

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

TWENTIETH CONGRESS
Second Regular Session



HOUSE BILL NO. 11043

Introduced by:

HON. CHRISTOPHERSON “COCO” M. YAP

AN ACT
STRENGTHENING THE TECHNICAL-VOCATIONAL-LIVELIHOOD CURRICULUM IN
SENIOR HIGH SCHOOL, INSTITUTIONALIZING INDUSTRY-RESPONSIVE
TRAINING AND CERTIFICATION, AND APPROPRIATING FUNDS THEREFOR

EXPLANATORY NOTE

The Philippine economy needs workers who have not only academic knowledge, but also practical and industry-recognized skills. The Technical-Vocational-Livelihood (TVL) track in senior high school was created to help students prepare for work, entrepreneurship, or further education.

However, outdated equipment, limited access to qualified trainers, and weak links with industries can prevent students from gaining the skills employers need. We must make sure that every TVL student is given a real chance to succeed after graduation.

This measure strengthens the TVL track by bringing government, schools, local governments, and industries together. It creates a TVL Coordinating Council to ensure that training remains relevant to actual jobs and industry needs, while improving access to competency assessment and certification. DepEd will continue to oversee the academic curriculum, while TESDA will remain responsible for technical skills, assessment, and certification. DOLE and DTI will help connect schools and learners with labor-market information, employers, work immersion, and entrepreneurship opportunities.

The bill also encourages stronger partnerships with industries through work immersion, mentoring, teacher and trainer exposure, equipment support, job fairs,

and employment facilitation. These partnerships will help students learn skills that are actually used in the workplace, while ensuring that work-based learning is safe, supervised, educational, and free from exploitation. It also promotes support for qualified donations and existing tax incentives allowed under the National Internal Revenue Code, helping schools gain access to needed resources without creating new tax exemptions.

Education should open doors, not leave young Filipinos wondering what comes next after graduation. A strong TVL program can give students practical skills, confidence, and a pathway to decent and productive work even without a college degree. By making TVL more accessible, industry-responsive, and trusted by employers, we invest not only in our students but also in the future workforce and economy of the Philippines.

In view of the foregoing, **ug sa ngalan sa SERBISYONG TINUORAY**, the undersigned respectfully requests the immediate passage of this measure.


CHRISTOPHERSON "COCO" M. YAP
Representative, Second District of Southern Leyte

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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 “*Strengthened TVL Curriculum Act*.”

SECTION 2. Declaration of Policy. — It is the policy of the State to protect and promote the right of all citizens to quality education and to establish, maintain, and support a complete, adequate, and integrated system of education responsive to the needs of the people, the country, and society.

Consistent with the objectives of enhanced basic education, the State shall strengthen the Technical-Vocational-Livelihood (TVL) track in senior high school by providing learners with relevant academic knowledge, industry-recognized technical skills, career guidance, work-based learning opportunities, and pathways to employment, entrepreneurship, further education, and lifelong learning.

The State shall promote an education and training system aligned with national development, industrialization, regional economic priorities, and the evolving requirements of industry. It shall ensure that TVL graduates are equipped to obtain

appropriate national certifications and to secure decent, productive, and compensated work, whether or not they pursue a college degree.

Nothing in this Act shall be construed to diminish the authority of the Department of Education (DepEd), the Technical Education and Skills Development Authority (TESDA), or other agencies under existing laws.

SECTION 3. Objectives. —

This Act shall pursue the following objectives:

- (a) Strengthen the quality, relevance, accessibility, and industry responsiveness of the TVL track in senior high school;
- (b) Align TVL programs with the Philippine Qualifications Framework, applicable TESDA training regulations, national certification requirements, and current and emerging industry needs;
- (c) Enable qualified TVL learners to acquire the competencies necessary to obtain appropriate National Certificates (NCs) or Certificates of Competency (COCs), subject to existing TESDA assessment and certification rules;
- (d) Provide learners with meaningful work-based learning, including work immersion, apprenticeship, school-enterprise cooperation, and other comparable arrangements, subject to applicable labor, safety, child protection, and education laws;
- (e) Improve the transition of TVL graduates to employment, entrepreneurship, further education, and other livelihood opportunities; and
- (f) Establish a coordinated system for curriculum development, teacher and trainer qualification, assessment, certification, career guidance, employment facilitation, and industry participation.

