

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

House Bill No. 165



Introduced by: HON. VINCENZO RENATO LUIGI VILLAFUERTE

EXPLANATORY NOTE

Technical-Vocational Education and Training (TVET) plays a vital role in building a competent, inclusive, and future-ready Filipino workforce. As global industries rapidly shift toward digitalization, sustainability, and innovation, there is an urgent need to modernize the country's tech-voc system to ensure its relevance, responsiveness, and competitiveness.

Despite significant gains made by the Technical Education and Skills Development Authority (TESDA), existing programs remain largely focused on traditional trades and are often disconnected from evolving labor market demands. The skills gap continues to affect employability, especially among the youth, women, and displaced workers in vulnerable communities.

The proposed Tech-Voc 2.0 Act of 2025 seeks to future-proof Philippine TVET by embedding digital, green, and innovation-based skills into TESDA-accredited curricula. It mandates the regular updating of training standards and the establishment of Tech-Voc Innovation Labs in every region equipped with advanced tools, virtual learning access, and startup support services.

Moreover, this measure institutionalizes stronger linkages between industry and academia, requiring at least 50 percent on-the-job training in accredited firms, encouraging co-designed programs, and incentivizing private sector participation. It also introduces ladderized pathways from TESDA to CHED programs, stackable micro-credentials, and expanded digital access through a national online platform and community-based tech hubs.

To enhance learner support, the bill provides for improved benefits such as living stipends, toolkits, and connectivity allowances. Institutions and trainers will likewise receive assistance for capacity building, curriculum development, and lab modernization.

Finally, the bill establishes a robust monitoring framework through a National Skills Forecast Report and an independent Tech-Voc Advisory Council to guide policy and ensure responsiveness to future workforce trends.

In view of the foregoing, the immediate passage of this bill is earnestly sought to transform Philippine TVET into a globally competitive engine of inclusive development and innovation.

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**AN ACT MODERNIZING TECHNICAL-VOCATIONAL EDUCATION
AND TRAINING (TVET) IN THE PHILIPPINES THROUGH THE
INTEGRATION OF DIGITAL, GREEN, AND FUTURE-READY SKILLS,
AND STRENGTHENING INDUSTRY-ACADEMIA PARTNERSHIPS
THROUGH THE TECH-VOC 2.0 FRAMEWORK**

Section 1. This Act shall be known as the “Tech-Voc 2.0 Act of 2025.”

Section 2. It is the policy of the State to promote inclusive, relevant, and globally competitive technical-vocational education. To address the rapid transformation of industries, the State shall ensure that TVET programs are future-ready, digitally enabled, and aligned with the demands of the Fourth Industrial Revolution, the green economy, and the digital services sector.

Section 3. This Act aims to:

- a. Modernize TESDA-accredited programs to include digital, green, and innovation-based skills;
- b. Build a dynamic ladderized TVET-to-degree pathway;
- c. Establish regional Tech-Voc Innovation Labs with modern training facilities;
- d. Forge strong public-private linkages for upskilling and job placement;
- e. Equip Filipinos from all backgrounds, especially the youth, women, and displaced workers, with globally competitive skills.

Section 4. The Technical Education and Skills Development Authority (TESDA) shall redesign and expand its core programs to include key sectors that align with current and future workforce demands. These sectors include Digital and Tech Skills, such as software development and coding, UI/UX design, game development and animation, cybersecurity and cloud computing, and digital marketing and e-commerce.

In the area of Green and Sustainable Skills, programs shall cover solar and wind energy installation, smart agriculture and precision farming, electric vehicle maintenance, green construction and retrofitting, and sustainable water and waste systems.

For Emerging Industries, the focus shall be on robotics and mechatronics, 3D printing and prototyping, artificial intelligence (AI) applications in logistics, health, and business, and smart manufacturing and Industry 4.0 systems.

TESDA shall ensure that these curricula are updated every two years in close consultation with industry stakeholders and academic institutions.

Section 5. There shall be at least one Tech-Voc Innovation Lab established in each region, developed in partnership with local government units (LGUs), the Department of Science and Technology (DOST), and the private sector. These labs shall feature advanced equipment for digital and green trades, co-working spaces to foster student innovation, virtual learning platforms to support flexible education, and job matching portals along with startup support services for graduates. TESDA shall issue the necessary guidelines and standards for the establishment, certification, and sustainable funding of these centers.

Section 6. TESDA shall implement a strengthened **Dual Training Program** with the following provisions:

- a. At least **50% on-the-job training** component in accredited firms;
- b. Participating companies shall be eligible for tax incentives based on their training investments, subject to rules set by the DOF and TESDA;
- c. Industry players may co-design specialized programs to meet market demand;
- d. SUCs and TVIs (Tech-Voc Institutions) must maintain at least **two industry linkages per program** offered.

Section 7. All TESDA programs shall include defined academic equivalencies that enable graduates to pursue higher education pathways under CHED-recognized frameworks.

CHED and TESDA shall:

- a. Issue a **unified credit recognition framework**;
- b. Encourage state colleges to adopt **Tech-Voc-to-degree tracks**, especially in IT, agriculture, and engineering;
- c. Support TVET graduates seeking to bridge into bachelor's programs through bridging modules and transition grants.

Section 8. TESDA shall:

- a. Launch a **Digital Tech-Voc Portal** offering blended, modular courses accessible nationwide;
- b. Provide **stackable micro-credentials** aligned with global standards (e.g., Google, Microsoft, AWS);
- c. Partner with LGUs and DICT to offer community-based digital access hubs in underserved barangays.

Section 9. TESDA scholars under Tech-Voc 2.0 shall receive increased monthly living stipends, toolkits, and internet or data allowances. Participating Tech-Voc Institutions may access grants for laboratory upgrading, faculty training, and curriculum development. Graduates of the program shall be given priority for employment in government infrastructure, climate-related, and digital projects.

Section 10. TESDA, in coordination with NEDA and DOLE, shall publish an annual **National Skills Forecast Report** outlining trends, employability data, and training gaps. An

independent Tech-Voc Advisory Council, appointed by the TESDA Board and composed of educators, private industry leaders, and youth representatives, shall advise TESDA on policy and program development.

Section 11. The Secretary of TESDA shall immediately include in the Department's program the implementation of this Act, the funding of which shall be included in the annual General Appropriations Act (GAA).

Section 12. Within ninety (90) days from the effectivity of this Act, TESDA, in coordination with CHED, DOLE, DTI, and other relevant agencies, shall promulgate the necessary IRR.

Section 13. If any provision or part of this Act is declared unconstitutional, the remaining parts or provisions not affected shall remain in full force and effect.

Section 14. All laws, executive orders, issuances, and rules and regulations inconsistent with this Act are hereby repealed or modified accordingly.

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

Approved,