



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

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 2638



Introduced by Representative WALFREDO "ARMAN" R. DIMAGUILA, JR.

AN ACT

ESTABLISHING JOB PLACEMENT OFFICES IN ALL PUBLIC SENIOR HIGH SCHOOLS, STATE UNIVERSITIES AND COLLEGES, AND LOCAL UNIVERSITIES AND COLLEGES, AND CREATING A NATIONAL INDUSTRY-ACADEME COUNCIL AND LOCAL INDUSTRY-ACADEME COUNCILS TO ADDRESS JOB-SKILLS MISMATCH AND PROMOTE DECENT EMPLOYMENT, AND FOR OTHER PURPOSES

EXPLANATORY NOTE

In recent years, the country has seen a persistent job-skills mismatch that has significantly hindered graduates from securing employment aligned with their educational background and training. This has not only affected economic productivity but has also eroded the confidence of young professionals in the education-to-employment pipeline. Thus, there is an urgent need for a systemic, data-driven, and multi-sectoral approach to harmonize education with the evolving demands of the labor market.

This bill seeks to strengthen the employability of Filipino graduates by acknowledging and building upon the objectives of the Senate Bill introduced by Senator Bam Aquino, entitled *"An Act Establishing Job Placement Offices In All Public Senior High Schools, State Universities and Colleges, and Local Universities and Colleges, and Creating a National Industry-Academe Council and Local Industry-Academe Councils to Address Job-Skills Mismatch and Promote Decent Employment, and for Other Purposes."*

This House Bill complements Senator Aquino's proposal by institutionalizing a framework that links education and employment through the following key components:

1. Establishment of Job Placement Offices (JPOs) which comprises of all public Senior High Schools, State Universities and Colleges (SUCs), and Local Universities and Colleges (LUCs). Their functions include career guidance which assists students in understanding career paths and market realities, a job matching support that connects students with relevant job openings based on skills and interest.

This component also introduces employer linkages which maintain partnerships with local and national employers. In addition, soft skills training that provide communication, professionalism, and workplace etiquette training. Furthermore, entrepreneurship support that facilitate access to training and funding for self-employment.

2. Creation of a Tripartite National Industry-Academe Council (NIAC) whose main purpose is to align national policy with labor market realities through a collaborative platform comprising of Government agencies such as the Department of Labor and Employment, Department of Education, Commission on Higher Education, Technical Education and Skills Development Authority, and the National Economic Development Authority, industry representatives, and academic leaders. Their functions include labor market forecasting, policy recommendations, curriculum alignment strategies.

3. Formation of Local Industry-Academe Councils (LIACs) whose role include providing local labor market intelligence, facilitation of localized curriculum development, enabling regular employer engagement with schools and universities, and supporting the operations and outreach of JPOs.
4. Curriculum Realignment Mandate that empowers SUCs and LUCs to revise programs based on JPO and LIAC data, as well as local and national labor forecasts. The DepEd's responsibility shall then enhance senior high school programs with job simulations, work immersion programs, competency-based assessments, and soft and technical skills integration, among others.
5. Establishing a Philippine Labor Market Information System (PhilLMIS) Wherein DOLE shall be the leading agency therein whose functions include: Real-time labor market data collection and forecasting, skills demand and supply mapping, industry-specific analytics, and publicly accessible dashboards for stakeholders.

By doing so, the outcome empowers informed decision-making for policy-makers, schools and educators, students parents, and employers.

6. Finally, this Act reinforces the national qualifications and skills frameworks through the Philippine Qualifications Framework (PQF), the standard for qualification levels across sectors. It will also formalize the Philippine skills framework (PSF) which defines job-specific competencies.

This proposed legislation aligns educational outcomes with the demands of the evolving labor market, not only by providing access to employment services but also by institutionalizing industry-education-government collaboration at all levels. It places accountability at the core of the education system, ensures continuous feedback from employers, and supports every learner's right to meaningful, dignified, and sustainable employment.

In view of the foregoing, the passage of this bill is earnestly sought.



WALFREDO R. DIMAGUILA, JR.
Member, House of Representatives
Lone District of Biñan



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

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 2638

Introduced by Representative WALFREDO "ARMAN" R. DIMAGUILA, JR.

