



HOUSE OF REPRESENTATIVES

H. No. 4255

BY REPRESENTATIVES GONZALES (N.), VILLAR, TEODORO, HERRERA-DY,
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SARMIENTO (C.), FUENTEBELLA, VILLARICA, RODRIGUEZ (M.), SYJUCO,
OCAMPO (R.) AND CASTELO, PER COMMITTEE REPORT NO. 667

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
2 Education Act of 2011”.

3 SEC. 2. *Declaration of Policy.* – In line with the Constitutional
4 guarantee for the State to promote the right of all citizens to quality and
5 accessible education at all levels and to establish, maintain and support a
6 complete, adequate and integrated system of education relevant to the needs of
7 the people and contributory to national development, it is hereby declared the
8 policy of the State to institutionalize the ladderized interface between
9 technical-vocational education and training (TVET) and higher education to
10 open the pathways of opportunities for career and educational progression of
11 students and workers, create a seamless and borderless education, empower

1 students and workers to exercise options or to choose when to enter and exit in
2 the educational ladder, and provide job platforms at every exit as well as the
3 opportunity to earn income.

4 The State likewise recognizes and supports the promotion and
5 protection of the inherent academic freedom enjoyed by all institutions of
6 higher learning. For this purpose, the government shall uphold the academic
7 standards, equity principles, promptness and consistency of the
8 applications/admissions and equivalency policies of higher education
9 institutions (HEIs).

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

12 (a) *Articulation* refers to a process which allows students to make the
13 smooth transition from one course, program or educational level to the next
14 without experiencing duplication of learning. The guiding principle of
15 articulation is that no student should repeat the same course content for which
16 credit has already been received, even if elsewhere or from another institution.
17 In general, an articulated program allows a student to move from a
18 technical-vocational (tech-voc) course to a college degree program, using the
19 principle of credit transfer.

20 (b) *Credit* refers to the value given to a course.

21 (c) *Credit transfer* refers to the recognition and carrying forward of
22 credits that constitute overlapping learning, from TVET to a degree program.

23 (d) *Embedded tech-voc qualification in a ladderized degree program*
24 refers to the process of determining the TVET competencies/qualifications that
25 lead to job platforms in the relevant higher education or bachelor's degree
26 program. A student of a ladderized degree program can earn full TVET
27 qualification should he/she choose to exit from the program and get a job.

1 (e) *Equivalency* refers to a process that involves assigning equivalent
2 academic credits to the competencies demonstrated by a student through
3 assessment tests; thereby providing entry points to the next higher level
4 qualification, the purpose of which is to provide opportunities to the student to
5 continue to learn and/or to re-enter the educational program at a higher level
6 without having to unnecessarily retake courses in which a student already has
7 demonstrated competence and knowledge.

8 (f) *Job platform* refers to the gateway in the ladderized curriculum
9 which one reaches upon acquiring enough skills and knowledge to seek and
10 find employment.

11 (g) *Ladderized education* refers to the harmonization of all education
12 and training mechanisms that allow students and workers to progress between
13 tech-voc and college courses and programs, or vice-versa. It opens
14 opportunities for career and educational advancement to students and workers,
15 creates a seamless and borderless education and training system that will allow
16 transfers in terms of flexibility entry and exit between tech-voc and college
17 degree programs in the post-secondary school educational system.

18 (h) *Qualification* refers to a formal certification that a person has
19 successfully achieved specific learning outcomes relevant to the identified
20 academic, industry or community requirements.

21 (i) *Recognition of prior learning* refers to the acknowledgment of a
22 person's skills and knowledge through previous training, work or life
23 experience, which may be used to grant status or credit for acquired
24 competencies.

