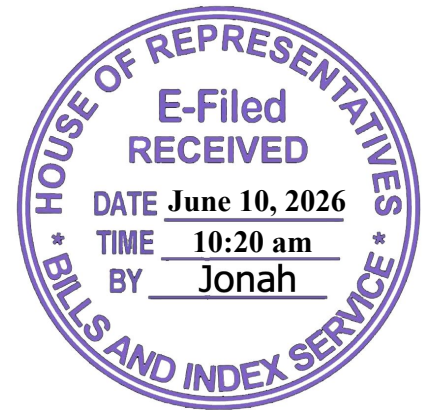




Republic of the Philippines  
**House of Representatives**  
Quezon City, Metro Manila  
  
Twentieth Congress  
First Regular Session



HOUSE BILL NO. 9844

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**Introduced by Representatives Ferdinand Martin G. Romualdez,  
Yedda Marie K. Romualdez, Andrew Julian K. Romualdez and Jude A.  
Acidre**

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**AN ACT**  
**INSTITUTIONALIZING A COHERENT EDUCATION-TO-EMPLOYMENT FRAMEWORK BY ALIGNING THE QUALITY ASSURANCE SYSTEMS OF THE COMMISSION ON HIGHER EDUCATION, THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY, AND THE DEPARTMENT OF LABOR AND EMPLOYMENT WITH LABOR MARKET NEEDS, AND FOR OTHER PURPOSES**

**EXPLANATORY NOTE**

The proposed *Comprehensive Education-to-Employment Alignment Act* establishes a coherent national framework that deliberately aligns education and workforce development as a shared responsibility central to national progress, social mobility, and human dignity. While the country has made significant investments in higher education and technical-vocational training, persistent skills mismatches, underemployment, and uneven regional workforce outcomes indicate the need for a more integrated and evidence-based system. This measure institutionalizes an Education-to-Employment Framework that ensures learning standards, curricula, quality assurance, accreditation, and program delivery are intentionally oriented toward productive, decent, and sustainable employment, without reducing education to short-term labor market matching. It affirms that education quality must be measured not only by academic rigor, but also by its

capacity to prepare individuals for meaningful work, adaptability, citizenship, innovation, and inclusive growth—while fully respecting academic freedom, institutional autonomy, and diverse educational missions.

The Act mandates structured and continuing coordination among the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), and the Department of Labor and Employment (DOLE) to ensure policy coherence and operational alignment across the education-to-employment continuum. Through harmonized quality assurance reforms, differentiated accreditation pathways, curriculum-to-occupation mapping, tracer studies, employer feedback integration, and regular National Education-to-Employment Gap Assessments, the measure embeds workforce relevance into program design, review, and evaluation. At the same time, it safeguards due process, learner protection, and developmental—not punitive—approaches to program rationalization. Labor market intelligence, industry participation, and interoperable data systems will serve as strategic planning tools to anticipate skills mismatches, respond to technological and sectoral change, and strengthen school-to-work transition mechanisms nationwide.

Ultimately, the bill strengthens accountability and transparency by integrating education-to-employment outcome indicators into quality assurance systems and requiring the submission of an Annual Education-to-Employment Alignment Report to Congress. It provides for capacity-building, technical assistance, and institutional support to enable higher education institutions and training providers to undertake meaningful reform. By modernizing accreditation, promoting regional labor market alignment, enabling rapid curriculum adjustment in high-mismatch sectors, and prioritizing inclusive and equitable workforce participation, this Act advances a responsive, future-ready, and socially accountable education and training system. The passage of this measure is therefore earnestly sought to ensure that the nation's education investments translate into dignified employment, sustained productivity, and long-term national development.

In view of the foregoing, approval of this bill is earnestly requested.



