



HOUSE OF REPRESENTATIVES

H. No. 6903

BY REPRESENTATIVES VILLAR, CUA (J.), PIAMONTE, PADILLA, RODRIGUEZ,
ONG, REMULLA, GONZALES (N.), DE GUZMAN, VILLANUEVA,
SANTIAGO (N.) AND GULLAS, PER COMMITTEE REPORT NO. 2442

AN ACT STRENGTHENING THE LADDERIZED INTERFACE
BETWEEN TECHNICAL-VOCATIONAL EDUCATION AND
TRAINING (TVET) 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 2009”.

3 SEC. 2. *Declaration of Policy.* – In line with the constitutional
4 guarantee of 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
12 students and workers to exercise options or to choose when to enter and exit in

1 the educational ladder and provide job platforms at every exit as well as the
2 opportunity to earn income.

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

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

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

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

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

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

1 (e) *Qualification* refers to a formal certification that a person has
2 successfully achieved specific learning outcomes relevant to the identified
3 academic, industry or community requirements.

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

11 (g) *Recognition of prior learning* refers to the acknowledgment of a
12 person's skills and knowledge through previous training, work or life
13 experience, which may be used to grant status or credit for acquired
14 competencies.

15 (h) *Job platform* refers to the gateway in the ladderized curriculum
16 which one reaches upon acquiring enough skills and knowledge to seek and
17 find employment.

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

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

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

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

18 *SEC. 5. Priority Disciplines.* – As a preliminary approach to the
19 implementation of the ladderized program and to ensure a more focused
20 implementation of the said program, the CHED and the TESDA, in
21 consultation with the industry, the Department of Labor and Employment
22 (DOLE), the Department of Trade and Industry (DTI), the National Economic
23 and Development Authority (NEDA), the Department of Science and
24 Technology (DOST), the Professional Regulation Commission (PRC) and
25 other related agencies, are directed to identify priority disciplines and
26 programs for ladderization, taking into account labor market realities.
27 Therefrom, the CHED and the TESDA shall implement the ladderization of

1 other disciplines, other than those presently being implemented, should it be
2 found necessary and beneficial to do so based on a comprehensive study on the
3 viability of such move.

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

11 For this purpose, a permanent LEP National Coordinating Technical
12 Committee, composed of CHED and TESDA personnel, is hereby established.

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

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

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

1 SEC. 9. *Enabling Clause for HEIs.* – To encourage application of
2 ladderized education and to ensure greater nationwide impact of the program
3 and its accessibility to students and workers, the HEIs that have been granted
4 government recognition to its curriculum by the CHED may opt to ladderize
5 said recognized programs without need for permit either from the CHED or the
6 TESDA: *Provided,* That the proposed ladderized program is within the
7 purview of the curricular matter and that the minimum curricular requirements
8 under the relevant guidelines of the CHED and the TESDA are complied with.

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

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

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

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

5 SEC. 13. *Separability Clause.* – If any provision of this Act or any
6 part hereof be declared unconstitutional or invalid, the other provisions, as far
7 as these are separable from the invalid ones, shall remain in force and effect.

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

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

Approved,

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