may be able to get scholarships and discounts, it is also possible that they cannot continue their studies because of certain difficulties. Hence, he underscored the importance of sustainability and provision of support mechanisms. He added that the implementation mechanism of the bill should be studied further to determine how many of the 2.6 million students in higher education will get the discounts.

The Committee Chair noted that the bill is very important and timely. However, he stated that while the bill provides benefits to underprivileged students, it also has limitations such as when the student fails in the majority of subjects or stops schooling for one year.

Atty. Vitriolo said the schools can submit the list of qualified students since they have the records of students who are qualified. An ID system or some kind of database can also be utilized, he added.

Agreeing with the Committee Chair, Rep. Tinga suggested that the measure cover not only underprivileged college students, but all students as well.

On the part of the COCOPEA, Executive Director Patricio Dionio promised to submit a position paper to the Committee.

Upon motion of Rep. Casiño, duly seconded by Rep. Ma. Georgina De Venecia, the Committee decided to create a technical working group (TWG) to hear the positions of the other stakeholders and to thresh out the issues raised concerning the bill.

V. OTHER MATTERS

The Committee Chair announced the designation of the Chairs of the following subcommittees: Rep. Casiño, Subcommittee on Technical Vocational Education and Skills Development; Rep. Villarica, Subcommittee on Private higher Education; Rep. Eulogio "Amang" R. Magsaysay, Subcommittee on Teachers and Non-Teaching Personnel's Welfare; Rep. Emil L. Ong,

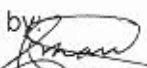
Subcommittee on Student's welfare; Rep. Aurora E. Cerilles, Subcommittee on Distance Learning and Alternative Methods of Education; Rep. Loreto Leo S. Campos, Subcommittee on LGU-Operated Tertiary/Post-Secondary Educational Institutions; Rep. Franklin P. Bautista, Subcommittee on Scholarships; and Rep. Teodoro, Subcommittee on Oversight.

The Chair further stated that he is the Chair of the Subcommittee on State Universities and Colleges.

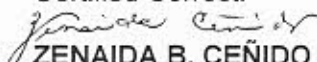
VI. ADJOURNMENT

There being no other matters to be discussed, the meeting was adjourned at 11:13 A.M.

Prepared by:


FRANCES MELANIE U. MAURICIO
Supervising Legislative Staff Officer II

Certified Correct:


ZENAIDA B. CEÑIDO
Committee Secretary, CHTE

Noted by:

ORIGINAL SIGNED
REP. JUAN EDGARDO M. ANGARA
CHTE Chair/ Presiding Officer