SECTION 4. Coverage. — This Act shall apply to public and private senior high schools offering the TVL track, including schools, institutions, and training providers duly authorized or recognized by the appropriate government agency.

The implementation of this Act shall respect the authority of DepEd over the basic education curriculum and the authority of TESDA over technical education and skills

development, including the promulgation of training regulations and the conduct of competency assessment and certification.

SECTION 5. TVL Coordinating Council. — A TVL Coordinating Council, hereinafter referred to as the **Council**, is hereby created to coordinate the implementation of this Act.

The Council shall be attached to DepEd for policy coordination and administrative support and shall be composed of the following:

- (a) The Secretary of Education, as Chairperson;
- (b) The Director General of TESDA, as Vice-Chairperson;
- (c) The Secretary of Labor and Employment;
- (d) The Secretary of Trade and Industry;
- (e) The Secretary of Social Welfare and Development, or the Secretary of Information and Communications Technology, as may be designated by the President;
- (f) A representative of the Philippine Chamber of Commerce and Industry (PCCI);
and
- (g) A representative of the Employers Confederation of the Philippines (ECOP).

The members representing PCCI and ECOP shall be appointed by the President from nominees submitted by their respective organizations. They shall serve for a term of three (3) years and may be reappointed for one additional term.

The Council may invite representatives from local government units, industry associations, labor organizations, professional organizations, schools, higher education institutions, civil society organizations, and other relevant stakeholders whenever their participation is necessary.

Members of the Council shall serve without additional compensation. They may, however, be reimbursed for actual and reasonable expenses incurred in the performance of their official functions, subject to existing accounting and auditing laws, rules, and regulations.

A member may designate a permanent representative who shall have a rank not lower than an Undersecretary, Assistant Secretary, or equivalent, as applicable. Such representative shall be authorized to participate and vote in meetings of the Council.

The Council shall meet at least once every quarter. The Chairperson or a majority of its members may call a special meeting when necessary. Meetings may be conducted through videoconferencing or other electronic means when an in-person meeting is impracticable, provided that all members are able to participate effectively, and the integrity of the proceedings is maintained.

SECTION 6. Powers and Functions of the Council. —

The Council shall:

- (a) Develop a national policy and coordination framework for the implementation and continuous improvement of the TVL track;
- (b) Facilitate periodic consultations with industries, employers, labor organizations, schools, learners, local government units, and other stakeholders to identify current and emerging skills requirements;
- (c) Recommend the review and updating of TVL programs, specializations, learning competencies, equipment standards, work-based learning arrangements, and assessment pathways;
- (d) Coordinate the integration, where appropriate and legally permissible, of TESDA competency standards and certification requirements into the TVL curriculum;
- (e) Ensure that TVL programs are aligned with the Philippine Qualifications Framework and relevant national, regional, and local development priorities;
- (f) Promote the availability of competency assessment and certification opportunities for qualified learners and graduates, without compromising TESDA's authority over assessment and certification;
- (g) Develop programs that facilitate the employment, entrepreneurship, further education, and lifelong learning of TVL graduates;

- (h) Promote career guidance, labor-market information, job fairs, placement assistance, and recognition of TVL qualifications by employers;
- (i) Encourage local government units, local school boards, and other public and private institutions to coordinate their plans, resources, and programs in support of TVL schools;
- (j) Establish a monitoring and evaluation system based on, among others, participation, completion, certification, employment, entrepreneurship, further education, employer satisfaction, and graduate outcomes; and
- (k) Perform such other acts as may be necessary to carry out the purposes of this Act.

The Council shall not exercise powers vested by law in DepEd, TESDA, DOLE, DTI, or any other government agency.