**FERDINAND MARTIN G. ROMUALDEZ**



**YEDDA MARIE K. ROMUALDEZ**



**ANDREW JULIAN K. ROMUALDEZ**



**JUDE A. ACIDRE**



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EDUCATION, THE TECHNICAL EDUCATION AND SKILLS  
DEVELOPMENT AUTHORITY, AND THE DEPARTMENT OF LABOR  
AND EMPLOYMENT WITH LABOR MARKET NEEDS, AND FOR  
OTHER PURPOSES

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

**SECTION. 1. Title** — This Act shall be known as the “Comprehensive  
Education-to Employment Alignment Act.”

**SEC. 2. Declaration of Policy** — It is the declared policy of the State to uphold  
education and workforce development as a shared national responsibility and a  
central pillar of national development, social mobility, and human dignity. To this  
end, higher education, technical-vocational education and training, and  
workforce development shall function as an integrated and mutually reinforcing

system, deliberately oriented toward enabling every learner to attain productive, decent, and sustainable employment, meaningful livelihood, and lifelong economic participation.

The State shall ensure the strategic alignment of quality assurance, curriculum development, program delivery, learning pathways, and credential recognition across the education-to-employment continuum. Such alignment shall be undertaken within the respective constitutional and statutory mandates of the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), and the Department of Labor and Employment (DOLE), and shall be guided by labor market realities, national and regional development priorities, technological and industrial transformation, and the evolving needs of society, in furtherance of the common good.

Education quality shall be understood and measured not solely by academic rigor or institutional inputs, but by its capacity to prepare individuals for work, adaptability, and citizenship, and by its contribution to economic productivity, social equity, innovation, and sustainable development. In pursuing this policy, the State shall respect and protect academic freedom, institutional autonomy, and the diversity of educational missions, while affirming the State's duty to ensure that public and private education and training systems remain relevant, accountable, and responsive to the needs of the people and the nation.

### ***SEC. 3. Institutionalization of the Education-to-Employment Framework —***

An Education-to-Employment Framework is hereby institutionalized as a national policy mechanism and shall apply to all public and private higher education institutions, technical-vocational institutions, training providers, and other post-secondary learning programs, whether degree-granting or non-degree-granting, including alternative learning pathways and industry-recognized training arrangements, as may be provided by law.

The Framework shall serve as the principal policy architecture for ensuring that education and training operate in a coherent, integrated, and outcomes-oriented manner, from learning entry to workforce participation. Accordingly, all covered institutions and programs shall align their policies, systems, and practices with the objectives of this Framework, without prejudice to academic freedom, institutional autonomy, and diversity of educational missions.

Pursuant thereto, the Framework shall ensure coherence and alignment among the following components:

- (a) ***Learning standards and competency frameworks***, including national, sectoral, and industry-validated standards, which shall define the knowledge, skills, values, and competencies required for effective participation in the labor market, further education, and lifelong learning, and which shall be periodically reviewed to reflect technological change, occupational evolution, and national development priorities;
- (b) ***Curriculum design and delivery***, which shall be outcomes-based, competency aligned, and responsive to labor market needs, and which may incorporate work-integrated learning, apprenticeships, internships, simulation, digital and blended modalities, and other innovative pedagogies, provided that such curricula remain consistent with minimum academic standards and professional requirements, where applicable;
- (c) ***Quality assurance, accreditation, and program approval mechanisms***, which shall be harmonized and calibrated to assess not only academic rigor and institutional capacity, but also workforce relevance, program effectiveness, learner progression, and graduate outcomes, and which shall support continuous improvement, differentiated pathways, and innovation rather than mere regulatory compliance; and

(d) ***Employment, productivity, and lifelong learning outcomes***, including employability, job quality, skills adaptability, career mobility, and opportunities for upskilling and reskilling, which shall be recognized as essential indicators of program effectiveness and societal value, without reducing education to short-term labor market matching.

*Provided*, that the implementation of the Education-to-Employment Framework shall be guided by labor market intelligence, employer and industry engagement, and evidence-based policy, and shall take into account regional and sectoral conditions, priority industries, and inclusive development goals.

*Provided further*, that the appropriate government agencies shall, within their respective mandates, adopt measures to operationalize this Framework through guidelines, standards, and support mechanisms, consistent with the intent and purposes of this Act.

**SEC. 4. *Inter-Agency Coordination*** — The Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), and the Department of Labor and Employment (DOLE) shall jointly implement this Act through a structured and continuing inter-agency coordination mechanism, which shall ensure policy coherence, operational alignment, and effective execution, consistent with their respective statutory mandates and areas of authority.

