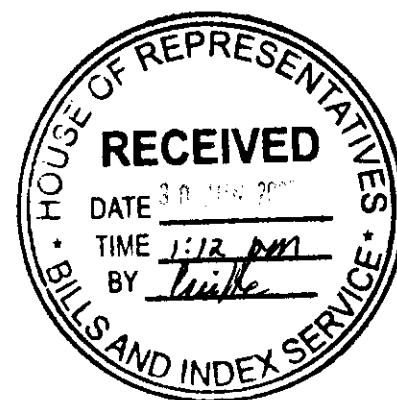


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 326



Introduced by: Hon. Iris Marie D. Montes

AN ACT
PROMOTING INCLUSIVE EDUCATION, ENTREPRENEURSHIP AND
EMPLOYMENT FOR SUSTAINABLE DEVELOPMENT AMONG 4Ps ADULT
BENEFICIARIES, AMENDING FOR THE PURPOSE REPUBLIC ACT NO. 11310,
OTHERWISE KNOWN AS THE "PANTAWID PAMILYANG PILIPINO PROGRAM
(4PS)"

EXPLANATORY NOTE

"To most Filipinos education represents hope for the future. The farmer in the countryside spends a lifetime working the soil to earn enough money for his children's schooling. The young factory worker scrimps on personal expenses and works a second shift so that she can send money home for her siblings' education. The housewife takes in laundry and sewing or hawks native delicacies, while her child sells newspapers on street corners to buy school supplies. The average Filipino man, who earns approximately three dollars a day, believes that education can elevate him from poverty to prosperity and from a life of menial drudgery to one of challenging employment. And to the average Filipino woman, or "Filipina," education is perceived to be the key to a better life."¹

Investing in education is crucial for women's empowerment, economic development, and societal progress.

According to the Philippine Commission on Women, "Educating women is imperative because it enables women to participate in the labor force and allows them to sustain herself and the needs of her family. This stems from the fact that in modern Filipino families, both husband and wife should engage in productive work to earn enough for their family's needs.

Education has been a facilitating factor towards women's economic empowerment. A mother's level of education has been found to create positive educational outcomes for her children since she is primarily assigned in rearing of children. Educated women build smaller families, with lower rate of children dying in infancy; hence, surviving children are given better access to education. Furthermore, educated mothers lead a better quality life for their children."²

Based on the Quarterly Report on Pantawid Pamilyang Pilipino Program Implementation 4th Quarter 2023, 3,800,430 grantees of the Program are female or

¹ Women's Education as an Instrument for Change: The Case of the Philippines, Amaryllis Tiglao Torres (https://pssc.org.ph/wp-content/pssc-diver/wp-content/uploads/2023/05/Amaryllis%20Torres/Women_s%20Education%20as%20an%20InstrumentforChange%20TheCase%20of%20the%20Philippines.pdf) Accessed on 10 May 2025

² Education sector (<https://pcw.gov.ph/education/>) Accessed on 14 May 2025

85.99% and 619,355 are male or 14.01% of the total active household beneficiaries nationwide.

Meanwhile, a study by the Philippine Institute for Development Studies reveals a wide gender gap in terms of labor market status, with males being better off in having a stable work status. In terms of sex, a larger proportion of males have work or job compared to females. The gender gap in access to employment is highest for young women (usually the period of childbearing age), and for women approaching the retirement age. It shows that majority of females exclude themselves from the labor force to do unpaid work in the form of household and family duties and for those who did have work, there was less movement across industries indicating their inability to diversify their skills or preference to remain in their chosen industry of occupation because of their socially-determined roles in the household. It also shows the need for sustainable and fully packaged livelihood programs that targets young women and young mothers in poorer communities. Moreover, the study suggests that education is an important factor among women to enter employment because there is a higher proportion of females engaged in an economic activity among those with tertiary or post-secondary education compared to those with lower levels of education. On the other hand, there is a higher proportion of employed among less educated males.³

This bill seeks to promote education among adult 4Ps beneficiaries, many of whom are women, with the end view of encouraging their participation in the labor force and providing them with livelihood opportunities towards the economic empowerment of Filipino families.