AN ACT

ESTABLISHING JOB PLACEMENT OFFICES IN ALL PUBLIC SENIOR HIGH SCHOOLS, STATE UNIVERSITIES AND COLLEGES, AND LOCAL UNIVERSITIES AND COLLEGES, AND CREATING A NATIONAL INDUSTRY-ACADEME COUNCIL AND LOCAL INDUSTRY-ACADEME COUNCILS TO ADDRESS JOB-SKILLS MISMATCH AND PROMOTE DECENT EMPLOYMENT, AND FOR OTHER PURPOSES

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

TITLE I

PRELIMINARY PROVISIONS

1
2
3
4 Section 1. *Short Title.* – This Act shall be known as the "School-to-Employment
5 Program (STEP) Act."

6
7 Sec. 2. *Declaration of Policy.* – It is the policy of the State to promote full,
8 productive, and decent employment for all Filipinos, especially the youth. The State
9 shall strengthen institutional mechanisms that align education and training with labor
10 market needs, address jobs-skills mismatch, and facilitate smooth school-to-work
11 transitions through multi-sectoral collaboration among the government, industry, and
12 the academe.

13 TITLE II

14 JOB PLACEMENT OFFICES IN SCHOOLS

15
16 *Sec. 3. Establishment of School-Based Job Placement Offices.* – All public senior
17 high schools, state universities and colleges (SUCs), and local universities and colleges
18 (LUCs) shall establish and maintain a Job Placement Office (JPO) to provide
19 employment facilitation, career guidance, and industry linkage services to students
20 and graduates.

21
22 *Sec. 4. Composition.* – Each JPO shall be provided with the necessary career
23 services staff to effectively carry out its mandate. The number and composition of
24 staff shall be based on:

- 25
26 a) The student population of the school,
27 b) The diversity of tracks or programs offered, and
28 c) The scale of employer and institutional partnerships maintained.

29
30 *Provided,* That schools with large enrollments or complex placement needs may
31 establish a Job Placement and Career Services Unit, headed by the JPO, and composed
32 of designated guidance counselors, administrative support staff, and industry liaison
33 officers, subject to available funding and guidelines of DepEd and CHED.

34
35 Each region shall have a JPO Regional Coordinator, designated by the
36 Department of Education Regional Offices, to oversee the coordination, monitoring,
37 and development of JPOs within the region.

38
39 *Sec. 5. Core Functions of the Job Placement Office.* – JPOs shall serve as
40 institutional hubs for career planning, labor market information dissemination, and
41 linkages to internship, apprenticeship, entrepreneurship, and employment
42 opportunities. Each JPO shall perform the following functions:

- 45 a) Facilitate career guidance and job placement services;
- 46 b) Forge linkages with industry partners to develop internships, apprenticeship
- 47 programs, and employment pipelines;
- 48 c) Coordinate with the Public Employment Service Offices (PESOs), the
- 49 Department of Labor and Employment (DOLE), the Technical Education and
- 50 Skills Development Authority (TESDA), and other relevant agencies on
- 51 employment facilitation and program alignment;
- 52 d) Collaborate with Sector Skills Councils and industry boards to align training
- 53 programs with labor market needs;
- 54 e) Coordinate certification and assessment for trainees and graduates aligned
- 55 with industry standards;
- 56 f) Conduct labor market information dissemination and career coaching to
- 57 guide students and reduce job search costs;
- 58 g) Track and report post-graduation outcomes for institutional and policy
- 59 feedback;
- 60 h) Maintain and update a database of employer partners, opportunities, and
- 61 graduate outcomes;
- 62 i) Participate in planning and labor assessments led by the Local Industry-
- 63 Academe Council (LIAC);
- 64 j) Submit regular reports to the LIAC, DOLE, and relevant agencies.

65

66 *Sec. 6. Area-Based Labor Market Reviews.* – Each JPO shall facilitate an annual
67 review of local labor market demand, in coordination with DOLE, PESOs, and regional
68 industry bodies. This process shall:

69

- 70 a) Identify high-demand jobs by province or region;
- 71 b) Map these to existing academic and technical tracks offered by the
- 72 institution;
- 73 c) Recommend curriculum or program enhancements to improve graduate
- 74 employability and relevance.