Such inter-agency coordination shall be designed to facilitate regular consultation, information-sharing, joint planning, and synchronized implementation of policies, programs, and standards relating to education quality, skills development, and workforce outcomes. The mechanism shall operate without prejudice to the existing powers, functions, and responsibilities of each

agency, and shall avoid unnecessary duplication of functions or regulatory processes.

In the implementation of this Act:

(a) ***The Commission on Higher Education (CHED)*** shall exercise primary responsibility over matters relating to higher education policy, the setting and enforcement of academic program standards, outcomes-based education frameworks, and higher education quality assurance, including program approval, monitoring, and evaluation, in accordance with existing laws and regulations;

(b) ***The Technical Education and Skills Development Authority (TESDA)*** shall exercise primary responsibility over technical-vocational education and training, including the development and updating of competency-based standards, training regulations, assessment and certification systems, and the quality assurance of non-degree and skills-oriented programs, consistent with national qualifications frameworks and industry standards; and

(c) ***The Department of Labor and Employment (DOLE)*** shall serve as the principal source of labor market intelligence, employment and workforce data, and demand-side signals, including information on priority sectors, emerging occupations, skills shortages, and employment outcomes, which shall be utilized to inform education and training planning, curriculum development, and program review.

*Provided*, that DOLE's labor market information and analysis shall be communicated to CHED and TESDA in a timely, systematic, and usable manner, and shall be integrated into policy formulation and program evaluation processes, as appropriate.

*Provided further*, that the inter-agency coordination mechanism shall promote evidence-based decision-making, anticipate skills mismatches, and support proactive alignment of education and training with workforce needs, while ensuring flexibility to respond to regional and sectoral variations.

*Provided finally*, that nothing in this section shall be construed to impair or diminish institutional autonomy, academic freedom, or the diversity of educational missions, nor shall it authorize undue interference in academic decision-making, but shall be implemented in a manner that respects the constitutional and statutory protections accorded to educational institutions.

**SEC. 5. *Quality Assurance and Accreditation as Core Pillars of Education-to-Employment*** — Quality assurance and accreditation are hereby declared core pillars of the Education-to-Employment Framework and shall be recalibrated, modernized, and continuously applied to ensure a direct, intentional, and enduring link between education quality, workforce outcomes, and societal relevance. For this purpose, quality assurance and accreditation shall function not merely as regulatory instruments, but as strategic mechanisms for continuous improvement, workforce alignment, and public accountability across the education and training system.

The Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA) shall undertake accreditation reform within their respective jurisdictions to ensure that accreditation standards, processes, and outcomes explicitly incorporate workforce responsiveness, employability, program relevance, and graduate outcomes, while continuing to uphold academic rigor, integrity, and institutional accountability.

Accordingly, accreditation systems shall:

- (a) Give substantive and demonstrable weight to outcomes such as employability, workforce readiness, skills adaptability, and career progression, in addition to academic and institutional inputs;
- (b) Incentive and operationalize the establishment of ladderized pathways across TVET and higher education, including mechanisms to recognize prior learning, in order to encourage further upskilling and progression of learners, consistent with Republic Acts 10647 and 12124.
- (c) Recognize and reward programs with strong industry engagement, work integrated learning, enterprise partnerships, or professional alignment, where applicable;
- (d) Support innovation and continuous improvement by emphasizing developmental feedback and outcomes assessment rather than prescriptive or purely compliance-based requirements; and
- (e) Reduce unnecessary regulatory burden by streamlining processes, harmonizing requirements, and avoiding duplicative documentation, consistent with existing laws.

**SEC. 6. *Differentiated Quality Assurance and Accreditation Pathways* —**

CHED and TESDA shall further establish differentiated quality assurance and accreditation pathways, particularly for emerging, priority, and rapidly evolving sectors, including but not limited to digital technologies, health and care services, advanced manufacturing, agriculture and agri-technology, green and climate-resilient industries, and creative and knowledge-based sectors.

Such differentiated pathways may include:

- (a) Accelerated or adaptive accreditation cycles for programs in fast-changing sectors;

- (b) Modular, competency-based, or stackable accreditation approaches aligned with industry standards and occupational frameworks;
- (c) Provisional, pilot, or sandbox accreditation mechanisms to allow innovation while ensuring minimum quality thresholds; and
- (d) Enhanced collaboration with industry, professional bodies, and employers in the validation of standards and outcomes.

