



Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila



TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. **3583**

Introduced by **Representative MA. VICTORIA CO-PILAR**

EXPLANATORY NOTE

Education is a fundamental right guaranteed by the 1987 Philippine Constitution expressly mandates the State to protect and promote the right of all citizens to quality education at all levels and to take appropriate steps to make education accessible to all. Section 2 of the same Article directs the State to establish and maintain a complete, adequate, and integrated system of education that is relevant to the needs of the people and society.

Under the current basic education system, particularly the implementation of the K to 12 program under Republic Act No. 10533, students are required to complete Senior High School (SHS) before pursuing higher education or employment. While this was intended to prepare learners more adequately for life after school, the rigid nature of the system fails to accommodate the diverse circumstances, strengths, and aspirations of Filipino students. Many are unable to pursue college due to financial limitations, while others complete SHS without acquiring employable skills. The lack of accessible and responsive education pathways leads to a mismatch between education and employment, high dropout rates, and underemployment.

The proposed measure entitled the “Education Pathways Act of 2025” seeks to address these systemic issues by providing two distinct education pathways upon the completion of Junior High School: the University Preparatory Program under the Department of Education (DepEd) and the Technical-Vocational Program under the Technical Education and Skills Development Authority (TESDA). This dual-pathway system acknowledges that success is not one-size-fits-all. It empowers students to pursue the route most aligned with their goals—be it higher education or immediate employment through industry-relevant skills.

To further facilitate continuity of learning, students who complete the technical-vocational program may transition to college via the ladderized education system provided under Republic Act No. 10647. This provision promotes the recognition of prior learning and builds an integrated educational framework where learners are not locked into a single track but are given the freedom to shift and progress based on their evolving goals.

This measure was proposed by Hon. Roman T. Romulo in the previous Congress and was approved by the body on third and final reading on 28 January 2025.

For these reasons, the immediate and favorable passage of this bill is earnestly sought.

A handwritten signature in black ink, appearing to be 'S. Romulo', written in a cursive style.



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1 **AN ACT**

2 **PROVIDING EDUCATION PATHWAYS FOR BASIC EDUCATION STUDENTS,**
3 **AND APPROPRIATING FUNDS THEREFOR**

4
5 *Be it enacted by the Senate and House of Representatives of the Philippines in Congress*
6 *assembled:*

7
8 **SECTION 1.** *Short Title.* – This Act shall be known as the “Education Pathways
9 Act of 2025”.

10
11 **SEC. 2.** *Declaration of Policy.* – It is the policy of the State to protect and promote
12 the right of all citizens to quality education at all levels and shall take appropriate steps
13 to make such education accessible to all. The State shall further establish, maintain, and
14 support a complete, adequate, and integrated system of education relevant to the needs
15 of the people and society.

16
17 To this end, the State shall ensure opportunities for Filipinos, regardless of age,
18 background, ethnicity, disability, and association, to attain their maximum potential
19 and enhance their employability by establishing inclusive education pathways that
20 empower and equip the learners with the competencies that are necessary for college or
21 employment.

22
23 **SEC. 3.** *Education Pathways for Completers of Junior High School.* – Upon completing
24 Junior High School, the students shall choose between two education pathways: the
25 University Preparatory Program under the Department of Education (DepEd) or the
26 Technical-Vocational Program under the Technical Education and Skills Development
27 Authority (TESDA).

28
29 **SEC. 4.** *Career Guidance and Assessments of Students.* – Career guidance and
30 counseling services, including aptitude and interest assessments to assist in selecting
31 appropriate paths, as provided in Republic Act No. 11206, or the “Secondary
32 School Career Guidance and Counseling Act”, shall be indispensable and crucial in
33 aiding the students to make informed decisions about their preferred educational
34 pathway.

1
2 The DepEd shall administer various relevant assessments, including Early
3 Language, Literacy and Numeracy Assessment and National Achievement Tests, to all
4 elementary and secondary students across all levels. These assessments aim to evaluate
5 their competencies and strengths. The results must be communicated to the students
6 and their parents or guardians to provide them with ample time to consider their
7 educational and career paths. These results shall also serve as a guide to the DepEd and
8 teachers in adjusting and refining their teaching approaches to enhance effectiveness in
9 student learning.

