

'14 MAR -3 P5:24

SENATE OF THE PHILIPPINES

RECEIVED BY: *ja*

SB. No. 2154

INTRODUCED BY SONNY ANGARA

**AN ACT STRENGTHENING THE LADDERIZED INTERFACE BETWEEN TECHNICAL-
VOCATIONAL EDUCATION AND TRAINING AND HIGHER EDUCATION**

EXPLANATORY NOTE

Our country produces around 500,000 fresh college graduates yearly. However, it is sad reality that most of these fresh college graduates experience difficulty in finding jobs in accordance with the field of their education. Statistics showed that most of our fresh college graduates do not have the skills needed for the available vacancies in the job market. This results to "structural unemployment" or the situation where there is a mismatch between the actual qualifications and competencies of workers looking for jobs, and the qualifications and competencies that industries and companies need for their available job vacancies.

In view thereof, this measure aims to establish and support a complete and integrated system of education that is relevant to the needs of our youth, as well as contributes to national development, by strengthening and institutionalizing the ladderized interface between technical-vocational education and training (TVET) and higher education.

Under this bill, the CHED and TESDA are mandated to closely coordinate and implement a unified national qualifications framework that allows easier transition and progression between TVET and higher education. The said agencies shall design harmonized guidelines and equivalency courses to enhance the delivery of high-quality tech-voc and higher education courses, synchronize standards and upgrade curriculum design and adopt a strategic implementation, including consultations and information dissemination.

To ensure the efficient and effective implementation of the LEP and that the objectives of the program are met, a permanent Ladderized Education Program (LEP) National Coordinating Technical Committee, composed of CHED and TESDA personnel shall be created. Incentives shall likewise be given to HEIs and Tech-Voc Institutions to further encourage wider participation in the LEP.

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


HON. SONNY ANGARA



Senate
Office of the Secretary

Republic of the Philippines
SENATE OF THE PHILIPPINES
Pasay City

'14 MAR -3 P5 :24

SIXTEENTH CONGRESS
First Regular Session

RECEIVED BY: ja

Senate Bill No. 2154

INTRODUCED BY SENATOR SONNY ANGARA

AN ACT
STRENGTHENING THE LADDERIZED INTERFACE BETWEEN TECHNICAL-
VOCATIONAL EDUCATION AND TRAINING AND HIGHER EDUCATION

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

1 **SECTION 1. Short Title.** – This Act shall be known as the “Ladderized Education Act
2 of 2014.”

3

4 **SEC. 2. Declaration of Policy.** – In line with the Constitutional guarantee for the State
5 to promote the right of all citizens to quality and accessible education at all levels and to
6 establish, maintain and support a complete, adequate and integrated system of
7 education relevant to the needs of the people and contributory to national development,
8 it is hereby declared the policy of the State to institutionalize the ladderized interface
9 between technical-vocational education and training (TVET) and higher education to
10 open the pathways of opportunities for career and educational progression of students
11 and workers, create a seamless and borderless education, empower students and
12 workers to exercise options or to choose when to enter and exit in the educational
13 ladder, and provide job platforms at every exit as well as the opportunity to earn income.

14 The State likewise recognizes and supports the promotion and protection of the
15 inherent academic freedom enjoyed by all institutions of higher learning. For this
16 purpose, the government shall uphold the academic standards, equity principles,
17 promptness and consistency of the applications/admissions and equivalency policies of
18 higher education institutions (HEIs).