*Provided*, that in sectors with nascent accreditation bodies and programs, CHED and TESDA shall provide support for their establishment;

*Provided further*, that differentiated pathways shall be applied in a manner that ensures quality, protects learners, and maintains public trust, while allowing flexibility and innovation.

*Provided further*, that in implementing this section, CHED and TESDA shall calibrate quality assurance and accreditation requirements according to institutional typology, program nature, and stage of development.

*Provided finally*, that the appropriate agencies shall issue the necessary guidelines as well as grants and supports in order to operationalize accreditation reform and differentiated quality assurance pathways consistent with the objectives of this Act.

**SEC. 7. *Expansion of Quality Assurance Criteria*** — The Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA), within their respective jurisdictions and consistent with existing laws, shall expand, refine, and operationalize quality assurance criteria to explicitly and systematically incorporate workforce relevance indicators, alongside established academic and institutional standards.

For this purpose, quality assurance criteria shall include, but not be limited to, the following:

- (a) ***Graduate employment, underemployment, and job-matching outcomes***, including the timeliness, quality, and sustainability of employment, which shall be assessed using labor market information, tracer studies, and employment data provided, generated, or validated by the Department of Labor and Employment (DOLE), subject to applicable data privacy and confidentiality laws;
- (b) ***Alignment of curricula with industry-validated competencies and occupational standards***, including consistency with national qualifications frameworks, sectoral skills frameworks, and professional or licensure requirements, where applicable, and the regular updating of learning outcomes to reflect evolving industry practices and technologies;
- (c) ***Integration of work-based learning, apprenticeships, internships, enterprise-based training, and other forms of experiential learning***, as appropriate to the program and sector, including the quality, duration, supervision, and relevance of such learning experiences to intended workforce outcomes;
- (d) ***Employer and industry participation in curriculum development, program design, delivery, and review***, including representation in advisory bodies, consultation processes, validation of learning outcomes, and feedback on graduate performance and skills readiness;
- (e) ***Responsiveness to regional and sectoral labor market priorities***, including alignment with national, regional, and local development plans, priority industries, and inclusive growth objectives, taking into account geographic context, institutional mission, and community needs; and

(f) ***Contribution to innovation, productivity, entrepreneurship, and community development***, including the promotion of applied research, technology transfer, enterprise creation, and socially responsive programs that generate economic and social value.

*Provided*, that workforce relevance indicators shall be contextualized and differentiated according to institutional typology, program nature, learner profile, and stage of development, and shall not be applied in a uniform or mechanistic manner.

*Provided further*, that the application of such criteria shall support continuous improvement and developmental quality assurance, and shall not result in the arbitrary withdrawal of program recognition or accreditation without due process and reasonable transition mechanisms.

*Provided finally*, that CHED and TESDA shall issue the appropriate guidelines to operationalize the expanded quality assurance criteria under this section, in coordination with DOLE and relevant stakeholders, consistent with the objectives of this Act.

**SEC. 8. *National Education-to-Employment Gap Assessment*** — CHED, TESDA, and DOLE shall regularly conduct, at least every three years, a regular and systematic National Education-to-Employment Gap Assessment for the purpose of identifying, analyzing, and addressing mismatches between educational and training offerings, acquired competencies, and actual labor market demand.

Such assessment shall serve as a core evidence-based planning tool to support policy formulation, program development, quality assurance, and workforce alignment across the education and employment ecosystem. The assessment shall be conducted at intervals to be determined by the implementing agencies, taking

into account labor market volatility, technological change, and national and regional development priorities.

The National Education-to-Employment Gap Assessment shall include, but not be limited to, the following components:

- (a) ***Skills shortages and surpluses by sector, occupation, and region***, including quantitative and qualitative analysis of current and projected workforce demand, supply pipelines, and replacement needs, as informed by labor market intelligence, employer surveys, and administrative data;
- (b) ***Identification of programs producing graduates with persistent underemployment, unemployment, or job mismatch***, including analysis of duration, job quality, and relevance of employment relative to training received, while recognizing differences in institutional mission and learner pathways;
- (c) ***Analysis of occupations with high vacancy rates despite the presence of available graduates***, including barriers to employment such as skills gaps, geographic mismatch, credential misalignment, wage conditions, or regulatory constraints; and
- (d) ***Assessment of emerging and evolving occupations insufficiently addressed by existing curricula or training regulations***, particularly in priority and fast-changing sectors, including digital, green, health, creative, and advanced industrial fields.

