

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

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 2205



Introduced by **Representative Ryan S. Recto**

EXPLANATORY NOTE

This proposed measure seeks to address the critical disconnect between skill supply and industry demand, a decades-long challenge that has persisted since the 1970s. The *Batang Magaling Act* aims to enhance the employability and competitiveness of Senior High School (SHS) graduates by fostering the collaboration between education, government and industry.

The K-12 Basic Education Program was signed into law in 2013 as a means to produce SHS graduates who are not just globally competitive, but also job-ready. However, in a 2025 study from the Philippine Institute for Development Studies (PIDS), it was revealed that only 20% of SHS graduates are employed. For those who do enter the workforce, the average employment rate is 79% for Grade 12 graduates and 85% for Grade 10 completers. Not only that, but it is also equally alarming to know that Grade 12 graduates have a higher underemployment rate at 15%, compared to the average underemployment rate of 14% as of April 2015.

Based on the above data, it cannot be ignored that there is indeed a gap between the skills being imparted to SHS learners and the actual demands of industries. This is what is often described as a job-skills mismatch. This mismatch often impedes economic growth as it results in lower wages, job dissatisfaction, diminished productivity, increased unemployment and decreased economic competitiveness.

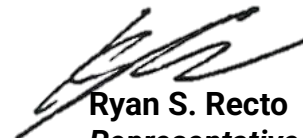
The bill is a direct response to this persisting issue. The measure mandates the creation of a *Batang Magaling* National and Local Councils that will serve as the link in aligning the K-12 curriculum, especially its Work Immersion Programs (WIPs), with the evolving needs of the labor market. These Councils shall also be responsible for the development of the *Batang Magaling* Roadmaps, a framework that shall introduce interventions and set measurable goals on enhancing the employability and competitiveness of SHS graduates. This piece of legislation also strengthens WIP guidelines to ensure that the experience for learners is meaningful and skill-focused.

It shall also encourage the hiring of K-12 SHS graduates through the Civil Service Commission (CSC) and provide incentives to private industry partners through

full tax deductions on training expenses incurred for the skills development of newly hired SHS graduates.

With all that being said, it is the vision of this measure to equip every SHS learner with adequate skills and knowledge necessary to thrive in an increasingly competitive labor market and to meaningfully contribute to national growth and development.

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



Ryan S. Recto
Representative
6th District, Batangas

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AN ACT

ENSURING THAT SENIOR HIGH SCHOOL GRADUATES UNDER THE K TO 12 PROGRAM ARE EQUIPPED WITH THE KNOWLEDGE, TRAINING AND SKILLS DEMANDED IN THE LABOR MARKET, ENHANCING THEIR EMPLOYABILITY AND COMPETITIVENESS, CREATING THE BATANG MAGALING COUNCILS TO STRENGTHEN MULTI-STAKEHOLDER COLLABORATION AND SUPPORT FOR THEIR EMPLOYMENT, ALLOWING FULL DEDUCTION OF TRAINING EXPENSES INCURRED FOR THEIR SKILLS DEVELOPMENT, APPROPRIATING FUNDS THEREFOR

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

1 SECTION 1. *Short Title.* – This Act shall be known as the “*Batang Magaling Act*”.

2
3 SEC. 2. *Declaration of Policy.* – It is a declared policy of the State to establish,
4 maintain, and support a complete, adequate, and integrated system of education
5 relevant to the needs of the people and society.

6
7 This Act likewise reiterates a declared State policy that every graduate of basic
8 education shall be an empowered individual who has learned, through a program that
9 is rooted in sound educational principles and geared towards excellence, the
10 foundations for learning throughout life, the competence to engage in work and be
11 productive, the ability to coexist in fruitful harmony with local and global communities,
12 the capability to engage in autonomous, creative, and critical thinking, and the
13 capacity and willingness to transform others and one’s self.

14
15 SEC. 3. *Objective.* – This Act shall ensure that the Philippine basic education
16 system, as enhanced under Republic Act (R.A.) No. 10533 or the “Enhanced Basic
17 Education Act of 2013”, will produce Senior High School (SHS) graduates who are
18 equipped with knowledge, training and skills demanded in the labor market, whether
19 they have chosen the higher education, middle-level skills development, or
20 employment or entrepreneurship exit, thereby enhancing their employability and
21 competitiveness in the workforce.