SECTION 7. Responsibilities of DepEd. —

DepEd shall:

- (a) Develop, prescribe, and periodically review the academic component of the TVL curriculum in accordance with the enhanced basic education program and applicable laws;
- (b) Coordinate with TESDA to ensure that the academic and technical components of the TVL curriculum are properly integrated without reducing the required learning competencies for senior high school;
- (c) Ensure that learners acquire foundational knowledge, communication skills, numeracy, digital literacy, entrepreneurship competencies, civic values, and other competencies necessary for employment, further education, and lifelong learning;
- (d) Recruit, designate, train, and provide continuing professional development for teachers assigned to the TVL track, subject to civil service, qualification, and budgetary laws;

- (e) Ensure that public and private schools offering the TVL track comply with applicable requirements on facilities, equipment, learner safety, child protection, accessibility, and quality assurance;
- (f) Maintain a system for monitoring the performance and outcomes of TVL programs; and
- (g) Coordinate with TESDA and other agencies to expand access to competency assessment and certification for qualified learners.

SECTION 8. Responsibilities of TESDA. —

TESDA shall:

- (a) Develop, promulgate, and periodically update the applicable training regulations, competency standards, assessment arrangements, and certification pathways for TVL specializations under its jurisdiction;
- (b) Assist DepEd in aligning the technical component of the TVL curriculum with TESDA training regulations and the Philippine Qualifications Framework;
- (c) Establish or authorize appropriate assessment and certification arrangements for qualified learners and graduates;
- (d) Prescribe the qualification standards for trainers, assessors, and other technical personnel involved in the delivery and assessment of TVL competencies;
- (e) Provide technical assistance, capacity-building programs, and, where authorized by law and subject to available appropriations, access to training facilities and equipment;
- (f) Coordinate with DepEd on the recognition of relevant prior learning and competencies, subject to existing rules; and
- (g) Submit to the Council periodic reports on certification outcomes, assessment capacity, and emerging skills requirements.

SECTION 9. Responsibilities of DOLE. —

DOLE shall:

- (a) Provide labor-market information and employment projections relevant to the design and review of TVL programs;
- (b) Assist in formulating guidelines for work immersion and other work-based learning arrangements, in consultation with DepEd, TESDA, employers, labor organizations, and other stakeholders;
- (c) Ensure that work immersion and other work-based learning arrangements comply with applicable labor, occupational safety and health, child protection, anti-discrimination, and social protection laws;
- (d) Facilitate employment referral, career guidance, job matching, and placement services for qualified TVL graduates; and
- (e) Provide the Council with information on employment outcomes, skills gaps, labor demand, and emerging occupations.

SECTION 10. Responsibilities of DTI and Other Government Agencies. —

DTI shall:

- (a) Provide information on industry needs, priority sectors, entrepreneurship opportunities, and local value chains;
- (b) Facilitate linkages among TVL schools, micro, small, and medium enterprises, industry associations, and other private-sector partners; and
- (c) Promote entrepreneurship, product development, mentoring, and market access programs for TVL learners and graduates.

Other government agencies may, consistent with their respective mandates and subject to applicable laws, rules, regulations, and appropriations:

- (a) Provide technical assistance, facilities, equipment, materials, data, and other resources for TVL programs;

- (b) Enter into agreements with DepEd, TESDA, local government units, and qualified private-sector partners; and
- (c) Temporarily detail qualified personnel or make available government property when the head of the agency determines that doing so will not prejudice the public service.

No transfer, loan, or disposal of government property shall be made except in accordance with applicable laws, accounting rules, and auditing regulations.

SECTION 11. Industry and Private-Sector Partnerships. —

DepEd and TESDA shall establish and maintain partnerships with qualified employers, industry associations, chambers of commerce, labor organizations, social enterprises, and other private-sector institutions to support the implementation of the TVL track.

Partnerships may include:

- (a) Curriculum consultation and validation;
- (b) Donation or loan of equipment, tools, materials, and other learning resources;
- (c) Teacher and trainer immersion and industry exposure;
- (d) Work immersion, apprenticeship, mentoring, and other work-based learning opportunities;
- (e) Joint skills competitions, career activities, and job fairs;
- (f) Assessment and certification support, subject to TESDA rules; and
- (g) Employment, entrepreneurship, and placement programs.