The results of the National Education-to-Employment Gap Assessment shall be formally documented, disseminated, and utilized by CHED, TESDA, and DOLE to inform curriculum review and enhancement, program approval and

rationalization, quality assurance and accreditation decisions, funding and scholarship priorities, and targeted workforce development interventions.

*Provided*, that the use of assessment results shall support developmental and corrective action rather than punitive measures, and shall be applied with due regard to institutional autonomy, academic freedom, and regional and sectoral context.

*Provided further*, that the appropriate agencies shall issue guidelines governing the methodology, frequency, data sources, and reporting of the National Education-to Employment Gap Assessment, consistent with the objectives of this Act and applicable data privacy and security laws.

**SEC. 9. *Mandatory Tracer Studies and Employer Feedback Integration*** — All public and private higher education institutions and technical-vocational education and training providers shall be required to conduct regular and systematic graduate tracer studies and to solicit structured employer feedback as integral components of their respective quality assurance and continuous improvement processes.

Graduate tracer studies shall be designed to generate reliable and actionable data on employment status, job relevance, skills utilization, job quality, and career progression of graduates within a defined period after program completion. Such studies shall likewise consider employment stability, sectoral alignment, geographic placement, and pathways to further education, training, or entrepreneurship, subject to applicable data privacy and confidentiality laws.

Structured employer feedback mechanisms shall be established to assess graduate preparedness, workplace adaptability, technical and transversal competencies, work ethics, and capacity for continuous learning, as observed in actual employment settings. Employer feedback may be gathered through surveys,

interviews, industry consultations, or other appropriate instruments, and shall be conducted in a manner that is representative, systematic, and responsive to sectoral and regional contexts.

The findings of tracer studies and employer feedback shall be formally documented and submitted to the Commission on Higher Education (CHED) or the Technical Education and Skills Development Authority (TESDA), as applicable, in accordance with guidelines to be issued by the respective agencies. Such findings shall be meaningfully integrated into curriculum review, program redesign, teaching and learning strategies, faculty development, and other program improvement initiatives, rather than treated as mere compliance submissions.

*Provided*, that tracer study and employer feedback requirements shall be calibrated according to institutional typology, program nature, and scale of operations, and shall not impose disproportionate administrative burden, particularly on small or developing institutions.

*Provided further*, that CHED and TESDA shall utilize aggregated tracer study and employer feedback data to inform quality assurance standards, accreditation processes, and policy development, consistent with the objectives of this Act.

**SEC. 10. Curriculum-to-Occupation Mapping** — The Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA) shall require covered institutions to undertake and maintain curriculum-to occupation mapping as part of program development, approval, review, and quality assurance processes. Such mapping shall demonstrate a clear, coherent, and evidence-based alignment between program learning outcomes and identified occupations, job roles, or competency standards relevant to the labor market.

Curriculum-to-occupation mapping shall identify the specific competencies, skills, and learning outcomes developed by each program and their correspondence to recognized occupational standards, industry-validated competencies, or qualifications frameworks, as may be applicable. Mapping may also reflect multiple occupational pathways, career progression options, and opportunities for further education or skills upgrading, consistent with the nature and objectives of the program.

Programs that are unable to demonstrate reasonable occupational alignment, as determined in accordance with guidelines to be issued by CHED or TESDA, shall be subject to review, redesign, consolidation, or phase-out, as appropriate. Such review shall be undertaken in a developmental manner, with the primary objective of improving relevance and outcomes rather than imposing punitive measures.

*Provided*, that any decision to redesign, consolidate, or phase out a program shall be implemented with due regard for learner protection, including reasonable transition arrangements, teach-out plans, credit transfer or bridging options, and clear communication to affected students and stakeholders.

