

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

23 JUL 26 P6 :22

**SENATE**

**S.B. No. 2367**

(In substitution of S.B. No. 2022)

RECEIVED BY: 

---

Prepared by the Committee on Basic Education joint with the Committees on Higher, Technical and Vocational Education; Ways and Means; and Finance, with Senators Gatchalian, Villar (C.), Revilla, Villanueva, Legarda, Escudero, and Angara as authors thereof.

---

**AN ACT**

**ENSURING THAT SENIOR HIGH SCHOOL GRADUATES UNDER THE K TO 12 PROGRAM ARE EQUIPPED WITH THE KNOWLEDGE, TRAINING AND SKILLS DEMANDED IN THE LABOR MARKET, ENHANCING THEIR EMPLOYABILITY AND COMPETITIVENESS, CREATING THE BATANG MAGALING COUNCILS TO STRENGTHEN MULTI-STAKEHOLDER COLLABORATION AND SUPPORT FOR THEIR EMPLOYMENT, ALLOWING DEDUCTION OF TRAINING EXPENSES INCURRED FOR THEIR SKILLS DEVELOPMENT, APPROPRIATING FUNDS THEREFOR, AND FOR OTHER PURPOSES**

*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 “*Batang Magaling Act*”.

2

3 Sec. 2. *Declaration of Policy.* – It is the policy of the State to establish, maintain,  
4 and support a complete, adequate, and integrated system of education relevant to  
5 the needs of the people and society.

6 This Act likewise reiterates a declared State policy that every graduate of basic  
7 education shall be an empowered individual who has learned, through a program that  
8 is rooted on sound educational principles and geared towards excellence, the  
9 foundations for learning throughout life, the competence to engage in work and be  
10 productive, the ability to coexist in fruitful harmony with local and global communities,  
11 the capability to engage in autonomous, creative, and critical thinking, and the  
12 capacity and willingness to transform others and one’s self.

1           Sec. 3. *Objective.* – This Act shall ensure that the Philippine basic education  
2 system, as enhanced under Republic Act (R.A.) No. 10533 or the “Enhanced Basic  
3 Education Act of 2013”, will produce Senior High School (SHS) graduates who are  
4 equipped with knowledge, training and skills demanded in the labor market, whether  
5 they have chosen the higher education, middle-level skills development, employment,  
6 or entrepreneurship exit, thereby enhancing their employability and competitiveness  
7 in the workforce.

8  
9           Sec. 4. *Creation of the Batang Magaling National and Local Councils;  
10 Strengthening Multi-Stakeholder Linkages and Collaboration; The Batang Magaling  
11 Roadmap.* – To align the tracks and strands of the K to 12 Basic Education Curriculum  
12 under R.A. No. 10533 with the needs of the labor market, a National Batang Magaling  
13 Council (National Council) shall be created composed of the Department of Education  
14 (DepEd), the Technical Education and Skills Development Authority (TESDA), the  
15 Department of Labor and Employment (DOLE), three (3) national industry partners,  
16 one (1) national labor group, and the Union of Local Authorities of the Philippines.

17           Local Batang Magaling Councils (Local Councils) shall likewise be formed at the  
18 provincial, city and municipal levels to ensure that SHS graduates are equipped with  
19 education, training and skills demanded by industry partners and government  
20 agencies. The Local Councils shall be composed of the provincial, city or municipal  
21 local school boards (LSBs), the Public Employment Service Office (PESO), at least two  
22 (2) industry partners in the locality, a representative of the TESDA provincial office,  
23 and a local employee organization or association.

24           Every education institution offering the SHS Program shall regularly consult with  
25 the Local Council at least twice a year to be guided by the actions of the Council  
26 especially the roadmap in paragraph e hereunder. The Council shall serve as a  
27 mechanism for active collaboration and meaningful communication for the fulfillment  
28 of the following purposes:

- 29           a. provision of information to the education institutions for the updating and  
30           alignment of the curricular offerings and the work immersion component of