75

76 *Sec. 7. Employer Partnership Repository.* – Each JPO shall maintain access to a
77 shared repository of vetted employer partners, coordinated with the Schools Division
78 Office, TESDA, and local PESOs. The repository shall:

- 79
- 80 a) Document defined job roles, OJT protocols, and hiring qualifications;
 - 81 b) Include employer feedback on graduate readiness and skills alignment;
 - 82 c) Enable rural or under-resourced schools to connect with broader
83 employment networks.

84

85 *Sec. 8. Embedded Soft Skills Training Modules.* – JPOs shall implement
86 standardized employability or soft skills training as part of the pre-placement process.
87 This training shall:

- 88
- 89 a) Cover workplace competencies including communication, teamwork,
90 problem-solving, and time management;
 - 91 b) Be informed by employer feedback and local labor market reviews;
 - 92 c) Be delivered through self-paced digital modules, in-class sessions, or
93 blended learning, based on institutional capacity.

94

95 *Sec. 9. Digital Career Advisory and Guidance Tools.* – JPOs shall adopt digital
96 or AI-enabled career advisory platforms to support students in career planning, job
97 search, and skills development. These tools will complement in-person services
98 provided by Career Advocates and help bridge gaps in schools with limited career
99 counseling capacity.

100

101 *Sec. 10. Optional Youth Entrepreneurship Track.* – JPOs may implement an
102 entrepreneurship bootcamp program for students interested in self-employment or
103 microenterprise after graduation. The program shall:

- 104
- 105 a) Be co-delivered with LGUs, NGOs, or accredited private partners;
 - 106 b) Include training in business ideation, budgeting, market analysis, and
107 cooperative development;

108 c) Facilitate referrals to MSME support services, funding programs, and
109 incubator networks.

110

111 Sec. 11. *Learner Outcomes Tracking Platform.* – Each JPO shall maintain a
112 digital platform for tracking learner outcomes, to be managed by the Career Advocate
113 or designated staff. The platform shall:

114

115 a) Track graduate employment status, time to placement, income levels, and
116 field-of-study alignment;

117 b) Generate automated tracer studies and analytics for reporting to DepEd,
118 CHED, and relevant agencies;

119 c) Support curriculum refinement by identifying patterns of success and
120 mismatch.

121

122 TITLE III

123 LABOR MARKET-ALIGNED CURRICULUM AND PROGRAM DEVELOPMENT

124

125 Sec. 12. *Senior High School Curriculum Responsiveness.* – The Department of
126 Education (DepEd) shall strengthen the labor market responsiveness of the senior high
127 school curriculum by developing and implementing a job-ready curriculum that
128 emphasizes work immersion and practical skills training.

129

130 To ensure that senior high school graduates are better prepared for
131 employment, DepEd, in coordination with the National Industry-Academe Council
132 (NIAC) and relevant Local Industry-Academe Councils (LIACs), shall:

133

134 a) Regularly review and enhance senior high school tracks and specializations
135 based on labor market trends and graduate employability outcomes, with
136 inputs from Job Placement Offices (JPOs) and local employer networks;

137 b) Increase the duration, relevance, and quality of work immersion programs
138 by expanding partnerships with industry and ensuring alignment with in-
139 demand job roles;

- 140 c) Provide school-based job simulation opportunities in cases where external
141 immersion placements are limited or infeasible, especially in rural or under-
142 resourced areas; and
- 143 d) Integrate foundational employability skills and digital literacy across all
144 tracks, informed by feedback from employers and labor market
145 assessments.

146
147 *Sec. 13. Higher Education Program Responsiveness.* – SUCs, LUCs, and private
148 HEIs shall review and have the authority to adjust their course and program offerings
149 based on current and emerging labor market trends and opportunities, in order to
150 address jobs-skills mismatch and enhance the employability of graduates.

151 SUCs and LUCs may consider:

- 152
153 a) Phasing in or expanding programs aligned with high-demand occupations
154 and priority industry sectors in the local or national labor market;
- 155 b) Phasing out or restructuring programs with consistently low graduate
156 employability or relevance;
- 157 c) Integrating employability and digital skills into existing curricula based on
158 employer feedback and labor market signals.

