

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



TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 510

Introduced by **Representative Jaime R. Fresnedi**

EXPLANATORY NOTE

This bill seeks to address the problem of employability and competitiveness of K to 12 graduates. It proposes to create a tripartite council to address the disconnect between the products of our basic education system and the needs of the industry or the labor market.

Through the ten years that the K to 12 Program was implemented, it has been reported that many employers still prefer jumpstarting the careers of college graduates, rather than hiring those who finished the Senior High School (SHS) program. This is evidenced by a study made by the Philippine Business for Education (PBE), wherein only 14 out of 70 of the top companies in the country would hire SHS graduates. According to the Philippine Chamber of Commerce and Industry's Human Resources Development Foundation, Inc. (PCCI HRDF), the hesitation to hire SHS graduates may be due to the fact they still lack the adequate skills and sufficient training that should have been provided by the K to 12 Program.¹ In a separate study conducted by the Philippine Institute of Development Studies (PIDS) in 2020, an alarming rate of only 20% of these fresh graduates were able to join the workforce immediately, while 70% went on to continue their way through college.²

Clearly, a link seems to be missing between how we teach and develop our basic education learners. Therefore, the creation of the Tripartite Council is critical. The Council shall primarily monitor all matters concerning employment, unemployment, underemployment, jobs-skills mismatch and all labor market trends. The Council shall also be mandated with the formulation of policies and programs to address these issues.

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


JAIME R. FRESNEDI
Representative
Lone District, Muntinlupa City

¹ "Special Report: Jobs a Hit or Miss for Senior High School Graduates," GOVPH, accessed July 18, 2023, <https://www.deped.gov.ph/2018/04/07/special-report-jobs-a-hit-or-miss-for-senior-high-school-graduates/>.

² "Revisiting K to 12 Program Anew," Philippine Institute for Development Studies (PIDS), accessed July 18, 2023, <https://www.pids.gov.ph/details/news/in-the-news/revisiting-k-to-12-program-anew>.

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

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 510

Introduced by **Representative Jaime R. Fresnedi**

AN ACT
TO ENHANCE THE EMPLOYABILITY AND COMPETITIVENESS OF K TO 12
GRADUATES THROUGH THE CREATION OF A TRIPARTITE COUNCIL,
APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES

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

SECTION ONE. *Short Title.* – This Act shall be known as the “*Education and Employment Tripartite Council Act.*”

Sec. 2. *Declaration of Policy.* – It is declared the policy of the State to promote the sustained development of a skilled citizenry and maintain a reservoir of national talents consisting of Filipino scientists, entrepreneurs, professionals, managers, high-level technical manpower, and skilled workers and craftsmen in all fields. Skills development can reduce unemployment and underemployment, increase productivity, and improve the standards of living.

To this end, the State shall ensure the relevance and adequacy of academic courses in the higher education curriculum and training programs offered in technical-vocational institutions in relation to the needs and requirements of the business and industry sectors and the overall human resource requirement of the country pursuant to its economic development goals.

Sec. 3. *Creation of a Tripartite Council.* - There is hereby established a Tripartite Council, hereinafter referred to as the Council, that shall formulate policies and programs to address the job-skills mismatch in the country. It shall be a coordinating body among the government, academe and industry sectors to primarily monitor economic trends in the global and domestic markets, including those pertaining to business and commerce and the local labor market, and to generate information relative to employment, unemployment, underemployment, and job-skills mismatch. The Council shall be made up of representatives from the government, academe, and industry.

The government representatives shall be composed of the following: a Commissioner of the Commission on Higher Education (CHED); a Deputy Director-General of the Technical

Education and Skills Development Authority (TESDA); an Undersecretary of the Department of Education (DepEd); an Undersecretary of the Department of Labor and Employment (DOLE); and an Undersecretary of the Department of Trade and Industry (DTI).

The representatives of the academe shall be the presidents of the federations of public and private higher education institutions (HEIs), public and private technical-vocational institutions (TVIs), and accreditation bodies of higher and technical-vocational educational institutions, which include the following: Philippine Association of State Universities and Colleges; Association of Local Colleges and Universities; Coordinating Council of Private Educational Associations; Technical-Vocational Schools and Associations of the Philippines; National Network of Quality Assurance Agencies; and the Federation of Accrediting Agencies of the Philippines.

The representatives of the industry sector shall be the presidents of the following business and industry federations: Employers Confederation of the Philippines; Makati Business Club; Semiconductor and Electronics Industries in the Philippines Foundation, Incorporated; Information Technology and Business Process Association of the Philippines; Philippine Business for Education; Management Association of the Philippines; Philippine Business for Social Progress; and the People Management Association of the Philippines.

The Council shall be headed by a CHED Commissioner as Chairperson, and the Deputy Director-General of the TESDA shall be its Vice-Chairperson.

The members of the Council, except for the ex officio members, shall receive per diem for every meeting attended in accordance with existing rules and regulations.

The Council shall be attached to the CHED for administrative and budgetary purposes.

The CHED shall provide a secretariat to the Council to be manned by the organic personnel of the CHED and may be augmented by the employees from the member-agencies of the Council through detail or secondment.

Sec. 4. Powers and Functions of the Council. – The Council shall have the following specific powers and functions:

- a) Monitor the trends in the labor market, both domestic and international, and the incidence of unemployment, underemployment and the job-skills mismatch problem in the country;
- b) Formulate short-term and long-term policies, plans and programs that shall address job-skills mismatch, unemployment, and underemployment;
- c) Conduct an inventory, review and evaluation of courses, academic programs and curricula of public and private HEIs and training programs implemented by TVIs;
- d) Conduct an assessment of qualifications, skills and competencies of students and graduates of higher education courses and technical-vocational education and training and benchmark these with national and international standards such as the Philippine

Qualifications Framework, Association of Southeast Asian Nations Qualifications Reference Framework, other frameworks, and international agreements to which the Philippines is a signatory;

- e) Conduct an inventory of job specifications and skills requirement of various industries;
- f) Recommend to the President of the Philippines, Congress and other government institutions policy measures that need to be undertaken in addressing the problems of unemployment, underemployment and job-skills mismatch;
- g) Hold regular quarterly meetings; and
- h) Perform such other functions as may be necessary for its effective operation to achieve the mandate of this Act.

Sec. 5. Annual Report and Assessment. – Upon effectivity of this Act, the Council shall submit an annual report to Congress on the status of employment of college students and new graduates for the last five years, as well as an assessment of the trends in the labor market and the skills required by various industries and business establishments

Sec. 6. Appropriations. – The amount necessary for the implementation of this Act shall be included in the annual General Appropriations Act (GAA).

Sec. 7. Implementing Rules and Regulations. – Within ninety (90) days after the effectivity of this Act, the CHED shall, in coordination with the TESDA, DepEd, DTI and DOLE, as well as other education stakeholders, issue the rules and regulations for the effective implementation of this Act.

Sec. 8. Separability Clause. – If, for any reason, any portion or provision of this Act shall be held unconstitutional or invalid, the remaining provisions not affected thereby shall continue to be in full force and effect.

Sec. 9. Repealing Clause. – All laws, presidential decrees, executive orders, rules and regulations, issuances or parts thereof, which are inconsistent with the provisions of this Act, are hereby repealed, amended, or modified accordingly.

Sec. 10. Effectivity. – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,