

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 2183



Introduced by Representative Jose Manuel F. Alba

AN ACT

MANDATING THE INCLUSION OF A PERSONAL FINANCIAL LITERACY COURSE IN THE TECHNICAL-VOCATIONAL EDUCATION AND TRAINING CURRICULUM OF TECHNICAL-VOCATIONAL INSTITUTIONS AND TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY TRAINING CENTERS

EXPLANATORY NOTE

The Technical Education and Skills Development Authority (TESDA) is the government agency tasked with managing and supervising technical education and skills development in the Philippines. Their close to three decades of operation have produced thousands of skilled workers in all aspects of the service industry. TESDA has boosted our young people's employability to solve the employment crisis in our country.

However, technical competencies alone are not enough to achieve sustainable integration in the world of work. With the recent economic setback and technological advances, the right information, skills, and attitude on personal finance have become indispensable additions to the skills of our graduates of technical and vocational courses. Basic personal financial education will help them prepare and successfully navigate

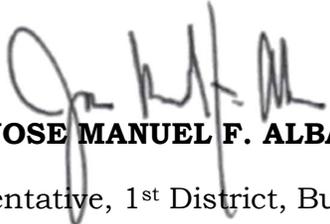
financial realities once they are part of our labor market.

TESDA trainings create job-ready professionals. They possess foundational skills, but one of the most important foundational skills is personal financial literacy. Personal financial literacy — from understanding budgeting and spending to wisely managing credit and debt — can help our technical-vocational graduates not only get a job but also keep it once they have it.

Providing personal financial education to our job seekers is essential to ensuring their security and well-being in the future. A financially literate Filipino worker will be able to make well-informed decisions that will positively impact personal financial circumstances, empowering them to take better advantage of livelihood and economic opportunities and consequently contributing to inclusive and sustained economic development.

It is worth highlighting that this bill was already deliberated upon by relevant government agencies and civil society groups during the 19th Congress, was approved by the House of Representatives, and was transmitted and received by the Senate of the Philippines.

For the foregoing reasons, the immediate consideration and approval of this bill is earnestly sought.



JOSE MANUEL F. ALBA
Representative, 1st District, Bukidnon

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 2183

Introduced by Representative Jose Manuel F. Alba

AN ACT
MANDATING THE INCLUSION OF A PERSONAL FINANCIAL LITERACY
COURSE IN THE TECHNICAL-VOCATIONAL EDUCATION AND TRAINING
CURRICULUM OF TECHNICAL-VOCATIONAL INSTITUTIONS AND
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
TRAINING CENTERS

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 “*Personal Financial Literacy Course in the Technical-Vocational Education and Training (TVET) Curriculum Act.*”

SEC. 2. *Declaration of Policy.* – Recognizing financial literacy as an essential life skill, as well as the complementary role of financial education in promoting the economic well-being of Filipinos, it is hereby declared a policy of the State to establish a strong foundation of financial literacy of

students, trainees, and employees to create a more skilled, knowledgeable, and well-informed future generation of Filipinos.

To this end, the State also seeks to broaden and strengthen TVET programs, including financial education and literacy, to enable technical-vocational (tech-voc) students to develop the appropriate skills to make well-informed financial decisions, and desirable work habits upon employment in the industries.

SEC. 3. Objectives. – This Act shall have the following objectives:

- (a) To ensure that technical-vocational institutions (TVIs) and Technical Education and Skills Development Authority (TESDA) training centers shall provide the necessary financial education to tech-voc students while at the same time helping them learn and develop other practical tech-voc skills and competencies;
- (b) To equip the students with basic knowledge and additional skills on wealth management and contingency planning, especially in properly handling their personal finances, prepare them to make well-informed financial decisions upon entering the workforce, and help them master financial literacy as an important life skill in their day-to-day transactions and other activities; and
- (c) To broaden the opportunities and venues for the teaching of a personal financial literacy course to strengthen financial education among Filipinos so they can avoid financial frauds, develop financial discipline, use debt responsibly and save for education or retirement.

SEC. 4. Mandatory Inclusion of Personal Financial Literacy Course in the TVET Curriculum. – All public and private TVIs and TESDA training centers are mandated to offer a Personal Financial Literacy Course (PFLC) to tech-voc students as part of the TVET curriculum. It shall focus solely on

personal finance based on the policies, guidelines, and standards set jointly by the TESDA, the *Bangko Sentral ng Pilipinas* (BSP), Department of Finance (DOF), Securities and Exchange Commission (SEC), and the Insurance Commission (IC).

A passing grade in the PFLC shall be required for graduation or completion of the course.

SEC. 5. *Contents of Personal Financial Literacy Course.* – The PFLC shall provide instructions on personal financial literacy and shall include the following contents:

- (a) Concept of personal finance;
- (b) Time value of money;
- (c) Consumer behavior in the context and culture of the Philippines;
- (d) Debt management and rehabilitation;
- (e) Savings, emergency, and resilience fund development;
- (f) Investment concepts and planning;
- (g) Retirement planning;
- (h) Insurance planning;
- (i) Credit scoring and credit reports;
- (j) Concept of financial education;
- (k) Pertinent topics on effective utilization of digital payment platforms, such as modules on observing cyber-hygiene to help safeguard cybersecurity, data integrity, and consumer protection in adopting digital financial services; and
- (l) Other financial literacy issues and concerns.

SEC. 6. *Roles of Government Agencies, Offices, and Instrumentalities.* – The TESDA shall collaborate with the BSP, DOF, SEC, and the IC in developing academic standards, curricula, and materials for the PFLC. These agencies shall jointly issue the proper guidelines for this purpose.

The content of the PFLC shall be aligned with the standards set by the aforementioned agencies.

SEC. 7. *Implementing Rules and Regulations.* – Within ninety (90) days after the effectivity of this Act, the TESDA shall, in consultation with the BSP, DOF, and other relevant stakeholders, issue rules and regulations for the effective implementation of this Act.

SEC. 8. *Separability Clause.* – In the event any of the provisions of this Act is declared unconstitutional, the validity of the other provisions shall not be affected by such declaration.

SEC. 9. *Repealing Clause.* – All other laws, decrees, orders, rules and regulations or parts thereof inconsistent with this Act are repealed or modified accordingly.

SEC. 10. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,