All work-based learning arrangements shall be covered by a written agreement and shall provide for learner safety, supervision, learning objectives, grievance procedures, confidentiality, and compliance with applicable laws. No learner shall be required to perform work that is hazardous, exploitative, discriminatory, or unrelated to the approved learning objectives.

SECTION 12. Regional and Local TVL Industry Councils. —

DepEd and TESDA may organize regional, provincial, city, or municipal TVL industry councils or similar coordinating mechanisms to identify local skills requirements, support school-industry partnerships, and monitor graduate outcomes.

Such councils shall not be treated as separate government agencies and shall be constituted and operated in accordance with rules issued under this Act.

SECTION 13. Support for Assessment and Certification. — Subject to applicable laws, rules, regulations, and appropriations, DepEd and TESDA shall provide qualified learners reasonable access to competency assessment and certification.

The inclusion of competencies in the TVL curriculum shall not be deemed to guarantee the issuance of a National Certificate or Certificate of Competency. Certification shall remain subject to the applicable TESDA competency standards, assessment requirements, and certification procedures.

The assessment and certification fees of qualified learners may be subsidized from appropriations specifically provided for the purpose, subject to eligibility requirements and applicable government accounting and auditing rules.

SECTION 14. Incentives for Donations and Contributions. — Donations, grants, bequests, endowments, and contributions to DepEd, TESDA, or duly accredited educational institutions or partner organizations for the implementation of this Act may be entitled to the tax treatment and deductions allowed under the National Internal Revenue Code of 1997, as amended, and other applicable laws, subject to the requirements prescribed by the Department of Finance and the Bureau of Internal Revenue.

Nothing in this Act shall be construed as granting a tax exemption or deduction beyond what is authorized under existing tax laws.

SECTION 15. Information and Transparency. — DepEd and TESDA shall maintain publicly accessible information, subject to the Data Privacy Act of 2012 and other applicable laws, on:

- (a) TVL programs and specializations offered;
- (b) Applicable qualification and certification pathways;

- (c) Available assessment and training facilities;
- (d) Industry and work-based learning partnerships; and
- (e) Aggregated data on completion, certification, employment, entrepreneurship, and further education outcomes.

SECTION 16. Appropriations. — The amount necessary for the initial implementation of this Act shall be charged against the current appropriations of DepEd, TESDA, DOLE, DTI, and other concerned agencies, subject to existing laws, rules, and regulations.

Thereafter, the amount necessary for the continued implementation of this Act shall be included in the annual General Appropriations Act.

No provision of this Act shall be construed to authorize the creation of permanent positions, offices, or staffing complements without the corresponding appropriation and authorization required by law.

SECTION 17. Implementing Rules and Regulations. — Within ninety (90) days from the effectivity of this Act, DepEd and TESDA, in consultation with DOLE, DTI, the Council, local government units, schools, industry associations, labor organizations, learners, and other stakeholders, shall promulgate the rules and regulations necessary for the effective implementation of this Act.

The implementing rules and regulations shall include, among others:

- (a) Standards for curriculum alignment and periodic review;
- (b) Procedures for industry consultation and partnership accreditation;
- (c) Standards for work immersion and other work-based learning arrangements;
- (d) Teacher, trainer, assessor, and facility qualification requirements;
- (e) Procedures for assessment and certification support;
- (f) Monitoring, evaluation, reporting, and public disclosure mechanisms; and

(g) Safeguards for learner welfare, safety, privacy, and protection from discrimination and exploitation.

SECTION 18. Congressional Oversight. — DepEd and TESDA shall submit to Congress, through the appropriate committees, an annual report on the implementation of this Act, including the status of curriculum alignment, industry partnerships, assessment and certification, budget utilization, and graduate outcomes.

SECTION 19. Separability Clause. — If any provision of this Act is declared invalid or unconstitutional, the other provisions not affected by such declaration shall remain in full force and effect.

SECTION 20. Repealing Clause. — All laws, decrees, executive orders, rules, regulations, and other issuances, or parts thereof, inconsistent with the provisions of this Act are hereby repealed, amended, or modified accordingly.

SECTION 21. Effectivity. — This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,