19

20 **SEC. 3. Definition of Terms.** – For purposes of this Act, the following terms are hereby
21 defined:

22 a. *Articulation* refers to a process which allows students to make the smooth
23 transition from one course, program or educational level to the next without
24 experiencing duplication of learning. The guiding principle of articulation is that no
25 student should repeat the same course content for which credit has already been
26 received, even if elsewhere or from another institution. In general, an articulated

1 program allows a student to move from a technical-vocational course to a college degree
2 program, using the principle of Credit Transfer;

3 *b. Credit* refers to the value given to a course or subject,

4 *c. Credit Transfer* refers to the recognition and carrying forward of credits that constitute
5 overlapping learning, from TVET to a degree program;

6 *d. Embedded Tech-Voc Qualification in a Ladderized Degree Program* refers to the
7 process of determining the TVET competencies or qualifications that lead to job platforms in the
8 relevant higher education or bachelor's degree program. Full TVET qualification can still be
9 earned even if a student of a ladderized degree program chooses to exit from the program and
10 get a job;

11 *e. Equivalency* refers to a process that involves assigning equivalent academic credits to
12 the competencies demonstrated by a student through assessment tests, thereby providing entry
13 points to the next higher level qualification, the purpose of which is to provide opportunities to
14 the student to continue to learn and to re-enter the educational program at a higher level without
15 having to unnecessarily retake courses on which a student already has demonstrated
16 competence and knowledge;

17 *f. Job Platform* refers to the gateway in the ladderized curriculum which one reaches
18 upon acquiring enough skills and knowledge to seek and find employment;

19 *g. Ladderized Education* refers to the harmonization of all education and training
20 mechanisms that allow students and workers to progress between technical-vocational and
21 college courses and programs, or vice-versa. It opens opportunities for career and educational
22 advancement to students and workers, creates a seamless and borderless education and
23 training system that will allow transfers in terms of flexibility entry and exit between technical-
24 vocational and college degree programs in the post-secondary school educational system;

25 *h. Qualification* refers to a formal certification that a person has successfully achieved
26 specific learning outcomes relevant to the identified academic, industry or community
27 requirements;

28 *i. Recognition of Prior Learning* refers to the acknowledgment of a person's skills and
29 knowledge through previous training, work or life experience, which may be used to grant status
30 or credit for acquired competencies.

31

32 **SEC. 4. Philippine Qualifications Framework (PQF).** The Commission on Higher Education
33 (CHED), Technical Education and Skills Development Authority (TESDA) and the Department of
34 Education (DepED) are hereby mandated to closely coordinate and effectively implement a
35 unified Philippine Qualifications Framework that establishes equivalency pathways and access
36 ramps in ladderized education, allowing for easier transitions and progressions between TVET
37 and higher education. The framework shall include qualifications and articulation mechanisms,
38 such as, but not necessarily limited to the following: credit transfer, embedded TVET
39 qualification in ladderized degree programs, post-TVET bridging programs, enhanced
40 equivalency, adoption of ladderized curricula/programs, and accreditation and/or recognition of
41 prior learning.

42

1 For this purpose, the CHED, TESDA and DepED shall design harmonized guidelines
2 and equivalency competency courses to enhance the delivery of high-quality technical-
3 vocational and higher education courses, synchronize standards and upgrade curriculum design
4 per discipline and adopt a strategic implementation scheme, including a massive consultation
5 and information dissemination scheme. In so doing, CHED, TESDA and DepED shall continue
6 exploring and developing other mechanisms and systems that will allow the interface between
7 TVET and higher education with the end in view of creating a seamless and borderless
8 education system.

9
10 **SEC. 5. *Priority Disciplines.*** As a preliminary approach to the implementation of the
11 ladderized program and to ensure its more focused implementation, CHED, TESDA and
12 DepED, in consultation with the industry, the Department of Labor and Employment (DOLE), the
13 Department of Trade and Industry (DTI), the National Economic and Development Authority
14 (NEDA), the Department of Science and Technology (DOST), the Professional Regulation
15 Commission (PRC) and other related agencies, are directed to identify priority disciplines and
16 programs for ladderization, taking into account labor market realities. The CHED, TESDA and
17 DepED shall implement the ladderization of other disciplines, other than those presently being
18 implemented, should these be found necessary and beneficial, based on a comprehensive
19 study of their viability.