159
160 *Provided,* That any adjustments shall be based on regular labor market
161 assessments and outcome tracking data generated by the Job Placement Offices
162 (JPOs), in coordination with the Local Industry-Academe Council (LIAC). These
163 assessments shall include analyses of graduate employment outcomes, skills demand,
164 and employer feedback.

165
166 TITLE IV
167 NATIONAL INDUSTRY-ACADEME COUNCIL

168
169 *Sec. 14. Creation of the National Industry-Academe Council (NIAC).* – The
170 National Industry-Academe Council (NIAC) is hereby institutionalized to serve as the
171 national coordinating body for industry-academe linkage, education-employment
172 alignment, and workforce development.

173 Sec. 15. *Composition of the NIAC.* – The NIAC shall be made up of
174 representatives from the government, academe, and industry, as follows:

175
176 a) Government representatives shall include a Commissioner of the
177 Commission on Higher Education (CHED); a Deputy Director-General of the
178 Technical Education and Skills Development Authority (TESDA); an
179 Undersecretary of the Department of Education (DepEd); an Undersecretary
180 of the Department of Labor and Employment (DOLE); an Undersecretary of
181 the Department of Science and Technology (DOST); an Undersecretary of
182 the Department of Trade and Industry (DTI); a Commissioner of the Civil
183 Service Commission (CSC); and a Commissioner of the Professional
184 Regulation Commission (PRC).

185
186 b) Representatives of the academe shall be composed of the presidents of the
187 federations of public and private HEIs, public and private TVIs, and
188 accreditation bodies of higher and technical-vocational educational
189 institutions, which shall include the following: Philippine Association of State
190 Universities and Colleges; Association of Local Colleges and Universities;
191 Coordinating Council of Private Educational Associations; Technical-
192 Vocational Schools and Associations of the Philippines; National Network of
193 Quality Assurance Agencies; and the Federation of Accrediting Agencies of
194 the Philippines.

195
196 c) Representatives of the industry sector shall be composed of the presidents
197 of the following business and industry federations: Philippine Chamber of
198 Commerce and Industry; Joint Foreign Chambers of the Philippines;
199 Employers Confederation of the Philippines; Semiconductor and Electronics
200 Industries in the Philippines Foundation, Incorporated; Information
201 Technology and Business Process Association of the Philippines; Philippine
202 Business for Education; Management Association of the Philippines;
203 Philippine Business for Social Progress; and the People Management
204 Association of the Philippines.

205
206
207
208
209
210
211
212
213
214
215
216
217
218
219
220
221
222
223
224
225
226
227
228
229
230
231
232
233
234
235
236

The NIAC shall be headed by DepEd Undersecretary as Chairperson, and the Commissioner of CHED and Deputy Director-General of the TESDA shall be its Co-Chairpersons. The members of the Council, except for the ex officio members, shall receive per diem for every meeting attended in accordance with existing rules and regulations. The Council shall be attached to the DepEd for administrative and budgetary purposes.

The DepEd shall provide a secretariat to the NIAC to be manned by the organic personnel of the DepEd and may be augmented by the employees from the member-agencies of the Council through detail or secondment.

Sec. 16. *Powers and Functions of the NIAC.* – The NIAC shall exercise the following powers and functions:

- a) Monitor labor market trends and the incidence of unemployment, underemployment, and jobs-skills mismatch;
- b) Formulate national policies and plans to improve labor market alignment;
- c) Conduct reviews of curricula, training programs, and educational standards vis-à-vis labor market needs;
- d) Benchmark student competencies and qualifications against national and international frameworks (e.g., PQF, ASEAN QRF);
- e) Maintain an inventory of job specifications and skill requirements across industries;
- f) Recommend policy measures to the President, Congress, and national government agencies;
- g) Coordinate with agencies for data, expertise, and technical inputs;
- h) Hold regular quarterly meetings; and
- i) Perform such other functions as may be necessary.