- 1 the SHS program with the market needs as identified by industry partners  
2 and government agencies;
- 3 b. increase in the awareness and commitment of industry partners and  
4 government agencies to accept learners in Work Immersion Programs  
5 (WIPs), ensure that their deployment is done according to their tracks or  
6 specialization courses, and enable them to acquire specialized skills and  
7 competencies to advance in their chosen path;
- 8 c. enabling the LSBs to provide relevant data and information to the  
9 stakeholders, increase their awareness of their mutual issues and concerns  
10 on the employability of SHS graduates in the locality, discuss and analyze  
11 the duties and risks involved in WIPs, and give local incentives to recognize  
12 best practices on collaboration;
- 13 d. crafting of the WIPs of education institutions offering the SHS Program  
14 within a province, city or municipality and ensuring that the curriculum is  
15 aligned with industry needs, learners meet the minimum requirements of  
16 the work immersion industry partners and government agencies, and  
17 learners develop competencies and acquire skills that are industry-based to  
18 improve their work readiness and employability; and
- 19 e. development of local Batang Magaling Roadmaps, to be evaluated and  
20 updated every three years, at the provincial, city and municipal levels that  
21 shall introduce interventions and set measurable goals on enhancing the  
22 employability, competitiveness, and productivity of SHS graduates,  
23 including but not limited to an increase or improvement in the following: the  
24 number of industry partners and government agencies participating in the  
25 WIPs; the number of SHS learners deployed under the WIPs according to  
26 their tracks or specialization courses; and the rate of employment of SHS  
27 graduates in jobs aligned to their skills. As such, the local roadmap shall  
28 include the skills demanded by industry partners in the locality vis-à-vis the  
29 needed knowledge, training and skills of SHS graduates to match the said  
30 demand, using the labor market demand forecast under Sec. 6, and the  
31 skills database under Sec. 7 hereof.



1 Taking into consideration the local roadmaps developed at the  
2 provincial, city and municipal levels, the National Council shall craft a parallel  
3 National Batang Magaling Roadmap to achieve the objective under Sec. 3  
4 of this Act. The provincial Local Councils shall similarly craft their respective  
5 Provincial Batang Magaling Roadmaps based on the Municipal and  
6 Component Cities Batang Magaling Roadmaps, while the city Local Councils  
7 shall base their respective City Batang Magaling Roadmaps on the WIPs  
8 within the locality under their jurisdiction.  
9

10 *Sec. 5. Work Immersion Programs.* – The WIPs that are mandated to be offered  
11 by education institutions offering the SHS Program shall develop in learners the  
12 competencies, skills, work ethic and values relevant to pursuing further education or  
13 joining the world of work.

14 The WIP shall be based on the Batang Magaling Roadmap and designed to  
15 match the needs of the learners and the capabilities of the education institutions vis-  
16 à-vis the demands of the work immersion industry partners.

17 The Schools Division Office of the DepEd shall approve the WIP as proposed in  
18 these provinces, cities or municipalities, in accordance with DepEd policies and  
19 issuances, and with due compliance to legal and administrative prescriptions on the  
20 number of hours and delivery models, among others.  
21

22 *Sec. 6. Labor Market Demand Forecasting.* – To align the WIP with market  
23 demand and ensure that the knowledge, training and skills of SHS graduates match  
24 the in-demand and projected in-demand jobs of industry partners in the locality, the  
25 Councils are hereby mandated to conduct labor market demand studies every three  
26 (3) years, using quarterly local labor market data collected by the PESO.

27 The data derived from such demand forecast shall serve as basis for the work  
28 immersion component of the SHS Program, the Batang Magaling Roadmaps, the WIPs,  
29 the trainings to be conducted, the resources to be procured, and the skills to be  
30 developed among the learners, among others. The demand forecast will also allow

1 education institutions to focus on employable skills as determined by medium- to long-  
2 term labor market demand.

3  
4 *Sec. 7. Batang Magaling Database; Centralized Skills Database in Collaboration*  
5 *with DOLE.* – The DepEd, in collaboration with the DOLE, shall develop, maintain and  
6 update a centralized nationwide database of skills information to serve as one-stop  
7 shop for all matters related to the employment of SHS graduates.

8 The Batang Magaling Database shall help strengthen the education institutions’  
9 linkages and collaboration with industry partners, facilitating the meeting of skills  
10 demand within the province, city, municipality, and the country as a whole.

11 The Batang Magaling database shall register the demographic profile of  
12 learners including, but not limited to, their educational background, track and strand  
13 completed in SHS, training, skills, competencies, work immersion performance, course  
14 taken after SHS, work experience and employment history. It shall also contain the  
15 profiles, demands, and vacancies, among others, of industry partners.

16  
17 *Sec. 8. Affirmative Hiring of SHS Graduates; Industry Partners; Civil Service*  
18 *Commission.* – The DOLE, in coordination with the DepEd, shall conduct studies and  
19 research for the crafting of strategies and guidelines to minimize the impediments to  
20 SHS employment, and promote the affirmative hiring of SHS graduates.

