

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

SIXTEENTH CONGRESS
First Regular Session

House Bill No. 1058



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 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 graduate 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 requested.


NEPTALI M. GONZALES II

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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
2 Education Act of 2013”.

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

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

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

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

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

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

19 (d) *Embedded tech-voc qualification in a ladderized degree program* refers to
20 the process of determining the TVET competencies/qualifications that lead to job
21 platforms in the relevant higher education or bachelor's degree program. A
22 student of a ladderized degree program can earn full TVET qualification should
23 he/she choose to exit from the program and get a job.

24 (e) *Equivalency* refers to a process that involves assigning equivalent
25 academic credits to the competencies demonstrated by a student through

1 assessment tests, thereby providing entry points to the next higher level
2 qualification, the purpose of which is to provide opportunities to the student to
3 continue to learn and/or to re-enter the educational program at a higher level
4 without having to unnecessarily retake courses in which a student already has
5 demonstrated competence and knowledge.

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

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

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

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

22 SEC. 4. *National Qualifications Framework*. – The Commission on Higher
23 Education (CHED) and the Technical Education and Skills Development
24 Authority (TESDA) are hereby mandated to closely coordinate and effectively
25 implement a unified national qualifications framework that establishes

1 equivalency pathways and access ramps in ladderized education, allowing for
2 easier transitions and progressions between TVET and higher education. The
3 framework shall include qualifications and articulation mechanisms such as, but
4 not necessarily limited to, the following: credit transfer, embedded TVET
5 qualification in ladderized degree programs, post-TVET bridging programs,
6 enhanced equivalency, adoption of ladderized curricula/programs, and
7 accreditation and/or recognition of prior learning.

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

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

1 realities. The CHED and the TESDA shall implement the ladderization of other
2 disciplines, other than those presently being implemented, should these be found
3 necessary and beneficial, based on a comprehensive study on their viability.

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

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

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

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

22 SEC. 8. *Scholarships, Grants and Loans.* – To ensure the effective
23 implementation and greater nationwide impact of the program and its
24 accessibility to the students and workers, the CHED and the TESDA shall
25 endeavor to include in their respective budgets the provision of scholarships,

1 grants and loans to deserving students and workers availing themselves of the
2 ladderized system of education, in addition to the present scholarship programs
3 being implemented by the CHED and the TESDA.

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

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

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

22 SEC. 11. *Appropriations.* – The amount necessary for the initial
23 implementation of this Act shall be sourced from the current budgets and
24 development funds of the CHED and the TESDA. Thereafter, the funds
25 necessary for the continuous implementation of this Act in the ensuing years

1 shall be included in the respective annual appropriations of the CHED and the
2 TESDA in the General Appropriations Act.

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

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

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

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

Approved,