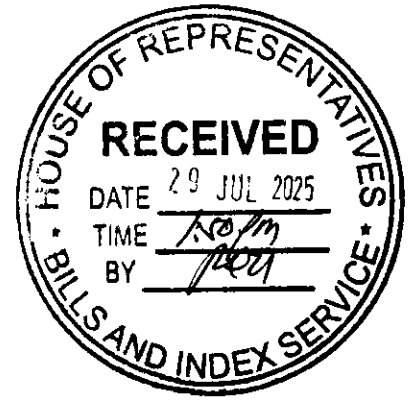




Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

TWENTIETH CONGRESS
First Regular Session

House Bill No. **2469**



Introduced by **Representative GIRLIE E. VELOSO**

EXPLANATORY NOTE

The 1987 Constitution upholds every Filipino's right to pursue a profession of their choice, subject only to fair and reasonable regulation (Art. XIV, Sec. 5[3]), and affirms that education must cultivate critical and creative thinking (Art. XIV, Sec. 3[2]). Professional development must prioritize authentic and meaningful learning over transactional requirements. While the State may set safeguards to ensure public safety and competence, such regulation must remain proportionate and must not burden livelihoods, create artificial barriers to employment, or force participation in commercialized systems. In 2016, Congress enacted Republic Act No. 10912, otherwise known as the Continuing Professional Development (CPD) Act, with the goal of promoting lifelong learning and global competitiveness among Filipino professionals. However, the implementation of RA 10912 has revealed critical flaws that require legislative correction. The repeal of RA 10912 responds to the constitutional mandate: to protect professional autonomy, ensure access to opportunities, and correct overreach inconsistent with a just, dynamic, and inclusive social order (Art. XIII, Sec. 1).

Under the current regime, CPD compliance is mandatory for the renewal of professional licenses. This requirement has become a significant source of concern and frustration across various sectors. Numerous professionals, especially those in the public sector and in geographically isolated or disadvantaged areas, have faced challenges accessing accredited CPD programs. The financial burden, stemming from registration fees, travel costs, and the opportunity cost of attending seminars, has compounded these accessibility issues. Furthermore, many practitioners have questioned the relevance and quality of certain CPD offerings, with little assurance that these programs contribute meaningfully to their professional competence or advancement. The compulsory nature of CPD, regardless of context, has been criticized as both burdensome and disconnected from the realities of practice, especially for those with long-standing expertise and experience. RA 10912 interpreted professional development narrowly as a compliance burden tied to licensure renewal.

This measure seeks to repeal the RA 10912 and reform the concept of professional development in accordance with constitutional mandates and the evolving demands of a dynamic society. It corrects the misapplied premise that professional growth is primarily a regulatory burden, and redefines it as a merit-based, inclusive, multifaceted, and lifelong pursuit of excellence in one's field. This bill then seeks to repeal the mandatory CPD requirement and establish in its place a Voluntary Professional Development System. The core principles guiding this measure are accessibility, professional autonomy, and equity. It affirms that while the government may provide support and incentives for professional development, such programs must not become punitive or exclusionary. Instead, the bill mandates the offering of voluntary CPD programs by government agencies, regulatory boards, state universities and colleges (SUCs), and recognized private institutions. These programs must be made accessible and must be offered free or subsidized to professionals in the public sector and in underserved areas. The bill further clarifies that professional development shall be encouraged through positive incentives such as support for career advancement, international deployment eligibility, academic promotion, or salary grade increases. However, it shall not be used to impose unreasonable conditions on professional continuity. This approach restores the role of CPD as a meaningful and empowering opportunity for growth.

By advancing a policy framework that enables meaningful, diverse, and voluntary modes of development, including mentorship, leadership, and lived experience, this bill strengthens public service, institutional accountability, and the long-term competitiveness of the Filipino professional. By institutionalizing a voluntary and supportive professional development system, the bill addresses the concerns raised by thousands of professionals since the implementation of RA 10912. It realigns continuing education with constitutional values of fairness, accessibility, and freedom of choice. At the same time, it supports national development goals by enabling professionals to pursue advancement based on merit and readiness rather than compulsion.

Ultimately, this measure affirms that the competence and dignity of Filipino professionals are not established through compulsory seminars, but through years of education, experience, and service. It is time to return to a system that values support over sanctions, autonomy over imposition, and development over mere documentation.

In view of the foregoing, support for the enactment of this measure is earnestly sought.


REP. GIRLIE E. VELOSO
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Introduced by **Representative GIRLIE E. VELOSO**

**AN ACT REPEALING REPUBLIC ACT NO. 10912, OTHERWISE KNOWN AS THE
CONTINUING PROFESSIONAL DEVELOPMENT ACT OF 2016, AND PROMOTING
DIGNIFIED, INCLUSIVE, AND VOLUNTARY LIFELONG LEARNING FOR ALL
LICENSED PROFESSIONALS**

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 “Professional Development
2 Reform Act”.