It aims to provide adult beneficiaries with opportunities to complete non-formal education track through Alternative Learning System (ALS) of the Department of Education; entrepreneurship track of the Department of Trade and Industry and Department of Social Welfare and Development; and employment track of the Technical Education and Skills Development Authority.

Assistance to ensure their pursuit of tertiary education or employment will be given to those in the non-formal education track; ease of establishing a micro or small business enterprise will be given to those in the entrepreneurship track; and job facilitation assistance to those in the employment track.

This bill was approved by the House of Representatives on third and final reading during the previous Congress.

In view thereof, approval of this bill is earnestly sought.


IRIS MARIE D. MONTES
Kababaihan, Kabalikatan para sa Kapakanan
at Kaunlaran ng Bayan (4K) Party-list

³ A Descriptive Analysis of the Dynamics of Labor Market Outcomes of 4Ps Beneficiaries, Aubrey D. Tabuga, Arkin A. Arboneda, and Anna Rita P. Vargas, Philippine Institute of Development Studies, Discussion Paper Series No. 2021-34, December 2021 (<https://pidsweb.pids.gov.ph/CDN/PUBLICATIONS/pidsdps2134.pdf>) Accessed on 10 May 2025

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Be it enacted by the Senate and the House of Representatives of the Philippines in Congress assembled:

SECTION 1. Section 2 of Republic Act No. 11310 is hereby amended to read as follows:

"Sec. 2. Declaration of Policies. - The State shall promote a just and dynamic social order thereby uplifting its citizens and marginalized sectors from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all.

The State recognizes the need to foster social justice as provided for in Article XIII of the 1987 Constitution, as follows:

XXX

(g) Improve maternal health; [~~and~~]

"(h) Ensure healthy lives and promote well-being for all [.]; AND

"(I) PROMOTE EDUCATION AMONG ADULT BENEFICIARIES THROUGH ALTERNATIVE LEARNING SYSTEM, ENTREPRENEURSHIP TRAINING, AND EMPLOYMENT TRAINING TO ACHIEVE SUSTAINABLE DEVELOPMENT.

SEC. 2. Section 7 of the same Act is amended to read as follows:

"Sec. 7. Conditional Cash Transfer to Beneficiaries. - The Advisory Council shall determine the amount of conditional cash transfer to beneficiaries with the following schemes:

XXX

"(c) Conditional cash transfer grant per child enrolled in senior high school shall not be lower than Seven hundred pesos (P700.00) per month per child for a maximum often (10) months per year [-]; [~~and~~]

"(d) Health and nutrition grant shall not be lower than Seven hundred fifty pesos (P750.00) per month for a maximum of twelve (12) months per year [-]; AND

"(E) THE COMMUNITY MOBILIZATION GRANT, WHICH REFERS TO A CONDITIONAL CASH TRANSFER THAT IS USED TO FINANCE MEALS AND

TRANSPORTATION RELATED TO THE AVAILMENT OF ADULT EDUCATION UNDER THIS ACT, MUST NOT BE LOWER THAN FIVE HUNDRED PESOS (P500.00) PER INSTANCE PER WOMEN BENEFICIARY OF THE WOMEN EDUCATION PROGRAM."

"xxx."

SEC. 3. Section 11 of the same Act is amended to read as follows:

"Sec. 11. Conditions for Entitlement. - All qualified household-beneficiaries shall comply with all of the following conditions as a requirement for continued program eligibility:

XXX

"(e) Children five (5) to eighteen (18) years old must attend elementary or secondary classes at least eighty-five (85%) of their time; [and]

"(f) At least one (1) responsible person must attend family development sessions conducted by the DSWD, at least once a month[-]; AND

"(G) AT LEAST ONE (1) ADULT BENEFICIARY MUST JOIN AND COMPLETE ANY OF THE FOLLOWING TRACKS:

(1) NON-FORMAL EDUCATION THROUGH THE ALS TRACK OF THE DEPARTMENT OF EDUCATION (DEPED). THE ALS TRACK REFERS TO A PARALLEL LEARNING SYSTEM THAT PROVIDES A VIABLE ALTERNATIVE TO THE EXISTING FORMAL EDUCATION INSTRUCTION AND ENCOMPASSES BOTH NON-FORMAL AND INFORMAL SOURCES OF KNOWLEDGE AND SKILLS;