*Provided finally*, that CHED and TESDA shall issue the necessary guidelines and standards to operationalize curriculum to-occupation mapping, consistent with the objectives of this Act and applicable quality assurance frameworks.

**SEC. 11. *Continuous Program Review and Curriculum Enhancement*** — CHED and TESDA shall require all covered academic and training programs to undergo regular, systematic, and outcomes-oriented program review at least every three years for the purpose of ensuring continued relevance, quality, and alignment with labor market needs and national development priorities.

Such program review shall be an integral component of quality assurance and accreditation processes and shall be undertaken in a developmental manner, aimed at strengthening program effectiveness and learner outcomes. Reviews shall be conducted in accordance with guidelines to be issued by CHED and TESDA, taking into account institutional typology, program nature, and sectoral context.

At a minimum, program review shall include the following components:

- (a) *Assessment of labor market demand*, informed by labor market intelligence, employment and workforce data, and demand signals provided or validated by the Department of Labor and Employment (DOLE), including sectoral, regional, and occupational trends;
- (b) *Updating and enhancement of curricula* to reflect technological change, evolving occupational standards, industry practices, and emerging competencies, including digital, green, and transversal skills, where applicable;
- (c) *Strengthening of applied, experiential, and work-integrated learning*, including apprenticeships, internships, enterprise-based training, simulation, or other authentic learning modalities appropriate to the program and sector; and
- (d) *Evaluation of graduate outcomes and employer feedback*, including findings from tracer studies, employer surveys, and other evidence of program effectiveness and workforce relevance.

Programs operating in rapidly evolving or high-growth sectors, including but not limited to digital technologies, health and care services, advanced manufacturing,

agriculture and agri-technology, and green industries, shall be subject to shorter and more adaptive review cycles, as may be determined by CHED or TESDA.

*Provided*, that program review and curriculum enhancement processes shall be implemented with due regard for academic freedom, institutional autonomy, and learner protection, and shall prioritize continuous improvement over punitive action.

*Provided further*, that CHED and TESDA shall issue the necessary implementing guidelines to ensure consistency, transparency, and effectiveness in the conduct of program reviews under this section.

**SEC. 12. *Strengthening School-to-Work Transition Mechanisms*** — The Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA), in coordination with the Department of Labor and Employment (DOLE), shall strengthen, expand, and institutionalize school-to-work transition mechanisms to ensure smoother, faster, and more inclusive movement of learners from education and training into productive employment, entrepreneurship, or further skills development.

Such mechanisms shall include, but shall not be limited to, work-based learning arrangements, apprenticeships, internships, enterprise-based training, career guidance and counseling, job placement and referral services, and the recognition of prior learning, experience, and competencies, as may be appropriate to program nature and sectoral requirements. These mechanisms shall be designed to enhance employability, workplace readiness, and adaptability, and to reduce friction and delay in the transition from school to work.

CHED and TESDA shall ensure that school-to-work transition mechanisms are systematically embedded in program design and delivery and are aligned with

labor market demand and employer participation, with support from DOLE's employment facilitation and labor market services.

Priority in the implementation of such mechanisms shall be accorded to first-time jobseekers, displaced and transitioning workers, and learners from disadvantaged or marginalized backgrounds, including those from low-income households, geographically isolated and disadvantaged areas, and other vulnerable sectors, in order to promote equitable access to employment opportunities and inclusive workforce participation.

*Provided*, that the strengthening of school-to-work transition mechanisms shall be undertaken with due regard for learner protection, quality assurance, and fair labor standards.

*Provided further*, that CHED, TESDA, and DOLE shall issue the necessary guidelines and coordination arrangements to operationalize this section, consistent with the objectives of this Act.

**SEC. 13. *Rapid Curriculum Adjustment for High-Mismatch Sectors*** — CHED and TESDA shall establish and operationalize accelerated and adaptive mechanisms for curriculum adjustment in sectors exhibiting persistent or emerging education-to-employment mismatches, skills shortages, or rapid occupational change.

Such mechanisms shall be designed to enable timely and evidence-based responses to labor market signals and may include, as appropriate, expedited curriculum and program approvals, pilot or provisional program offerings, modularized, stackable, or competency-based course structures, and flexible or blended modes of delivery, consistent with the nature of the program and the needs of learners and employers.

