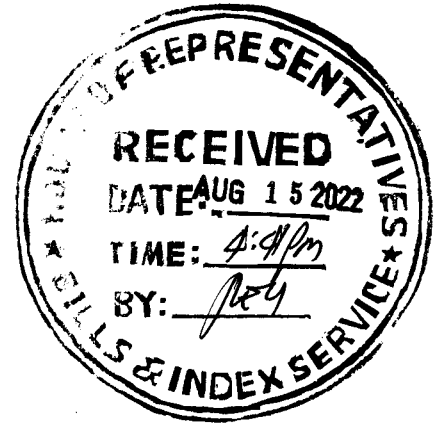


**Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila**

**NINETEENTH CONGRESS
First Regular Session**

HOUSE BILL NO. 3621



**Introduced by Representatives
HORACIO P. SUANSING, JR. and MIKAELA ANGELA B. SUANSING**

**AN ACT
PROVIDING FOR THE INSTITUTIONALIZATION OF FREE TESDA TRAININGS
FOR OUT-OF-SCHOOL YOUTH**

EXPLANATORY NOTE

The 2017 Annual Poverty Indicators Survey shows that 3.53 million of the 39.2 million Filipinos aged 6 to 24 years old were out-of-school youth (OSYs). In 2017, 83% of OSYs fall between the ages of 16 to 24 years old.¹ The high financial cost of secondary and tertiary education remains as one of the main reasons why OSYs remain out of school. According to the same survey, around half of OSYs in the Philippines belong to families whose incomes fall within the bottom third of the total population.²

However, consultative meetings with local OSYs conducted by our field leaders found that a considerable proportion of OSYs cited a lack of personal interest in formal education, given what they perceive to be its future benefits and its current financial and opportunity costs. Specifically, these consultative meetings with local OSYs found that some OSYs choose not to go to school because while it often entails huge financial sacrifices on the part of their families, completing existing undergraduate courses in local universities do not assure graduates' landing good jobs with stable incomes, given that the jobs available in the local labor market do not match the skills taught by existing undergraduate courses in local universities and colleges.

On the other hand, local OSYs cited that jobs in construction, wholesale, retail, manufacturing, transport, and employment related to computer services and information and communications technology (ICT) are abundant in nearby commercial centers. While these jobs require basic reading, writing, arithmetic and other technical and practical skills, these jobs often do not require college degrees; instead, such jobs require those to be employed with solid, strong

¹ <https://www.pna.gov.ph/articles/1129909>

² Ibid.

technical and vocational skills training in their specific fields. However, at present, most OSYs cannot access these lucrative jobs, since they have not received the technical and vocational skills training necessary, and current opportunities to receive such training remain limited.

This measure seeks to institutionalize free TESDA trainings for out-of-school youth beneficiaries. It endeavors to do so not only to prevent our indigent OSYs from falling further into the trap of poverty, but more so to provide a gateway through which they may acquire employment, income security, and subsequently, that they may inevitably obtain economic security for themselves and their families. This measure pursues the expansion of access to technical and vocational education for our out-of-school youth to provide women OSYs, who disproportionately make up 63 percent of OSYs in 2020,³ with opportunities for income generation. Furthermore, it aims to ameliorate the effects of the COVID-19 pandemic on financially constrained youth who may have had to stop going to school due to the economic effects of lockdowns: according to a study by the United States Agency for International Development (USAID), the percentage of out-of-school youth in the Philippines increased significantly during the pandemic, from 16.9% in January 2020 to 25.2% in April 2020.⁴

The passage of this bill ensures that our out-of-school youth are granted access to work-based learning, to entrepreneurship and livelihood opportunities relevant to the demands of the local labor market, and ultimately, to current and future economic security for themselves and their families.

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


HORACIO P. SUANSING, JR.
2nd District of Sultan Kudarat


MIKAELA ANGELA B. SUANSING
1st District of Nueva Ecija

³https://opportunity.org.ph/wp-content/uploads/USAID-EDC-Accenture-COVID-19-Impact-OSY-Philippines_v2021-11-08-Final-1.pdf

⁴ USAID 2020 Report, The Impact of COVID-19 on opportunities for Out-of-School Youth in the Philippines.

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

Section 1. Short Title. — This Act shall be known as the “Out-of-School Youth Skills Education Act.”

Sec. 2. Declaration of Policy. — The State values the dignity of every human person and guarantees full respect for human rights. Pursuant thereto, the State therefore recognizes the right of out-of-school youth to social protection and to develop their full potential as partners in nation-building. Towards this end, the State shall promulgate measures to give full support to the improvement of the total well-being of the out-of-school youth by providing educational development and employment opportunities.