10
11 The DepEd, TESDA, Commission on Higher Education (CHED), Department of
12 Labor and Employment (DOLE), Department of Trade and Industry (DTI), Department
13 of Information and Communications Technology (DICT), Philippine Chamber of
14 Commerce and Industry, Employers Confederation of the Philippines, National
15 Economic and Development Authority (NEDA), and other concerned agencies shall
16 develop a system or a portal where students can access data and information
17 concerning higher and technical education, current career and industry trends and
18 demands, and other tools that will guide them in their educational and career choices.

19
20 **SEC. 5. *University Preparatory Pathway.*** - The DepEd shall develop and
21 implement a comprehensive curriculum for Grades 11 and 12 that prepares students for
22 admission to colleges and universities.

23
24 This curriculum shall encompass fundamental subjects to improve and guarantee
25 that students acquire functional literacy and practical skills, and elective courses to
26 allow students to explore their interests and meet college and university admission
27 requirements of their chosen degree.

28
29 The DepEd shall include the University Preparatory Pathway in its education
30 roadmap and collaborate with the CHED, colleges, and universities to guarantee
31 alignment between the curriculum and college admission standards. Colleges and
32 universities must ensure that students can easily obtain information about their
33 program of study or curriculum guide to adequately prepare for their college studies.

34
35 **SEC. 6. *Technical-Vocational Education Pathway.*** - TESDA and the industry boards,
36 partners, experts, and practitioners, including micro, small and medium enterprises,
37 shall develop a variety of technical-vocational programs based on an industry-driven
38 and industry-approved standards designed to equip students with practical skills and
39 competencies that are at par with industry requirements. These programs must lead to
40 a diploma or a higher national certificate level. The standards of these programs must
41 further ensure that students acquire functional literacy skills to guarantee their
42 employability upon completion of their chosen program and undergoing the necessary
43 assessment for certification.

44
45 To effectively implement the programs, TESDA and its accredited Technical
46 Vocational Institutions must have a sufficient number of partner enterprises to ensure
47 that the standards and training for these programs are aligned with current industry
48 needs and requirements. This collaboration shall include the conduct of a review and
49 evaluation of the standards every three (3) years to maintain its relevance and
50 responsiveness to the prevailing trends in the industry. For TESDA to undertake the

1 prompt issuance of training regulations or competency standards, whichever is
2 applicable, for new and emerging skill sets, they shall likewise strengthen existing
3 industry boards and establish within two (2) years from the effectivity of this Act
4 industry boards for sectors without one.

5
6 In the development and issuance of training regulations or competency
7 standards, TESDA and the industry boards shall focus on higher-skill level and diploma
8 programs.

9
10 TESDA shall give preference to enterprise-based training programs for National
11 Certification levels III and IV, Philippine Qualifications Framework level 5, and new
12 and emerging skills for technical-vocational learners to enhance their skills and
13 knowledge according to industry needs to encourage industry stakeholders to provide
14 enterprise-based training, apprenticeship opportunities, and skills development.

15
16 The assessments and certifications of students under public technical-vocational
17 institutions and TESDA-funded programs shall be free of charge. TESDA shall
18 implement a system that provides subsidies to students in private education, industry,
19 or enterprise for their assessments and certifications by their economic standing. No
20 student who failed at least three (3) times may avail of the free or subsidized
21 assessment and certification.

22
23 **SEC. 7. Honors Examination.** - The DepEd, in consultation with the CHED, shall
24 develop and administer an advanced placement exam, to be taken voluntarily by Grade
25 10 students in the University Preparatory Pathway, in order to assess their aptitude and
26 readiness to advance to a college degree.

27
28 This advanced placement exam shall give students a grade which shall
29 correspond to their level of proficiency and determine their eligibility to enroll to their
30 chosen degree in a college or university.

31
32 Students who successfully pass the advanced placement exam shall be
33 considered graduates of senior high school without the need to finish Grades 11 and 12,
34 and shall be allowed to enroll in their chosen degree the following school year, subject
35 to other requirements that colleges or universities may impose.

36
37 **SEC. 8. Availment of the Ladderized Education Program under Republic Act No. 10647.**
38 - Upon completion of the full technical-vocational program, the student may enroll in
39 colleges or universities and avail of the ladderized education program for educational
40 advancement. The CHED and TESDA shall strengthen existing policies and
41 implementation of programs for the accreditation and recognition of prior learning of
42 students.