1
2 SEC. 4. *Strengthening Multi-Stakeholder Linkages and Collaboration; The Batang*
3 *Magaling National and Local Councils; The Batang Magaling Roadmap.* – To align the
4 tracks and strands of the K to 12 Basic Education Curriculum under R.A. No. 10533
5 with the needs of the labor market, a National *Batang Magaling* Council (National
6 Council) shall be created composed of the Department of Education (DepEd), the
7 Technical Education and Skills Development Authority (TESDA), the Department of
8 Labor and Employment (DOLE), three (3) national industry partners, one (1) national
9 labor group, and the Union of Local Authorities of the Philippines.

10
11 Local *Batang Magaling* Councils (Local Councils) shall likewise be formed at
12 the provincial, city and municipal levels to ensure that K to 12 SHS graduates are
13 equipped with education, training and skills demanded by the industry partners. The
14 Local Councils shall be composed of the provincial, city or municipal local school
15 boards (LSBs), at least two (2) industry partners in the locality, a representative of the
16 TESDA provincial office, and a local employee organization or association. Every
17 education institution offering the SHS Program shall regularly consult with the Local
18 Council at least twice a year to be guided by the actions of the council, especially the
19 roadmap in paragraph e hereunder and to establish a mechanism for active
20 collaboration and meaningful communication for the following purposes:

- 21
22 a) To provide information to the education institutions for the updating and
23 alignment of the work component of the SHS program with the market
24 needs as identified by the industry partners;
25
26 b) To convince industry partners and government agencies to accept learners
27 in Work Immersion Programs (WIPs), ensure that their deployment is done
28 according to their tracks or specialization courses, and enable them to
29 acquire specialized skills and competencies to advance in their chosen
30 path;
31
32 c) To enable the LSBs to provide relevant data and information to the
33 stakeholders, increase their awareness of their mutual issues and
34 concerns on the employability of SHS graduates in the locality, and give
35 local incentives to recognize best practices on collaboration;
36
37 d) To craft the WIPs of all education institutions offering the SHS Program
38 within a province, city or municipality and ensure that the curriculum is
39 aligned with industry needs, learners meet the minimum requirements of
40 the work immersion industry partners, and learners develop competencies
41 and acquire skills that are industry-based to improve their work readiness
42 and employability; and
43
44 e) To develop a local *Batang Magaling Roadmap* in the province, city or
45 municipality that shall introduce interventions and set measurable goals
46 on enhancing the employability and competitiveness of SHS graduates,
47 including but not limited to an increase or improvement in the following:
48 the number of industry partners and government agencies participating in

1 the WIPs; the number of SHS learners deployed under the WIPs according
2 to their tracks or specialization courses; and the rate of employment of K
3 to 12 SHS graduates. As such, the local roadmap shall include the skills
4 demanded by industry partners and government agencies in the locality
5 vis-à-vis the needed knowledge, training and skills of K to 12 SHS
6 graduates to match the said demand, using the labor market demand
7 forecast under Sec. 6, and the skills database under Sec. 7 hereof.
8

9 Taking into consideration the local roadmaps developed at the provincial, city
10 and municipal levels, the National Council shall craft a parallel National *Batang*
11 *Magaling* Roadmap to fulfill the objective under Sec. 3 of this Act. The provincial Local
12 Councils shall similarly craft their respective Provincial *Batang Magaling* Roadmaps
13 based on the Municipal *Batang Magaling* Roadmaps, while the city Local Councils shall
14 base their respective City *Batang Magaling* Roadmaps on the WIPs within the locality
15 under their jurisdiction.

16 The National and Local Councils shall submit annual performance reports to
17 the Department of Education, Department of Labor and Employment, and other
18 relevant oversight bodies, detailing the progress made in achieving the objectives of
19 this Act, including measurable outcomes outlined in their respective roadmaps.

20 SEC. 5. *Work Immersion Programs.* – The WIPs that are mandated to be offered
21 by education institutions offering the SHS Program shall develop in learners the
22 competencies, skills, work ethic and values relevant to pursuing further education or
23 joining the world of work.

24 The WIP shall be based on the *Batang Magaling* Roadmap and designed to
25 match the needs of the learners and the capabilities of the education institutions vis-
26 à-vis the demands of the work immersion industry partners and government agencies.

27 The Schools Division Office of the DepEd shall approve the WIP as proposed in
28 these provinces, cities or municipalities, with due compliance to legal and
29 administrative prescriptions on the number of hours and delivery models, among
30 others.