3 **SECTION 2. Declaration of Policy.** — It is the policy of the State to uphold the dignity
4 of Filipino professionals, recognize the enduring value of formal education and licensed practice, and
5 promote lifelong learning as a right and opportunity, rather than as a burden or barrier. Professional
6 development shall be encouraged through accessible, inclusive, and voluntary systems that respect
7 the lived experiences and actual practice of professionals.

8 **SECTION 3. Guiding Principles.** — The implementation of this Act shall be governed by
9 the following principles:

- 10 (a) Accessibility. Continuing Professional Development (CPD) programs and activities must
11 be reasonably accessible in terms of cost, location, modality, and scheduling, taking into
12 account the diverse circumstances of professionals, including those in remote areas,
13 inter-disciplinary work, overseas employment, or under public service constraints.
14 (b) Voluntariness. CPD participation shall be a matter of professional initiative and merit-
15 based advancement. No CPD activity shall be required as a mandatory condition for

1 renewal of professional license, appointment to public office, or continued practice,
2 unless expressly required by statute.

- 3 (c) Professional Autonomy. Professionals shall have the freedom to choose CPD activities
4 relevant to their practice, field, or evolving career trajectory. The State shall respect
5 diverse modes of continuing competence, including self-directed learning, field
6 innovation, teaching, research, and cross-disciplinary work, in lieu of formal compliance
7 mechanisms.

8 **SECTION 4. Repeal of Republic Act No. 10912.** — Republic Act No. 10912, otherwise
9 known as the “Continuing Professional Development (CPD) Act of 2016,” including all its
10 implementing rules and regulations (IRR), is hereby repealed.

11 **SECTION 5. Primacy of Formal Education and Licensure.** — The State recognizes
12 and upholds the primacy of formal education, government-recognized equivalency programs, and
13 professional licensure as the foundational and sufficient basis of competence in any regulated
14 profession.

- 15 (a) Graduation from a recognized degree program, or the conferral of a degree under
16 government-sanctioned pathways such as the Expanded Tertiary Education Equivalency
17 and Accreditation Program (ETEEAP), together with successful licensure examination,
18 shall be deemed sufficient proof of readiness and qualification to practice, subject only to
19 ethical and disciplinary standards.
- 20 (b) The State shall not impose any additional compliance requirements, such as CPD units,
21 as a precondition for license validity, renewal, or practice, except in cases of clearly
22 established, field-specific public safety risks and subject to Congressional oversight. This
23 is to ensure that any future regulatory measures do not violate constitutional rights to
24 livelihood, and that the scope and burden of implementation remain under legislative
25 review.
- 26 (c) Any policy or regulation that undermines or negates the value of academic qualifications,
27 equivalency-based degree programs such as ETEEAP, or professional licensure,
28 including board examinations and certifications administered by regulatory bodies or the
29 judiciary, shall be deemed contrary to public policy and is expressly disallowed under this
30 Act.

31 **SECTION 6. Presumption of Competence Based on Credentials and Practice.** — All
32 professionals holding valid licenses shall be presumed competent to practice their profession, unless
33 found otherwise through due process of law or in accordance with specific statutory grounds for
34 discipline or disqualification.

35 The State affirms its trust in accredited educational institutions, licensure systems, and the
36 professional judgment of those who continue to serve in their fields. Any claim of diminished

competence must be based on specific evidence, rather than on mere passage of time or failure to accumulate compliance credits.

Proof of continued competence may include, at the professional's discretion:

- (a) Continuous or prior practice in the field;
- (b) Related or supervisory work in adjacent fields;
- (c) Public service, research, innovation, teaching, or mentoring roles;
- (d) Leadership in real-world projects with measurable outcomes;
- (e) Voluntary professional development, further studies, specialization, or domestic certifications;
- (f) International work, certifications, or honors;
- (g) Practice in other regulated jurisdictions.

No professional shall be deemed unfit to practice solely for lack of CPD units or other compliance metrics that are not directly tied to demonstrable misconduct, incompetence, or breach of ethical or professional standards.

SECTION 7. Merit-Based Retention and Recognition of Licensed Professionals. —

Professional competence, once duly conferred through licensure, shall not be presumed diminished solely by the passage of time, shift in field of engagement, or absence of CPD compliance. The State affirms that competence is proven through professional conduct and performance.

- (a) Professionals seeking to resume practice after a period of inactivity, or those engaged in adjacent or interdisciplinary fields, shall not be subject to mandatory Continuing Professional Development (CPD) units, retraining, or revalidation as a condition for license renewal, reactivation, or resumption of practice. A prior grant of licensure shall enjoy a continuing presumption of validity and competence, absent any finding of malpractice, incapacity, or professional breach.
- (b) The State recognizes that professional competence may be maintained or even advanced through diverse forms of practice, including interdisciplinary work, overseas employment, or engagement in supervisory, managerial, academic, or research roles, whether directly within the licensed field or through other occupations that sustain or develop relevant skills and judgment.
- (c) Regulatory bodies may provide optional transition support or guidance; however, they shall not impose additional financial costs, credit unit requirements, or procedural burdens that are not expressly mandated by law.
- (d) The competence of returning or cross-field professionals shall be assessed based on demonstrable merit and experience, with recognition that professional viability is ultimately determined by performance in a competitive market.
- (e) Procedures for license renewal or reinstatement shall give full faith to prior licensure, accredited academic qualifications, and professional experience, and shall not hinge on

1 compliance with post-licensure metrics that are arbitrary or disconnected from
2 demonstrable competence.