Accelerated curriculum adjustment mechanisms shall be informed by labor market intelligence, skills gap analyses, employer feedback, and the findings of the National Education-to-Employment Gap Assessment and shall prioritize sectors critical to national and regional development, including those experiencing sustained vacancies, technological disruption, or emerging workforce demand.

*Provided*, that the implementation of such accelerated mechanisms shall not compromise academic standards, quality assurance requirements, or learner protection, and shall be subject to clearly defined minimum standards, monitoring arrangements, and sunset or review provisions.

*Provided further*, that pilot or provisional offerings undertaken pursuant to this section shall be subject to evaluation and shall be scaled, modified, or discontinued based on demonstrated effectiveness, workforce outcomes, and quality benchmarks.

**SEC. 14. *Rationalization of Low-Outcome Programs*** — CHED and TESDA shall systematically identify and monitor academic and training programs that exhibit consistently poor employment outcomes, persistent underemployment, or significant job mismatch, as evidenced by tracer studies, labor market data, employer feedback, and other relevant quality assurance indicators.

Upon such identification, CHED and TESDA may, in accordance with guidelines to be issued, recommend or require appropriate corrective or developmental measures, which may include, as warranted by the circumstances, program redesign or enhancement, adjustment or reduction of student intake, consolidation with related or complementary programs, transformation into alternative learning or skills pathways, or the gradual phase-out of the program.

Any such action shall be undertaken in a developmental and evidence-based manner, with the primary objective of improving relevance, quality, and outcomes rather than imposing punitive sanctions. Institutions shall be afforded due process, reasonable timelines for compliance, and access to technical assistance or capacity-building support, where appropriate.

*Provided*, that in all cases, affected learners shall be adequately protected, including through approved teach-out arrangements, credit transfer or bridging options, articulation to related programs, or other reasonable transition mechanisms, to ensure that learners are able to complete their studies or transfer without undue disadvantage.

**SEC. 15. *Rationalization of Low-Outcome Programs*** — All covered higher education institutions shall demonstrate clear and measurable alignment with local and regional labor market needs as an integral component of program design, delivery, and quality assurance. Such alignment shall be reflected in the development of regionally responsive programs, sustained employer and industry partnerships, and learning approaches that are embedded in the economic, social, and developmental context of the communities they serve.

Higher education institutions shall engage with local employers, industry groups, professional associations, local government units, and other relevant stakeholders to ensure that educational and training offerings respond to regional workforce demand, priority industries, and development plans, including those identified in regional development councils, local investment and employment plans, and sectoral roadmaps.

Local and regional labor market alignment may be demonstrated through, but shall not be limited to, employer-supported curricula, localized occupational pathways, community-embedded and work-integrated learning, applied research

addressing regional challenges, and placement or employment outcomes within the region, where appropriate.

The measures herein shall be implemented to address geographic skills mismatch, mitigate regional concentrations of underemployment, and promote balanced and inclusive regional development, including the strengthening of provincial and rural economies, the generation of quality employment opportunities beyond major urban centers, and the retention and effective utilization of skilled workers within their regions of origin or training.

*Provided*, that the application of regional alignment requirements shall be contextualized and proportionate, with due regard for institutional mission, academic freedom, and learner mobility, and shall not be construed to restrict or limit the right of graduates to seek employment or pursue further opportunities beyond their region.

**SEC. 16. *Accreditation Reform and Harmonization*** — CHED shall reform and modernize higher education accreditation policies, and TESDA shall refine and enhance training regulations and program registration systems, as well as support the establishment of external accreditation mechanisms, in order to support an outcomes-based, workforce-responsive, and differentiated quality assurance regime across the education and training continuum.

Such reforms shall ensure that quality assurance frameworks are responsive to labor market demand, adaptive to technological and occupational change, and capable of accommodating diverse institutional missions, program modalities, and learner pathways. Accreditation and program registration processes shall be calibrated to promote continuous improvement, innovation, and relevance, rather than mere regulatory compliance.

In implementing this section, employability outcomes, graduate workforce readiness, and meaningful industry engagement shall carry substantial and demonstrable weight in accreditation and program evaluation, alongside established academic and institutional standards. At the same time, such weighting shall be applied in a manner that preserves academic rigor, integrity, and public trust, and safeguards the quality, credibility, and social value of higher education and technical-vocational training.