TITLE V

LOCAL INDUSTRY-ACADEME COUNCILS

237
238
239
240
241
242
243
244
245
246
247
248
249
250
251
252
253
254
255
256
257
258
259
260
261
262
263
264
265
266
267
268

Sec. 17. *Establishment of Local Industry-Academe Councils (LIACs).* – A Local Industry-Academe Council (LIAC) shall be established in every province and highly urbanized city (HUC) in the country. The LIAC shall serve as the local counterpart of the NIAC and shall be responsible for aligning education and training programs with the labor market needs of the locality.

Sec. 18. *Composition of the LIACs.* – Each LIAC shall be composed of the following representatives within the province or HUC:

a) Government:

- i. Schools Division Superintendent of the Department of Education (DepEd)
- ii. Regional or Field Officer of the Commission on Higher Education (CHED)
- iii. Provincial or City Director of the Technical Education and Skills Development Authority (TESDA)
- iv. Provincial or City Director of the Department of Labor and Employment (DOLE)
- v. Provincial or City Director of the Department of Trade and Industry (DTI)
- vi. A representative of the Provincial Governor or City Mayor

b) Academe

- vii. Representatives from State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) within the province or HUC
- viii. Representatives from private Higher Education Institutions (HEIs) and Technical-Vocational Institutions (TVIs)

c) Industry

- ix. Representatives from local chambers of commerce and business associations

- 269 x. Key employers in priority or emerging sectors within the province or HUC
270
271 d) Labor and Civil Society
272 xi. Representatives from local labor groups, workers' associations, and
273 youth or community-based organizations
274

275 The LIAC may invite additional resource persons, including representatives
276 from public employment service offices (PESOs), relevant NGOs, and sectoral skills
277 councils, as necessary.
278

279 Each LIAC shall be chaired by the DepEd Schools Division Superintendent. The
280 DepEd Schools Division shall provide Secretariat support to the LIAC.
281

282 The LIAC shall meet at least once every quarter and may form technical working
283 groups (TWGs) as needed.
284

285 *Sec. 19. Powers and Functions of the LIACs.* – The LIAC shall exercise the
286 following powers and functions:
287

- 288 a) Localize and implement NIAC policies and workforce strategies;
289 b) Monitor local labor market trends and forecast skills demand;
290 c) Align curricula and training programs with local labor market needs;
291 d) Facilitate partnerships among industry, academe, and government;
292 e) Recommend policy and program adjustments to national agencies and the
293 NIAC;
294 f) Support enterprise-based training, faculty immersion, and research
295 collaboration;
296 g) Provide coordination and guidance to institutional JPOs, including in career
297 guidance, labor market alignment, and employer linkages;
298 h) Submit regular reports to the NIAC on regional developments and
299 challenges; and

300 i) Perform other tasks as may be necessary to achieve the objectives of this
301 Act.

302
303 *Sec. 20. Organization of the LIACs.* – Each LIAC shall be chaired by the DepEd
304 Regional Director. A Vice Chair shall be elected from among the non-government
305 members. The DepEd Regional Office shall provide Secretariat support to serve as the
306 LIAC Secretariat.

307
308 The LIAC shall meet at least once every quarter and may form technical working
309 groups (TWGs) as needed.

310 TITLE VI
311 LABOR MARKET INTELLIGENCE AND DATA SYSTEMS

312
313 *Sec. 21. Establishment of the Philippine Labor Market Information System*
314 *(PhilLMIS).* – There is hereby established a comprehensive and integrated Philippine
315 Labor Market Information System (PhilLMIS) to be housed within the DOLE in close
316 coordination with the Philippine Statistics Authority (PSA), DepEd, CHED, TESDA, DTI,
317 and other relevant agencies and stakeholders.

318
319 *Sec. 22. Objectives.* – PhilLMIS shall serve as the central labor market
320 intelligence platform of the government and shall have the following objectives:

- 321
322 a) Collect, analyze, and disseminate real-time and forward-looking labor
323 market data, including supply-demand trends, skills gaps, wage levels,
324 employment projections, and emerging industries;
- 325 b) Identify critical skills shortages and surpluses across sectors and geographic
326 areas;
- 327 c) Provide actionable insights for curriculum design, program offerings, and
328 training alignment in education institutions and training centers;
- 329 d) Support career guidance and job matching services for jobseekers, including
330 students and graduates;

- 331 e) Inform government workforce development policies, education planning,
332 and investment promotion strategies;
333 f) Empower employers and enterprises with reliable labor data to support
334 hiring, reskilling, and training decisions.