Sec. 3. Definition of Terms. — As used in this Act:

- (a) **Out-of-School Youth** - refers to members of the population aged eighteen (18) to thirty (30) years old who are currently out of school, not gainfully employed, and have not finished college or a post-secondary course;
- (b) **Technical/Vocational Education** - refers to the education or training process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills relating to occupations in various sectors of economic and social life. The term is comprised of formal (organized programs as part of the school system), and non-formal (organized classes outside the school system) approaches;
- (c) **TESDA Graduate** - refers to a student or trainee who has completed the requirement set for a Technical Education and Skills Development Authority

(TESDA) - registered Technical Vocational Education and Training (TVET) course/program; and

- (d) **Civil Society Organizations** - refers to non-state, not-for-profit, community-based volunteer organizations that perform a variety of services and humanitarian functions and promote the enhancement and support of the welfare of local citizens.

Sec. 4. Institutionalization of Free Technical/Vocational Education. — The TESDA shall provide technical and vocational education to the out-of-school youth free of charge. It shall likewise provide materials, instruments, and tools that the out-of-school youth may need while enrolled in a technical/vocational course, and financial support to cover transportation and other related costs for the duration of the training.

The program courses shall include, but not limited to, technical and vocational courses related to in-demand jobs in the local market, as determined by the Advisory Council.

Sec. 5. Creation of an Out-of-School Youth Skills Training Advisory Council. — An Out-of-School Youth Skills Training Advisory Council shall be created in every municipality, component city, independent component city and highly-urbanized city in the Philippines, comprised of:

- One (1) Representative from TESDA Provincial/ Regional Office;
- One (1) Representative from the DOLE Public Employment Service Office;
- Three (3) Representatives from the local business sector;
- One (1) representative from municipal local government unit;
- One (1) respective from the Office of the Congressional District Representative; and
- One (1) representative from Civil Society Organizations (CSOs).

Each Council shall advise the TESDA Provincial Office about the technical and vocational courses to be offered free of charge to out-of-school youth. It will monitor yearly work programs, in pursuance of the objectives of this Act, and will coordinate with the TESDA Central Office to create and implement a National Comprehensive Training Plan for Out-of-School Youth.

Sec. 6. National Comprehensive Training Plan for Out-of-School Youth. — The TESDA Central Office, in consultation with all Out-of-School Youth Skills Training Advisory Councils and all TESDA Provincial Offices, will create a yearly National Comprehensive Training Plan for Out-of-School Youth.

The National Comprehensive Training Plan for Out-of-School Youth will contain demographic indicators relating to out-of-school youth in the Philippines, in every region, every province and every municipality in the Philippines. It will also contain details regarding in-demand jobs in local labor markets and industries that may cater to potential workers from the out-of-school

youth sector, and policy proposals on how to prepare the current out-of-school youth sector for these jobs.

The National Comprehensive Training Plan for Out-of-School Youth shall be used as a reference document by the Out-of-School Youth Skills Training Advisory Councils for advising their respective TESDA Provincial Offices about the technical and vocational courses to be offered free of charge to out-of-school youth.

Sec. 7. Decent Work Opportunities. — The DOLE, in coordination with TESDA and the Local Government Units, shall ensure decent work standards for out-of-school youth who have graduated from TVET courses, including the following minimum guarantees:

- a. Providing strict regulations against forced and involuntary displacement;
- b. Protection of the rights and promotion of the welfare of TVET graduates regardless of their work status, and protection against discrimination in wages, conditions of work, and employment opportunities.

Opportunities for work shall be productive and remunerative as family living wage, security of tenure in the workplace, and better prospects for personal development and social integration.

Sec. 8. Role of Civil Society Organizations. — Civil Society Organizations are hereby encouraged to become partners of Government in the implementation of skills training programs and projects for the out-of-school youth.

Sec. 9. Appropriations. — The amount necessary for the effective implementation of this Act shall be included in the budget of the concerned agencies in the annual General Appropriations Act.

Sec. 10. Implementing Rules and Regulations. — The TESDA shall be the lead implementing agency and, together with the DOLE, shall promulgate the Implementing Rules and Regulations within sixty (60) days from the passage of this Act.

Sec. 11. Separability Clause. — Should any part of this Act be declared unconstitutional, the remainder of this Act or any provision not affected thereby shall remain in full force and effect.

Sec. 12. Repealing Clause. — All laws, decrees, orders, rules and regulations or parts thereof inconsistent with the provision of this Act are hereby repealed, amended or modified accordingly.

Sec. 13. Effectivity Clause. — 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,