(2) ENTREPRENEURSHIP TRACK OF THE DEPARTMENT OF TRADE AND INDUSTRY (DTI) AND DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT (DSWD). THIS REFERS TO INTERVENTIONS WHICH FOCUS ON THE ESTABLISHMENT OF MICRO-ENTERPRISE THROUGH ENHANCEMENT OF SKILLS, PROVISION OF FINANCIAL CAPITAL AND BUILDING OR RE-BUILDING PHYSICAL AND NATURAL ASSETS, AND WHICH COVERS PRODUCT DEVELOPMENT, MARKETING, AND BASIC BUSINESS FINANCE; OR

(3) EMPLOYMENT TRACK OF THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY OR THEIR ACCREDITED PRIVATE SECTOR AND CIVIL SOCIETY ORGANIZATIONS. THIS REFERS TO PROGRAMS THROUGH WHICH LEARNERS AND WORKERS ARE PROVIDED WITH LEARNING OPPORTUNITIES TO ACQUIRE, UPGRADE, OR BOTH, THEIR ABILITY, KNOWLEDGE AND BEHAVIOR PATTERN REQUIRED AS QUALIFICATIONS FOR A JOB OR RANGE OF JOBS IN A GIVEN OCCUPATIONAL AREA.

THE AVAILMENT OF ADULT EDUCATION SHALL COMMENCE ON THE SECOND YEAR OF ENROLLMENT IN THE 4PS. AS USED IN THIS ACT, ADULT EDUCATION REFERS TO INTERVENTIONS THAT IMPROVE TECHNICAL OR PROFESSIONAL QUALIFICATIONS, FURTHER DEVELOP ABILITIES, ACQUIRE OR ENRICH KNOWLEDGE, SKILLS AND COMPETENCIES IN A NEW FIELD THROUGH ALTERNATIVE LEARNING SYSTEM TRACK, ENTREPRENEURSHIP TRACK OR EMPLOYMENT TRACK."

SEC. 4. Section 13 of the same Act is amended to read as follows:

"SEC. 13. [Livelihood] POST SKILLS TRAINING Interventions. - [Qualified] THE ADULT EDUCATION [household] beneficiaries shall be given priority in the availment of the modalities and interventions [~~under DSWD's Sustainable Livelihood~~

~~Program (SLP) or other appropriate or similar programs offered by other government agencies or accredited private institutions.] OF~~

THE GOVERNMENT PROGRAMS AFTER THE COMPLETION OF THEIR SELECTED TRACK OF ADULT EDUCATION.

"(A) ADULT EDUCATION BENEFICIARIES WHO SUCCESSFULLY COMPLETED THE ENTREPRENEURSHIP TRACK SHALL BE GIVEN ASSISTANCE BY THE DTI TO ENSURE EASE OF ESTABLISHING A MICRO OR SMALL BUSINESS ENTERPRISE AND THE LINK TO THE TARGET CLIENTELE OF THE 4PS ENTREPRENEUR.

"(B) ADULT EDUCATION BENEFICIARIES WHO SUCCESSFULLY COMPLETED THE EMPLOYMENT TRACK SHALL BE GIVEN JOB FACILITATION ASSISTANCE BY THE DEPARTMENT OF LABOR AND EMPLOYMENT.

"(C) ADULT EDUCATION BENEFICIARIES WHO SUCCESSFULLY COMPLETED NON_FORMAL EDUCATION USING THE ALS TRACK BY THE DEPED UNTIL THEY FINISH SENIOR HIGH SCHOOL SHALL BE GIVEN ASSISTANCE TO ENSURE THEIR PURSUIT OF HIGHER LEARNING OR EMPLOYMENT.

~~"[The household beneficiary shall also be given priority in the availment of the employment facilitation services provided by the SLR or other employment programs of appropriate government agencies implementing the same.]"~~

SEC. 5. All laws, executive orders, issuances, rules and regulations, or parts hereof inconsistent with the provisions of this Act are repealed or modified accordingly.

SEC. 6. This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,