335

336 *Sec. 23. Data Sources.* – PhilLMIS shall integrate data from, but not limited to,
337 the following sources:

338

339 a) Government Agencies:

- 340 i. PSA (e.g., Labor Force Survey, census, business and industry statistics)
341 ii. DOLE (e.g., PESO data, job vacancy registries, displacement reports)
342 iii. TESDA (e.g., TVET enrollments, assessments, certification results)
343 iv. CHED and DepEd (e.g., enrollment and graduation data by course and
344 track)
345 v. DTI and Board of Investments (e.g., industry performance data,
346 investment pledges)

347

348 b) Private Sector:

- 349 i. Online job portals and employment platforms
350 ii. Industry associations and employer surveys
351 iii. Skills councils and private recruitment firms, with due consideration of
352 data privacy

353

354 c) International Sources:

- 355 i. Regional and global labor market outlooks, benchmarks, and skills
356 frameworks

357

358 *Sec. 24. Key Functions.* – PhilLMIS shall perform the following functions:

359

- 360 a) Develop and enforce common data standards and protocols to ensure
361 interoperability and accuracy across data sources;

- 362 b) Conduct periodic skills gap analyses and occupational forecasting to
363 anticipate future workforce needs;
- 364 c) Establish a public-facing digital portal offering accessible labor market
365 information, career guidance tools, and training program directories;
- 366 d) Commission and publish targeted research on critical labor issues, including
367 informal employment, green jobs, and automation;
- 368 e) Operate an early warning system to flag potential job disruptions or mass
369 layoffs by sector or region.

370

371 *Sec. 25. Governance and Collaboration* – A Labor Market Intelligence Council
372 shall be established, co-chaired by DOLE and NEDA, with members from PSA, DepEd,
373 CHED, TESDA, DTI, employer organizations, labor unions, and academic institutions.
374 This Council shall:

375

- 376 a) Provide strategic direction and oversight to PhillMIS
- 377 b) Validate data frameworks and tools in consultation with stakeholders
- 378 c) Ensure alignment with the Philippine Qualifications Framework and national
379 development plans

380

381 *Sec. 26. Capacity Building* – DOLE and partner agencies shall allocate resources
382 and undertake capacity-building activities to strengthen labor market data analytics
383 and forecasting capabilities across all implementing units.

384

385 *Sec. 27. Data Privacy and Security.*– All data collection, processing, and sharing
386 under PhillMIS shall comply with the Data Privacy Act of 2012 (RA No. 10173) and
387 other applicable laws, with appropriate safeguards for personal and sensitive
388 information.

389

390

TITLE VII

391

NATIONAL FRAMEWORKS FOR SKILLS AND QUALIFICATIONS

392

393

394 Sec. 28. *Reinforcement and Promotion of the Philippine Qualifications*
395 *Framework (PQF).* – The Philippine Qualifications Framework (PQF), as established by
396 Executive Order No. 83, s. 2012, is hereby reinforced as the national system for
397 classifying qualifications according to defined levels based on knowledge, skills, and
398 values.

399

400 a) All educational and training institutions, including those supervised by the
401 DepEd, CHED, and TESDA, shall ensure that their programs and curricula
402 are aligned with the relevant PQF levels and descriptors, and that learning
403 outcomes are clearly defined in accordance with these standards.

404 b) The PQF National Coordinating Council (PQF-NCC) shall be strengthened
405 with enhanced mandates and resources to actively promote, monitor, and
406 ensure consistent implementation of the PQF across all sectors and
407 institutions.

408 c) Mechanisms for the Recognition of Prior Learning (RPL) and recognition of
409 non-formal and informal learning shall be standardized and streamlined
410 across all PQF levels, allowing individuals to earn formal qualifications based
411 on verified skills, competencies, and experience.

412

413 Sec. 29. *Establishment and Institutionalization of the Philippine Skills*
414 *Framework (PSF).* – The Philippine Skills Framework (PSF) is hereby established and
415 institutionalized as a complementary national reference tool outlining the specific
416 technical, transversal, and behavioral competencies required across various industries
417 and occupations.