25 SEC. 4. *National Qualifications Framework*. – The Commission on
26 Higher Education (CHED) and the Technical Education and Skills
27 Development Authority (TESDA) are hereby mandated to closely coordinate
28 and effectively implement a unified national qualifications framework that

1 establishes equivalency pathways and access ramps in ladderized education,
2 allowing for easier transitions and progressions between TVET and higher
3 education. The framework shall include qualifications and articulation
4 mechanisms such as, but not necessarily limited to, the following: credit
5 transfer, embedded TVET qualification in ladderized degree programs,
6 post-TVET bridging programs, enhanced equivalency, adoption of ladderized
7 curricula/programs, and accreditation and/or recognition of prior learning.

8 For this purpose, the CHED and the TESDA shall design harmonized
9 guidelines and equivalency competency courses to enhance the delivery of
10 high-quality tech-voc and higher education courses, synchronize standards and
11 upgrade curriculum design per discipline and adopt a strategic implementation
12 scheme, including a massive consultation and information dissemination
13 scheme. In so doing, the CHED and the TESDA shall continue exploring and
14 developing other mechanisms and systems that will allow the interface between
15 TVET and higher education with the end in view of creating a seamless and
16 borderless education system.

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

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

8 For this purpose, a permanent LEP National Coordinating Technical
9 Committee, composed of the CHED and the TESDA personnel, is hereby
10 established.

11 The CHED and the TESDA shall ensure that there are designated
12 personnel at the regional and provincial levels responsible for the
13 implementation, monitoring and evaluation of the LEP nationwide.

14 SEC. 7. *Support from Other Government Agencies.* – The PRC, the
15 DOLE, the Department of Education (DepED), the DOST, the DTI, the
16 Department of Budget and Management (DBM) and the NEDA are hereby
17 mandated to extend the necessary support and provide relevant inputs towards
18 the effective implementation of the ladderized system of education.

19 SEC. 8. *Scholarships, Grants and Loans.* – To ensure the effective
20 implementation and greater nationwide impact of the program and its
21 accessibility to the students and workers, the CHED and the TESDA shall
22 endeavor to include in their respective budgets the provision of scholarships,
23 grants and loans to deserving students and workers availing themselves of the
24 ladderized system of education, in addition to the present scholarship programs
25 being implemented by the CHED and the TESDA.

26 SEC. 9. *Enabling Clause for HEIs.* – To encourage the widest
27 enjoyment of the benefit of ladderized education, HEIs whose curricula have
28 been recognized by the CHED may avail of the ladderization program without

1 need for permit either from the CHED or the TESDA: *Provided*, That the
2 proposed ladderized program is within the purview of the curricular matter and
3 that the minimum curricular requirements under the relevant guidelines of the
4 CHED and the TESDA are complied with.

5 For this purpose, however, the HEI shall be required to submit to the
6 LEP National Technical Committee the copy of the curriculum for the
7 proposed ladderized program for monitoring and for potential objective inputs
8 from the technical experts in the said LEP National Technical Committee.

9 SEC. 10. *Academic Freedom.* – Nothing in this Act shall be construed
10 to restrict the HEI in the exercise of its academic freedom. The HEI shall
11 retain the right to assess the level and standard of previously completed TVET
12 programs by an applicant-student in a manner that is transparent and objective,
13 incorporating therein its own admission requirements. The applicant-student
14 must gain admission to the HEI's undergraduate program by meeting all the
15 usual criteria and program requisites and such other requirements by the HEI.

16 SEC. 11. *Appropriations.* – The amount necessary for the initial
17 implementation of this Act shall be sourced from the current budgets and
18 development funds of the CHED and the TESDA. Thereafter, the funds
19 necessary for the continuous implementation of this Act in the ensuing years
20 shall be included in the respective annual appropriations of the CHED and the
21 TESDA in the General Appropriations Act.

22 SEC. 12. *Implementing Rules and Regulations.* – The CHED and the
23 TESDA, in consultation with relevant stakeholders in higher and tech-voc
24 education, shall issue within sixty (60) days after the effectivity of this Act, the
25 rules and regulations for the effective implementation of this Act.

26 SEC. 13. *Separability Clause.* – If any provision of this Act or any
27 part hereof shall be declared unconstitutional or invalid, the other provisions,
28 as far as they are separable, shall remain in force and effect.

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

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

Approved,

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