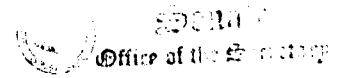


NINETEENTH CONGRESS OF THE]
REPUBLIC OF THE PHILIPPINES]
Second Regular Session]



24 FEB 21 P3:40

SENATE

RECEIVED BY: _____

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P.S. Res. No. 935

Introduced by SENATOR WIN GATCHALIAN

RESOLUTION

1
2 **DIRECTING THE APPROPRIATE SENATE COMMITTEE TO CONDUCT**
3 **OVERSIGHT ON THE IMPLEMENTATION OF THE FREE SENIOR HIGH**
4 **SCHOOL ASSESSMENT AND CERTIFICATION SUPPORT PROGRAM FOR**
5 **TVL LEARNERS AND ITS RELATED PROGRAMS UNDER THE GENERAL**
6 **APPROPRIATIONS ACT FOR FY 2024, FOR THE PURPOSE OF**
7 **INQUIRING ON THE ISSUANCE OF THE JOINT GUIDELINES AND ON**
8 **THE READINESS OF THE DEPED AND THE TESDA, AS CO-**
9 **IMPLEMENTORS OF THE PROGRAM, AND CRAFTING**
10 **COMPLEMENTARY OR AMENDATORY LEGISLATION**

11 **WHEREAS**, it is a policy of the State to protect and promote the right of
12 all citizens to quality education at all levels and take appropriate steps to
13 make such education accessible to all.¹ The State shall also establish,
14 maintain and support a complete, adequate, and integrated system of
15 education relevant to the needs of the people and society²;

16
17 **WHEREAS**, the introduction of the K to 12 Curriculum in R.A. No.
18 10533, otherwise known as the “Enhanced Basic Education Act of 2013”,
19 broadens the goals of high school education for college preparation, vocational

¹ 1987 Philippine Constitution, Article XIV, Sec. 1.

² *Id.* at Sec. 2 (1).

1 and technical career opportunities, as well as creative arts, sports and
2 entrepreneurial employment in a rapidly changing and increasingly globalized
3 environment;

4
5 **WHEREAS**, among the hallmarks of the K to 12 Basic Education Program
6 is the Senior High School (SHS), which provides for a Technical-Vocational-
7 Livelihood (TVL) Track along with three other Senior High School Tracks. The
8 TVL Track has four strands: Agri-Fishery Arts (AFA), Home Economics (HE),
9 Information and Communication Technology (ICT), and Industrial Arts (IA)
10 that offer various specializations;

11
12 **WHEREAS**, R.A. No. 10533 provides that the Department of Education
13 (DepEd), Commission on Higher Education (CHED), Technical Education and
14 Skills Development Authority (TESDA), Technical Vocational Institutions
15 (TVIs), and Higher Education Institutions (HEIs) shall coordinate closely with
16 one another to implement strategies to ensure that the academic, physical,
17 financial and human resource capabilities not only of HEIs, but also of TVIs,
18 are utilized and not adversely affected;

19
20 **WHEREAS**, the TESDA, as part of the Curriculum Consultative
21 Committee, as identified in Section 6 of R.A. No. 10533, contributes to the
22 continuing implementation of the K to 12 program through DepEd's TVL
23 specialization track at the SHS level³;

24
25 **WHEREAS**, in School Years 2019-2020 and 2020-21, the certification
26 rates among SHS TVL graduates were remarkably low at 25.7% and 6.8%⁴,
27 due to the prohibitive cost of National Certificate (NC) assessments averaging
28 PHP 1,009.29 per individual⁵;

29
30 **WHEREAS**, while the certification rates were historically low, the passing
31 rate among those who took the assessment was high at 98% in SY 2019-2020
32 and 97% in SY 2020-2021;

33
34 **WHEREAS**, the analysis of the Senate Committee on Basic Education
35 using the June 2021 round of the Labor Force Survey revealed that five (5) in

³<https://www.tesda.gov.ph/Gallery/Details/10313?msclkid=dbc1be4ccf4911ec88f86e0b1c3f8472#:~:text=TESDA%2C%20as%20part%20of%20the,for%20the%20Senior%20High%20School>

⁴ Department of Education

⁵ TESDA

1 every ten (10) SHS TVL graduates were employed in elementary occupations,
2 the lowest skill level in the International Standard Occupational
3 Classification;

4
5 **WHEREAS**, a 2020 study by the Philippine Institute for Development
6 Studies revealed that the average daily basic pay of SHS graduates was PHP
7 316, only PHP 14 higher than Junior High School completers, demonstrating
8 the lack of labor market advantage of SHS graduates⁶;

9
10 **WHEREAS**, to address the issues of financial cost shouldered by the TVL
11 learners, the 2024 General Appropriations Act (GAA), allocated a total amount
12 of PHP 438,162,000 under the TESDA Regulatory Program, which shall be
13 used to assess the technical and vocational skills of SHS learners under the
14 TVL Track for the issuance of National Certification, that aims to benefit
15 420,900 Grade 12 TVL graduates;

16
17 **WHEREAS**, the 2024 GAA further appropriated PHP 50,012,000 under
18 the TESDA Regulatory Program, which shall be used to support the
19 accreditation of additional assessors that shall be needed for the
20 implementation of the SHS assessment and certification support programs.
21 In the selection of potential assessors, the TESDA, in coordination with the
22 DepEd, shall identify and prioritize eligible DepEd personnel in Senior High
23 Schools implementing the TVL Track;

24
25 **WHEREAS**, the amount of PHP 50,000,000 is appropriated to the DepEd
26 under the Teacher Quality and Development Program, which shall be used to
27 train and certify SHS teachers under the TVL track through TESDA;

28
29 **WHEREAS**, in the implementation of such, the TESDA and the DepEd
30 shall jointly develop guidelines for the operationalization and implementation
31 of the said programs⁷;

32
33 **WHEREAS**, there is a need to assess the issuance of the joint guidelines
34 and on the readiness of the DepEd and the TESDA, as co-implementors of the
35 Free SHS Assessment and Certification Support Program for TVL Learners
36 and its related programs;

37

⁶ <https://www.econstor.eu/bitstream/10419/241029/1/pidsdps2040.pdf>

⁷ 2024 General Appropriations Act: TESDA

1 **NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE**
2 **PHILIPPINES**, to direct the appropriate Senate Committee to conduct an
3 inquiry, in aid of legislation, to discuss and assess the implementation of the
4 Free Senior High School Assessment and Certification Support Program for
5 TVL Learners and its related programs under the General Appropriations Act
6 for FY 2024, for the purpose of inquiring on the issuance of the joint
7 guidelines and on the readiness of the DepEd and the TESDA, as co-
8 implementors of the program, and crafting complementary or amendatory
9 legislation.

Adopted,



WIN GATCHALIAN