418

419 a) The PSF shall be developed, maintained, and regularly updated by TESDA,
420 in close collaboration with DOLE, DTI, CHED, DepEd, industry associations,
421 and professional regulatory boards.

422

423 b) The PSF shall serve the following purposes:

- 424 i. Curriculum Development – Guide the design and revision of curricula
425 and training programs in DepEd, CHED, TESDA, and other training
426 institutions based on industry needs;
- 427 ii. Skills Assessment and Certification – Provide the basis for competency-
428 based assessment, credentialing, and national certifications;
- 429 iii. Career Guidance – Inform students and jobseekers about qualifications
430 and competencies required for various career pathways;
- 431 iv. Job Matching – Improve the accuracy of employment matching by
432 linking job roles with verified skills;
- 433 v. Talent Development – Enable employers to identify workforce skill gaps
434 and design appropriate training programs;
- 435 vi. International Benchmarking – Facilitate the alignment and mutual
436 recognition of skills and qualifications with international partners.

437

438 *Sec. 30. Digital Integration and Interoperability.* – The PQF and PSF shall be
439 digitally integrated to allow for seamless navigation between qualifications and their
440 corresponding skills sets. A centralized digital platform shall be developed and
441 maintained to:

442

- 443 a) Host up-to-date information on the PQF and PSF,
444 b) Provide access to training providers, certified assessment centers, and
445 competency standards, and
446 c) Serve as a registry of certified individuals and qualifications.

447

448 This platform shall be interoperable with the Philippine Labor Market
449 Information System (PhilLMIS) to support real-time skills tracking and planning.

450

451 *Sec. 31. Industry-Led Development of the PSF.* – Industry Sector Skills Councils
452 (SSCs) shall be formally established under TESDA and empowered to lead the
453 development and periodic updating of the PSF for their respective sectors.

454 The development of the PSF shall be evidence-based and data-driven, utilizing
455 labor market intelligence from PhilLMIS, national employment projections, and
456 consultations with employers, workers, educators, and other stakeholders.

457

458 *Sec. 32. Promotion and Awareness* – A sustained national campaign shall be
459 launched to promote widespread awareness and adoption of the PQF and PSF among
460 learners, educators, guidance counselors, employers, government agencies, and the
461 general public.

462

463 DepEd, CHED, TESDA, and DOLE shall develop coordinated strategies for
464 integration into school guidance programs, job placement services, and public
465 employment services.

466

467 *Sec. 33. International Recognition of Philippine Qualifications and Skills.* – The
468 Department of Foreign Affairs (DFA), in coordination with DOLE, CHED, and TESDA,
469 shall pursue bilateral and multilateral agreements to support the international
470 recognition of Philippine qualifications and skills frameworks, particularly in countries
471 with significant overseas Filipino worker (OFW) populations.

472 These agreements shall be designed to:

473

- 474 a) Strengthen labor mobility and protect Filipino workers abroad;
- 475 b) Ensure mutual recognition of skills and certifications;
- 476 c) Align local qualifications with international benchmarks and standards.

477

478

TITLE VIII

479

FINAL PROVISIONS

480

481 *Sec. 34. Appropriations.* – The amount necessary to implement this Act shall
482 be included in the annual General Appropriations Act. Agencies and institutions may
483 also mobilize public-private partnerships and donor support to enhance JPO, NIAC and
484 LIAC functions.

485

486 *Sec. 35. Implementing Rules and Regulations.* – Within ninety (90) days from
487 the effectivity of this Act, the DepEd, in coordination with CHED, DOLE, TESDA, DTI,
488 and DILG, shall promulgate the necessary implementing rules and regulations (IRR).

489

490 *Sec. 36. Separability Clause.* – If any provision of this Act is declared
491 unconstitutional or invalid, the remaining provisions shall remain in full force and
492 effect.

493

494 *Sec. 37. Repealing Clause.* – All laws, presidential decrees, executive orders,
495 rules and regulations inconsistent with the provisions of this Act are hereby repealed
496 or amended accordingly.

497

498 *Sec. 38. Effectivity.* – This Act shall take effect fifteen (15) days after its
499 publication in the Official Gazette or in a newspaper of general circulation.

APPROVED.