31 SEC. 6. *Integration of the Government Internship Program.* – To drive the *Batang*
32 *Magaling* Roadmap towards public service and acquaint the youth with government
33 programs, projects, and activities, the Government Internship Program (GIP) shall be
34 part of the WIP.

35 SEC. 7. *Work Immersion Guidelines.* – The following shall be the guidelines for
36 the implementation of the WIP:

- 37 a) Participants of WIP shall be Filipino citizens. For SHS students aged fifteen
38 (15) to below eighteen (18) years of age, their participation shall strictly
39 adhere to the provisions of Republic Act No. 9231, otherwise known as the
40 *Special Protection of Children Against Child Abuse, Exploitation and*
41 *Discrimination Act*, specifically regarding hours of work and prohibited acts.
42 For participants eighteen (18) years of age and above, relevant labor laws
43 shall apply regarding hours of work and working conditions.

- 1
- 2 b) Institutions, both public and private, shall designate an employee who will
- 3 serve as the WIP Desk Officer, who will oversee the implementation of WIP
- 4 within the institution;
- 5
- 6 c) Participants of WIP shall render at least two hundred (200) hours;
- 7
- 8 d) WIP period shall be for a period of at least one (1) month to three (3)
- 9 months at most and must be implemented on a year-round basis;
- 10
- 11 e) Participants of WIP shall graduate from the program before their SHS
- 12 graduation;
- 13
- 14 f) Upon entry into WIP, participants shall be provided with a stipend
- 15 amounting to 75% of the existing rate of step 1, Salary Grade 1 of the
- 16 government salary standardization law and shall be non-taxable. The
- 17 amount of the stipend shall be based on the trainee's actual attendance,
- 18 absences, and tardiness incurred. It shall be paid in accordance with
- 19 existing labor laws and civil service laws, rules and regulations;
- 20
- 21 g) The institutions, as provided by law, and subject to budgeting, accounting
- 22 and auditing rules and regulations, shall provide additional entitlements
- 23 such as:
- 24
- 25 i. Transportation and meal provisions during activities that are held
- 26 outside of the day-to-day office trainings;
- 27
- 28 ii. Compensatory time off in case of activities held during
- 29 weekends/holidays and/or beyond office hours; and
- 30
- 31 iii. Incentives and recognition in acknowledgment of remarkable
- 32 achievements (i.e., punctuality, perfect attendance);
- 33
- 34 h) WIP shall not be considered as employment. Thus, there is no employer-
- 35 employee relationship between the beneficiary and the institution. WIP
- 36 graduates shall be given preference in the hiring of workers in the
- 37 institutions. After career coaching, the institution shall assess and
- 38 determine whether the WIP graduate may be recommended for contractual
- 39 or regular work;
- 40
- 41 i) Participants of WIP shall be assigned tasks and responsibilities that are
- 42 directly aligned with their SHS track and specialization and that contribute
- 43 to their learning and skills development. They shall not be prohibited from
- 44 tasks that are discriminatory, hazardous, exploitative or fall outside the
- 45 scope of their agreed-upon learning objectives;
- 46

- 1 j) Institutions shall conduct trainings, seminars and other developmental
2 interventions for the participants of WIP, including, but not limited to
3 mentoring, coaching, and performance evaluation; and
4
- 5 k) Social protection incentives shall be provided to the interns and are
6 encouraged for consideration by the institutions, such as accident
7 insurance, as they may be applicable. The process can be facilitated with
8 either public or private insurance entities, and public insurance entities like
9 GSIS, subject to budgetary requirements of the institution.
10
- 11 l) Upon graduation from SHS, WIP graduates may continue with their
12 internship through the Special Program for Employment of Students (SPES)
13 of DOLE, provided that their total stay in the institution is a maximum of six
14 (6) months.
15

16 SEC. 8. *Labor Market Demand Forecasting.* – To align the WIP with market
17 demand and ensure that the knowledge, training and skills of K to 12 SHS graduates
18 match the in-demand and projected in-demand jobs of industry partners in the locality,
19 the Councils are hereby mandated to conduct labor market demand studies every
20 three (3) years.

21 The data derived from such demand forecast shall serve as the basis for the
22 work components of the SHS Program, the *Batang Magaling* Roadmaps, the WIPs, the
23 training to be conducted, the resources to be procured, and the skills to be developed
24 among the learners, among others. The demand forecast will also allow education
25 institutions to focus on employable skills as determined by medium- to long-term
26 labor market demand.