- 3 (f) The State notes that the Judiciary recognizes continuing education requirements in the
4 legal profession, but does not condition license retention upon their completion.
5 Regulatory parity demands similar respect for professionals in other disciplines who
6 continue to demonstrate competence through experience, merit, and market
7 performance, and they shall not be unjustly penalized through arbitrary CPD conditions.
8 (g) CPD mechanisms shall not be structured or administered in a manner that
9 commercializes compliance or converts the system into a revenue-driven industry. The
10 acquisition of CPD units shall not be contingent upon a professional's financial capacity
11 or geographic access.

12 **SECTION 8. Voluntary Professional Development System.** — Government agencies,
13 regulatory boards, SUCs, and duly recognized private institutions shall develop and offer
14 professional development programs that are:

- 15 (a) Voluntary, and shall not be required for the renewal of licenses, continued professional
16 practice, or public service appointment;
17 (b) Accessible, including through online delivery and regional distribution to ensure
18 nationwide reach;
19 (c) Free or subsidized, particularly for professionals in the public sector and those residing in
20 disadvantaged, underserved, or geographically isolated areas.

21 These programs may serve as merit-based support for career advancement, international
22 deployment, academic promotion, or salary grade progression, but shall not operate as preconditions
23 to one's right to continue practicing a profession or holding public office.

24 Nothing in this section shall preclude government agencies or institutions from prescribing
25 mandatory training, orientation, or capacity-building programs that are integral to their
26 organizational mandates, internal policies, or the effective discharge of public functions, even if such
27 programs may also be considered forms of professional development.

28 **SECTION 9. CPD as Training Credential for Government Service.** — CPD activities
29 shall be recognized as valid training credentials under the Qualification Standards of the Civil Service
30 Commission (CSC) and may be credited toward hiring, promotion, or other personnel actions in
31 government, subject to relevance and alignment with the duties and responsibilities of the position.

32 CPD-acquired competencies, certifications, or learning outcomes may be applied toward the
33 "Training" requirement of the CSC Qualification Standards, Provided, That such credentials are
34 verifiable and directly pertinent to the field, function, or scope of the position sought or held.
35

1 No CPD activity shall be required under, or construed as affecting, eligibility under Civil
2 Service laws, including but not limited to Career Service Eligibility or professional licensure.

3 **SECTION 10. International Harmonization.** – Nothing in this Act shall be construed to
4 prevent the government from adopting or aligning with international standards, frameworks, or
5 agreements related to professional development. However, such alignment shall not diminish the
6 legal sufficiency of initial licensure, formal education, or demonstrable practice as valid bases for
7 professional competence under Philippine law.

8 **SECTION 11. Effect of Repeal.** – All policies, regulations, or administrative actions that
9 imposed license renewal conditions based solely on the Continuing Professional Development
10 (CPD) Act of 2016 (RA 10912), and which resulted in delays, denials, or withholding of license
11 renewals, shall be deemed null and void.

12 Any professional previously denied renewal or forced into inactive status due to non-
13 compliance with CPD requirements shall be entitled to apply for license reactivation or renewal
14 under the standards of this Act, without penalty, additional fee, or CPD compliance, Provided, That
15 all other lawful conditions are met.

16 **SECTION 12. Implementing Rules and Regulations.** – Within ninety (90) days from the
17 effectivity of this Act, the Professional Regulation Commission (PRC), in consultation with relevant
18 stakeholders and subject to the policy limitations herein, shall promulgate the necessary rules and
19 regulations for the effective implementation of this Act.

20 The IRR shall not expand, modify, or create new CPD compliance requirements beyond
21 those expressly provided by this Act. No rule shall contravene the principles of accessibility,
22 voluntariness, and professional autonomy established herein.

23 **SECTION 13. Appropriations.** — The amount necessary for the effective implementation
24 of this Act shall be included in the annual General Appropriations Act. Such funds shall be
25 specifically allocated within the respective budgets of the PRC, the CSC, and other national
26 government agencies concerned, to support accessible, affordable, and quality voluntary CPD
27 programs relevant to their mandates. For clarity, the Department of Education (DepEd) shall
28 administer and fund CPD programs for teachers; the Department of Health (DOH) for health
29 professionals; and other relevant agencies for professionals under their respective jurisdictions.

30 **SECTION 14. Repealing Clause.** — All laws, decrees, executive orders, rules and
31 regulations, or parts thereof inconsistent with the provisions of this Act are hereby repealed or
32 modified accordingly.

1 **SECTION 15. Separability Clause.** — If, for any reason, any section of this Act shall be
2 deemed unconstitutional or invalid, the other sections or provisions shall not be affected and shall
3 remain in force and in effect.

4 **SECTION 16. Effectivity Clause.** — This Act shall take effect after fifteen (15) days from
5 its publication in the Official Gazette or in at least two (2) national newspapers of general
6 circulation, whichever comes earlier.

7 Approved.