

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 1698



Introduced by **HON. MIGUEL LUIS R. VILLAFUERTE**

EXPLANATORY NOTE

Technical and Vocational Education and Training (TVET) is indispensable in equipping our country's workforce with the necessary skills to meet industry demands. As a result, TVET graduates improve their income potential, which in turn aids poverty alleviation in the country.¹ True to the principle of adaptability, the Technical Education and Skills Development Authority (TESDA) has included in its programs TVET courses related to animation, game art development, illustration, and digital and visual arts and technology.²

As the massive digital transformation in the world pushes us to enhance this promising initiative of TESDA, the government must institutionalize mechanisms to expand its course offerings and ensure wider access for Filipino workers, contributing to our efforts for lifelong learning opportunities required for living and working in an increasingly technology-driven environment.³

In line with this objective, this proposed measure aims to:

- Mandate the TESDA to include digital and technological skills, green and sustainable skills, and emerging industries in its core programs, which shall be updated biennially, as well as launch a Digital Tech-Voc Portal in partnership with local government units and the Department of Information and Communications Technology.
- Establish at least one Tech-Voc Innovation Lab in each region that shall feature advanced equipment, co-working spaces, virtual learning platforms, and job-matching portals.
- Mandate TESDA to ensure ladderized education and industry-academic alignment for TESDA graduates aiming to obtain bachelor's degrees.
- Increase the monthly living stipends, toolkits, and internet or data allowances of TESDA scholars.

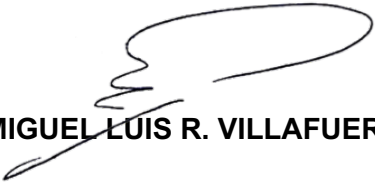
¹Philippine Institute for Development Studies. (n.d.). *E-education in the Philippines: The case of Technical Education and Skills Development Authority online program [Discussion Paper]*. [https://www.pids.gov.ph/publication/discussion-papers/e-education-in-the-philippines-the-case-of-technical-education-and-skills-development-authorityonlineprogram#:~:text=Technical%20and%20vocational%20education%20and%20training%20\(TVET\)%20in%20the%20country,current%20TOP%20in%20this%20study](https://www.pids.gov.ph/publication/discussion-papers/e-education-in-the-philippines-the-case-of-technical-education-and-skills-development-authorityonlineprogram#:~:text=Technical%20and%20vocational%20education%20and%20training%20(TVET)%20in%20the%20country,current%20TOP%20in%20this%20study).

²Technical Education and Skills Development Authority – Cordillera Administrative Region. (n.d.). List of TESDA courses. July 9, 2025, from <https://car.tesda.gov.ph/tesdacar/list-of-tesda-courses/>

³ UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training. (n.d.). *ICT in TVET*. <https://unevoc.unesco.org/yem/ICT+in+TVET#:~:text=Digital%20transformation%20leads%20to%20massive,of%20the%20present%20and%20future>.

- Publish a National Skills Forecast Report to be headed by TESDA, in coordination with the National Economic and Development Authority and the Department of Labor and Employment.
- Create an independent Tech-Voc Advisory Council primarily responsible for advising TESDA on its policy and program development.

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



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Introduced by **HON. MIGUEL LUIS R. VILLAFUERTE**

**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**

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 “Tech-Voc 2.0 Act.”

SECTION 2. *Declaration of Policy.* – 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. *Objectives.* – 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; and
- (e) Equip Filipinos from all backgrounds, especially the youth, women, and displaced workers, with globally competitive skills.

SECTION 4. *Digitally-Ready Tech-Voc Programs.* – 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:

- (a) 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;

- (b) Green and Sustainable Skills such as solar and wind energy installation, smart agriculture and precision farming, electric vehicle maintenance, green construction and retrofitting, and sustainable water and waste systems; and
- (c) Emerging Industries such as 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 (2) years in close consultation with industry stakeholders and academic institutions.

TESDA shall also launch a Digital Tech-Voc Portal offering blended, modular courses accessible nationwide. It shall provide stackable micro-credentials aligned with global standards (e.g., Google, Microsoft, AWS) and partner with LGUs and DICT to offer community-based digital access hubs in underserved barangays.

SECTION 5. *Establishing Tech-Voc Innovation Lab.* – 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. *Ladderized Education and Industry-Academic Alignment.* – 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 demands; and
- (d) SUCs and Technical and Vocational Institutions (TVIs) must maintain at least two industry linkages per program offered.

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; and
- (c) Support TVET graduates seeking to bridge into bachelor's programs through bridging modules and transition grants.

SECTION 7. *Scholarships and Institutional Support.* – 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 8. *Skills Forecasting and Tech-Voc Advisory Council.* – 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 9. *Appropriations.* – 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 10. *Implementing Rules and Regulations.* – 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 11. *Separability Clause.* – 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 12. *Repealing Clause.* – All laws, executive orders, issuances, and rules and regulations inconsistent with this Act are hereby repealed or modified accordingly.

SECTION 13. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,