20
21 **SEC. 6. *Enhancement of the Ladderized Education Program (LEP).*** – The CHED, TESDA
22 and DepED, in consultation with the PRC, are directed to jointly devise systems, procedures,
23 and mechanisms, as well as to issue, amend and update existing implementing guidelines, as
24 necessary, for the efficient and effective implementation of LEP and to ensure that the
25 objectives of the program are met. Incentives may be given to HEIs and technical-vocational
26 institutions to further encourage wider participation in the LEP.

27 For this purpose, the PQF National Coordinating Committee composed of the CHED,
28 TESDA, DepED, DOLE and PRC is hereby established. It shall be chaired by the DepED.

29 The CHED, TESDA and DepED shall ensure that there are designated personnel at the
30 regional and provincial levels responsible for the implementation, monitoring and evaluation of
31 LEP nationwide.

32
33 **SEC. 7. *Support from Other Government Agencies.*** The PRC, DOLE, DOST, DTI,
34 Department of Budget and Management (DBM), NEDA and other related agencies are hereby
35 mandated to extend the necessary support and provide relevant inputs towards the effective
36 implementation of the ladderized system of education.

37
38 **SEC. 8. *Scholarships, Grants and Loans.*** To ensure the effective implementation and greater
39 nationwide impact of the program and its accessibility to the students and workers, the CHED,
40 TESDA and DepED shall include in their respective budgets the provision of scholarships,
41 grants and loans to deserving students and workers availing themselves of the ladderized

1 system of education, in addition to the present scholarship programs being implemented by
2 CHED and TESDA.

3 **SEC. 9. *Enabling Clause for HEIs.*** To encourage the widest enjoyment of the benefit of
4 ladderized education, HEIs whose curricula have been recognized by the CHED may avail of
5 the ladderization program: *Provided,* That, the minimum curricular requirements under the
6 relevant guidelines of the CHED, TESDA and DepED are complied with and duly certified by
7 these agencies prior to the formal offering of the program.

8 For this purpose, the HEI shall be required to submit to the PQF National Coordinating
9 Committee a copy of the curriculum for the proposed ladderized program for monitoring,
10 compliance and for potential objective inputs from the technical experts in the said Committee.
11 Failure to submit this requirement shall be subject to administrative sanctions to be imposed by
12 the CHED and TESDA, respectively.

13

14 **SEC. 10. *Academic Freedom.*** Nothing in this bill shall be construed as restricting the HEI in
15 the exercise of its academic freedom. The HEI shall retain the right to assess the level and
16 standard of previously completed TVET programs by an applicant-student in a manner that is
17 transparent and objective, incorporating therein its own admission requirements. The applicant-
18 student must gain admission to the HEI's undergraduate program by meeting the prescribed
19 criteria and program requisites and such other requirements by the HEI.

20

21 **SEC. 11. *Appropriations.*** The amount necessary for the initial implementation of this Act shall
22 be sourced from the current budgets and development funds of CHED, TESDA and DepED.
23 Thereafter, the funds necessary for the continuous implementation of this Act in the ensuing
24 years shall be included in the respective annual appropriations of CHED, TESDA and DepED in
25 the General Appropriations Act.

26

27 **SEC. 12. *Implementing Rules and Regulations.*** The CHED, TESDA and DepED, in
28 consultation with relevant stakeholders in higher and technical-vocational education, shall issue
29 within sixty (60) days after the effectivity of this Act, the rules and regulations for the effective
30 implementation of this Act.

31

32 **SEC. 13. *Separability Clause.*** If any provision of this Act or any part thereof shall be declared
33 unconstitutional or invalid, the other provisions, as far as they are separable, shall remain in
34 force and effect.

35 **SEC. 14. *Repealing Clause.*** All laws, decrees, orders, rules and regulations or parts thereof
36 which are inconsistent with the provisions of this Act are hereby repealed, amended or modified
37 accordingly.

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

Approved,