

TWENTIETH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
Second Regular Session)

HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 10204



Introduced by Rep. CARMELO G. LAZATIN, JR.

AN ACT

MANDATING THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TO PROVIDE TWO-YEAR TRANSITIONAL TRAINING PROGRAMS FOR GRADE 12 LEARNERS WITH SPECIAL NEEDS PURSUANT TO THE PROVISIONS OF REPUBLIC ACT NO. 11650, “INSTITUTING A POLICY OF INCLUSION AND SERVICES FOR LEARNERS WITH DISABILITIES IN SUPPORT OF INCLUSIVE EDUCATION”

EXPLANATORY NOTE

Republic Act No. 11650 (R.A No. 11650), otherwise known as the “Inclusive Education Act of 2022”, institutionalizes inclusion and services for learners with disabilities in support of inclusive education, including the establishment of Inclusive Learning Resource Centers (ILRCs) in every city and municipality. The law likewise recognizes the importance of ensuring learner transition from school to post-school activities, including vocational training and employment, through coordination among relevant government agencies.

In particular, R.A No. 11650 provides that the Department of Labor and Employment (DOLE) shall coordinate with the Department of Education (DepEd) in developing a training program for the learners with disabilities’ transition from school to work; that the Technical Education and Skills Development Authority (TESDA) shall provide technical and vocational training when necessary; and that DOLE, TESDA, and the Public Employment Service Office (PESO) shall facilitate job placements and employability enhancement support.

Based on the data of the Second Congressional Commission on Education (EDCOM 2) covering the School Year 2024-2025, only 391,089 learners with disabilities (LWDs) were

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Based on the data of the Second Congressional Commission on Education (EDCOM 2) covering the School Year 2024-2025, only 391,089 learners with disabilities (LWDs) were enrolled in public schools, which represents only 8% of the 5.1 million children with disabilities

¹ *5 million Filipino children with disabilities remain underserved – EDCOM 2 study.* Available at <https://edcom2.gov.ph/5-million-filipino-children-with-disabilities-remain-underserved-edcom-2-study/>

² Ibid

all over the country.¹

Further, 61% of those enrolled lack proper diagnosis and were identified based on manifestations. While 60% of those enrolled LWDs do not have access to any of the special needs education resources at their school.²

The establishment of Inclusive Learning Resource Centers in every city and municipality which were intended as support hubs, also remain unfulfilled. While the DepEd strives to address the gaps in school learning resource facilities, training for Special Needs Education teachers, and resource deficits, the government must also ensure that transitional programs for LWDs already at the Grade 12 level are available.

Learners with disabilities or special needs can still be functional and can be trained to perform tasks if they are given enough support and with the appropriate facilities to help them cope.

At present, TESDA and the National Council on Disability Affairs (NCDA) are already working together to provide free skills training for persons with disabilities nationwide. The skills training programs are under the Training for Work Scholarship Program (TSWP), so that the Persons with Disabilities could be given the National Certificate (NC) necessary for job application here and abroad.

This proposed legislation shall focus on providing transitional skills training programs for Grade 12 learners with disabilities and shall extend the duration of the trainings for up to two (2) years, in consideration of their diverse capacities to learn.

Now more than ever is the right time to include persons with special needs in government programs where they could be fully supported, given adequate attention to facilitate and boost the development of their capabilities to be functional and vital part in nation building.

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


CARMELO G. LAZATIN, JR.



Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

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Second Regular Session

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AUTHORITY (TESDA) TO PROVIDE TWO-YEAR TRANSITIONAL TRAINING
PROGRAMS FOR GRADE 12 LEARNERS WITH SPECIAL NEEDS PURSUANT TO
THE PROVISIONS OF REPUBLIC ACT NO. 11650, “INSTITUTING A POLICY OF
INCLUSION AND SERVICES FOR LEARNERS WITH DISABILITIES IN SUPPORT OF
INCLUSIVE EDUCATION”**

*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 “Transitional Technical-Vocational Skills
Training Programs for Grade 12 Learners with Disabilities Act”

Section 2. Declaration of Policies. – It is the policy of the State to protect and promote the right
of all citizens to quality education at all levels and shall take appropriate steps to make such
education accessible to all.

Consistent with Republic Act No. 11650 (R.A No. 16650), the State recognizes that
learners with disabilities require additional support and related services and adoptive pedagogic
methods to achieve their maximum capability and effective participation in society.

To this end, the State shall strengthen the transition of Grade 12 learners with disabilities
from school to work by mandating the provision of transitional technical-vocational training

1 programs that are accessible, disability-responsive, and aligned with labor market pathways, in
2 coordination with the relevant agencies identified under R.A No. 16650.

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4
5 *Section 3. Definition of Terms.* – For purposes of this Act:
6

7 (a) ***“Learners with Disabilities”*** – refers to learners in the general early and basic education
8 system who require additional support and related services and adoptive pedagogic
9 methods due to their long-or short-term physical, mental, intellectual, or sensory
10 impairments which, in interaction with various barriers, may hinder their full and effective
11 participation in society on an equal basis with others to develop them to their maximum
12 capability, as defined under R.A No. 11650.

13
14 (b) ***“Transitional Technical-Vocational Training Program”*** – refers to a Technical
15 Education and Skills Development Authority (TESDA)-supervised, competency-based
16 training intervention intended to support the transition of Grade 12 Learners with
17 Disabilities (LWDs) from school to work, including skills training, employability
18 preparation, and linkage to job placement services, consistent with R.A. No 11650.

19
20 (c) **National Certificate (NC)** – refers to a certification issued to individual who has achieved
21 all the required units of competency for a national qualification as defined under the
22 Training Regulations, consistent with R.A No. 10869.

23
24 *Section 4. Transitional Training Programs for Grade 12 Learners with Disabilities.* – TESDA
25 shall provide transitional technical-vocational training programs for Grade 12 LWDs to support
26 their transition from school to work, consistent with R.A No. 11650. Such programs shall be
competency-based and disability-responsive and may be delivered through TESDA-registered
technical vocational institutes, TESDA training centers, and other modalities consistent with
TESDA rules.

In implementing this Act, TESDA shall coordinate with Department of Labor and

Employment (DOLE), Department of Education (DepEd), the Inclusive Learning Resource Centers (ILRCs), and Public Employment Service Office (PESO) to ensure that training is aligned with job coaching, employability enhancement support, and job placement facilitation, consistent with R.A No. 11650.

Given the diverse capabilities of learners with disabilities, the skills training shall extend up to two (2) years to ensure that learners can perform tasks. After completion of the said skills training, learners shall be issued National Certificate (NC) or other relevant TESDA certification which is necessary for employment.

Section 5. Implementing Rules and Regulations. – Within ninety (90) days from the effectivity of this Act, the TESDA, the National Council on Disability Affairs (NCDA), in coordination with relevant government agencies and stakeholders, shall promulgate the implementing rules and regulations to effectively carry out the provisions of this Act.

Section 6. Appropriations. – Such sums as may be necessary to carry out the provisions of this Act shall be included in the annual budget of TESDA. Nothing in this Act shall be construed to prohibit the utilization of other lawful funding sources and inter-agency support mechanisms consistent with R.A No. 11650, including local supplementation where authorized by law.

Section 7. Separability Clause. – If any provision of this Act is declared unconstitutional or invalid, the other provisions not affected thereby shall remain in full force and effect.

Section 8. Repealing Clause. – All laws, decrees, orders, rules and regulations, or parts thereof, which are inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

Section 9. Effectivity Clause. – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,