21 The industry partners are enjoined to rethink and review their hiring policies  
22 and job requirements to provide employment opportunities, such as entry-level  
23 positions, to SHS graduates.

24 The Civil Service Commission (CSC) is hereby mandated to review the  
25 qualification requirements for government employment and revise its policies to  
26 integrate the qualifications of SHS graduates in the CSC qualification standards (QS)  
27 to provide employment opportunities to SHS graduates. Such QS may include, among  
28 others, education, experience, training, and eligibility.

29  
30 *Sec. 9. Quality Assurance by the TESDA of the SHS Program of the DepEd;*  
31 *National Competency Assessments; National Certificates.* – The DepEd shall comply

1 with the quality assurance framework set by the TESDA and ensure that the SHS  
2 program offerings meet the necessary criteria for TESDA’s Training Regulations  
3 program registration.

4 The DepEd, in coordination with the TESDA, shall provide, free of charge, the  
5 national competency assessments to DepEd SHS Program learners upon their  
6 graduation. SHS graduates who pass such assessments shall be awarded the  
7 appropriate National Certificates (NCs) which shall serve as formal recognition of their  
8 skills and competencies in accordance with the standards set by the TESDA.

9

10 Sec. 10. *Joint Delivery Voucher Program for Senior High School Technical-*  
11 *Vocational-Livelihood Specializations (JDVP-TVL).* – The JDVP-TVL, a program  
12 designed by the DepEd to allow SHS learners enrolled in public schools to avail of  
13 vouchers and take their desired TVL specializations in eligible partner institutions from  
14 private SHSs, non-DepEd public SHSs, or TESDA-accredited private Technical  
15 Vocational Institutes, shall be utilized to enable such learners to receive instruction  
16 and training and complete their needed TVL skills and competencies.

17 The rules and regulations to be issued pursuant to Sec. 14 of this Act shall  
18 prescribe the guidelines for the implementation of the JDVP-TVL in cases where the  
19 specialization desired by the learner is not offered by the public education institution  
20 where he or she is enrolled.

21

22 Sec. 11. *Deductible Training Expenses from Taxable Income; Additional Item*  
23 *of Deduction.* – Industry partners that incur training expenses for the skills  
24 development of SHS learners participating in the WIP shall be allowed the additional  
25 item of deduction from their taxable income under Sec. 34 (A) (1) (a) (v) of R.A. No.  
26 8424 or the National Internal Revenue Code of 1997, as amended by R.A. No. 11534  
27 or “CREATE”.

28 The Bureau of Internal Revenue (BIR), in collaboration with the DepEd, shall  
29 issue the appropriate rules for availing this incentive, including simplified processes  
30 and streamlined requirements for compliance and reporting.



1           Sec. 12. *Mandatory Review and Impact Assessment.* – The DepEd, in  
2 collaboration with the National Council, shall conduct a mandatory review of the  
3 implementation of this Act and submit an assessment report to Congress on its impact  
4 and effectiveness, not later than two (2) years from its effectivity and every two (2)  
5 years thereafter.

6  
7           Sec. 13. *Appropriations.* – The amount necessary for the initial implementation  
8 of this Act shall be charged against the current year’s appropriations of the  
9 departments and other agencies concerned. Thereafter, the amount necessary for its  
10 continued implementation shall be included in the annual General Appropriations Act.

11           The funding requirements needed for the implementation of this Act by local  
12 government units may be charged against their local funds.

13  
14           Sec. 14. *Implementing Rules and Regulations (IRR).* – Within ninety (90) days  
15 from the effectivity of this Act, the DepEd, CSC, DOLE, TESDA, and other public and  
16 private stakeholders, including industry partners, shall issue the rules and regulations  
17 implementing its provisions. The IRR issued pursuant to this section shall take effect  
18 thirty (30) days after its publication in a newspaper of general circulation.

19  
20           Sec. 15. *Separability Clause.* – If any provision of this Act is held invalid or  
21 unconstitutional, the other provisions not so declared shall remain in force and effect.

22  
23           Sec. 16. *Repealing Clause.* – All laws, executive orders, presidential decrees,  
24 administrative orders, rules and regulations, issuances, or parts thereof contrary to or  
25 inconsistent with the provisions of this Act are hereby repealed or amended  
26 accordingly.

27  
28           Sec. 17. *Effectivity.* – Notwithstanding the non-issuance of the IRR, this Act  
29 shall take effect fifteen (15) days after its publication in the Official Gazette or in a  
30 newspaper of general circulation.

*Approved,*