43
44 **SEC. 9. Scholarship Programs.** - To ensure that the two educational pathways are
45 accessible to a broad range of students, the DepEd and TESDA shall maintain an
46 educational support program including scholarships for their respective students that
47 properly and sufficiently addresses the accessibility and availability of the pathways to
48 the marginalized communities and learners.

1 The DepEd and TESDA shall continue to make available to their respective
2 students the scholarship programs currently implemented in their agencies.

3
4 Scholarships in the Technical-Vocational Education Pathway shall be made
5 available to learners with disabilities, indigenous learners, and those coming from
6 marginalized communities.

7
8 Prioritization shall also be given to students enrolled in programs with higher
9 skill levels or urgently needed by the industries.

10
11 **SEC. 10. *Program Evaluation.*** – The DepEd and TESDA shall regularly assess and
12 evaluate the effectiveness and quality of their respective education pathways. The
13 findings of these assessments and evaluations shall be utilized to implement essential
14 enhancements and modifications to ensure that the curriculum remains relevant to
15 society.

16
17 **SEC. 11. *Support from Other Government Departments and Agencies.*** – The CHED,
18 DOLE, DTI, DICT, Department of Agriculture, Department of Science and Technology,
19 NEDA, Philippine Qualifications Framework National Coordinating Council,
20 Department of Budget and Management, and other related agencies are hereby
21 mandated to extend the necessary support and resources towards the effective
22 implementation of this Act.

23
24 **SEC. 12. *Transition Provisions.*** – The DepEd and TESDA shall develop and refine
25 their respective curriculum and standards to ensure that such are highly relevant and
26 aligned with the current and future needs of society and industry, including emerging
27 technologies, skills, and workforce demands.

28
29 To ensure the effectiveness of the newly developed curriculum and standards,
30 an initial implementation phase for three (3) years shall be conducted in a selected
31 number of schools from different regions, socioeconomic conditions, and both urban
32 and rural settings to be determined by the agencies. The DepEd and TESDA shall
33 conduct comprehensive assessments during this pilot phase to evaluate the
34 effectiveness of the curriculum and standards in preparing the students for university
35 and college or the workforce, and ensuring that it meets the intended goals. The
36 assessment shall be accessible to the public and may undergo independent or third-
37 party review. The DepEd and TESDA shall refine and enhance their respective
38 curriculum and standards after considering the feedback from various sectors and roll
39 out the final curriculum and standards within one (1) year from the assessment.

40
41 Upon attaining the qualification standards, the teachers and instructors under
42 the current Technical-Vocational Track of the Senior High School of the DepEd shall be
43 given preference in hiring of instructors and teachers by the TESDA for the
44 implementation of this Act.

45
46 **SEC. 13. *Appropriations.*** – The amount necessary for the implementation of this
47 Act shall be included in the respective budgets of DepEd and TESDA in the annual
48 General Appropriations Act.

1 **SEC. 14. *Joint Congressional Oversight Committee.*** – There is hereby created a Joint
2 Congressional Oversight Committee (JCOC) to monitor and oversee the implementation
3 of the provisions of this Act. The JCOC shall be composed of five (5) members each
4 from the Senate and from the House of Representatives, respectively, including a
5 member of the minority from each chamber, to be chaired jointly by the chairpersons of
6 the Committees on Basic Education of both the Senate and the House of Representatives.
7 The four (4) other members from each chamber shall be designated, respectively, by the
8 President of the Senate and the Speaker of the House of Representatives.
9

10 **SEC. 15. *Implementing Rules and Regulations (IRR).*** – Within ninety (90) days from
11 the approval of this Act, the DepEd, TESDA, and CHED shall, in consultation with
12 other concerned stakeholders, formulate and issue the rules and regulations
13 implementing the provisions of this Act.
14

15 **SEC. 16. *Separability Clause.*** – If any part or provision of this Act is held invalid
16 or unconstitutional, other provisions not affected thereby shall remain in force and
17 effect.
18

19 **SEC. 17. *Repealing Clause.*** – Section 4 of Republic Act No. 10533, or the “Enhanced
20 Basic Education Act of 2013”, is hereby amended to remove the compulsory
21 requirement for Senior High School in basic education.
22

23 All other laws, orders, and rules and regulations contrary to, or inconsistent with
24 the provisions of this Act are hereby repealed or amended accordingly.
25

26 **SEC. 18. *Effectivity.*** – Notwithstanding the non-issuance of the IRR, this Act shall
27 take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper
28 of general circulation.
29

30 Approved,