27 SEC. 9. *Batang Magaling Database; Centralized Skills Database.* – The DepEd,
28 in collaboration with the National and Local Councils, shall develop, maintain, and
29 update a centralized nationwide database of skills information to serve as a one-stop
30 shop for all matters related to the employment of K to 12 SHS graduates.

31 The *Batang Magaling* Database shall help strengthen the educational
32 institutions' linkages and collaboration with industry partners, facilitating the meeting
33 of skills demand within the province, city, municipality, and the country as a whole.

34 The *Batang Magaling* database shall register the demographic profile of
35 learners, including, but not limited to, their educational background, track and strand
36 completed in SHS, training, skills, competencies, work immersion performance,
37 course taken after SHS, work experience and employment history. It shall also contain
38 the profiles, demands, and vacancies, among others, of industry partners. The
39 Implementing Rules and Regulations shall prescribe the process to be followed in
40 ensuring that the Local Councils themselves provide and register such demographic
41 information as required to be included in the centralized database. It shall also contain
42 updated information on in-demand and emerging skills, as identified by the labor
43 market demand forecasts, and the profiles, demands, and vacancies of industry
44 partners, facilitating targeted skills development and matching.

1 SEC. 10. *Affirmative Hiring of K to 12 SHS Graduates; Civil Service Commission;*
2 *Industry Partners.* — The Department of Labor and Employment (DOLE), in coordination
3 with the DepEd, shall conduct studies and research for the crafting of strategies and
4 guidelines to minimize the impediments to K to 12 SHS employment, and promote the
5 affirmative hiring of K to 12 SHS graduates.
6

7 The *Civil Service Commission* (CSC) is hereby mandated to review the eligibility
8 requirements for government employment and revise its policies to integrate the K to
9 12 qualifications in the CSC qualification standards to fulfill the employability of K to
10 12 SHS graduates in the government sector. Such K to 12 qualification standards may
11 include, among others, one's education as a SHS graduate, experience, training, and
12 eligibility.
13

14 The industry partners are likewise enjoined to rethink and review their hiring
15 policies and job requirements to provide employment opportunities, such as entry-
16 level positions, to K to 12 SHS graduates.
17

18 SEC. 11. *Fully Deductible Training Expenses from Taxable Income; Additional*
19 *Item of Deduction.* — Industry partners shall be allowed an additional item of deduction
20 from their taxable income of the full value of training expenses incurred for the skills
21 development of K to 12 SHS graduates hired pursuant to this Act, hereby amending
22 Sec. 34 (A) (1) (a) (v) of R.A. No. 8424 or the National Internal Revenue Code of 1997,
23 as amended by R.A. No. 11534 or "CREATE".
24

25 SEC. 12. *Mandatory Review and Impact Assessment.* — The DepEd shall conduct
26 a mandatory review of the implementation of this Act and submit an assessment
27 report to Congress on its impact and effectiveness, not later than two (2) years from
28 its effectivity and every two (2) years thereafter.
29

30 SEC. 13. *Implementing Rules and Regulations.* — Within ninety (90) days from
31 the effectivity of this Act, the DepEd, CSC, DOLE, TESDA, and other public and private
32 stakeholders, including industry partners, shall issue the rules and regulations
33 implementing its provisions. The IRR issued pursuant to this section shall take effect
34 thirty (30) days after its publication in a newspaper of general circulation.
35

36 SEC. 14. *Appropriations.* — The amount necessary for the initial implementation
37 of this Act shall be charged against those authorized in the current appropriations of
38 the DepEd. Thereafter, the amount necessary for its continued implementation shall
39 be included in the annual General Appropriations Act.
40

41 SEC. 15. *Separability Clause.* — If any provision of this Act is declared invalid or
42 unconstitutional, the other provisions not affected thereby shall remain in full force
43 and effect.
44

45 SEC. 16. *Repealing Clause.* — All laws, decrees, orders, rules, and regulations or
46 parts thereof inconsistent with this Act are hereby repealed, amended, or modified
47 accordingly.
48

1 SEC. 17. *Effectivity.* — This Act shall take effect fifteen (15) days after its
2 publication in the Official Gazette or in at least two (2) newspapers of general
3 circulation.

4
5 *Approved,*
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7
8