**SEC. 17. *Industry and Labor Participation*** — CHED and TESDA shall institutionalize formal and sustained mechanisms for the participation of industry, employers, professional associations, and labor sector representatives in curriculum review, program development, and quality assurance processes, in an advisory capacity and in a manner consistent with established principles of academic governance.

Such participation shall be designed to provide timely and relevant input on workforce needs, occupational standards, emerging skills, and workplace realities, and may include representation in advisory councils, consultative bodies, technical working groups, or other appropriate platforms, as determined by CHED or TESDA.

Participation by industry and labor representatives shall be governed by clear conflict-of-interest safeguards, including, but not limited to, the following:

- (a) Disclosure of any direct or indirect financial, proprietary, or organizational interests that may reasonably be perceived to influence recommendations or advice;
- (b) Prohibition against the use of advisory roles to secure preferential treatment, exclusive arrangements, or undue commercial advantage for any individual entity or group;

(c) Recusal from deliberations or recommendations where a material conflict of interest exists; and

(d) Balanced representation to prevent dominance by any single sector, firm, or interest group.

*Provided*, that industry and labor participation shall complement, and not supplant, the authority of educational institutions over academic decisions, and shall not undermine academic freedom, institutional autonomy, or the integrity of curricular and quality assurance processes.

*Provided further*, that CHED and TESDA shall issue the necessary guidelines to operationalize this section, including standards for disclosure, recusal, composition, and transparency, ensuring that advisory participation remains credible, impartial, and aligned with the objectives of this Act.

**SEC. 18. *Labor Market Intelligence and Data Integration*** — CHED, TESDA, and DOLE shall strengthen, institutionalize, and integrate labor market intelligence and data systems to support evidence-based education and workforce planning, quality assurance, and policy development under this Act.

For this purpose, DOLE shall serve as the primary source and coordinating agency for labor market intelligence, including employment statistics, occupational demand and supply data, skills shortages and surpluses, vacancy trends, wage information, and projections of emerging and declining occupations. Such data shall be generated, validated, and regularly updated using reliable methodologies, employer inputs, and administrative records, consistent with applicable data privacy and security laws.

CHED and TESDA shall systematically utilize labor market intelligence provided or validated by DOLE to inform curriculum design and review, program approval

and rationalization, quality assurance and accreditation processes, funding and scholarship prioritization, and the identification of priority sectors and regions for intervention. Labor market data shall likewise guide decisions relating to program expansion, consolidation, transformation, or phase-out, as appropriate.

The agencies shall establish interoperable data-sharing mechanisms to enable timely, accurate, and actionable exchange of information among education, training, and employment systems. Such mechanisms may include shared databases, dashboards, standardized indicators, and reporting protocols, subject to safeguards on data privacy, confidentiality, and responsible use.

Labor market intelligence shall be disaggregated, where feasible, by sector, occupation, region, gender, age group, and other relevant variables, in order to support targeted, inclusive, and regionally responsive policy interventions, and to address skills mismatch, underemployment, and inequities in workforce participation.

*Provided*, that labor market intelligence shall be used as a strategic planning and improvement tool, and not as the sole or mechanical basis for academic decision making and shall be interpreted with due regard to institutional mission, learner pathways, and long-term human development goals.

*Provided further*, that CHED, TESDA, and DOLE shall issue joint or harmonized guidelines governing data standards, sharing arrangements, frequency of reporting, and the use of labor market intelligence for education and training alignment.

*Provided finally*, that the integration of labor market intelligence under this section shall strengthen transparency, accountability, and responsiveness across the education-to employment continuum, consistent with the objectives of this Act.

**SEC. 19. *Accountability for Education-to-Employment Outcomes*** — CHED and TESDA shall integrate education-to-employment outcome indicators into institutional and program-level quality assurance systems as an essential component of continuous improvement, strategic planning, and evidence-based policy guidance.

Such outcome indicators may include, as appropriate, graduate employment and underemployment rates, job relevance and skills utilization, career progression, employer feedback, workforce readiness, and alignment with labor market demand. The selection, interpretation, and application of such indicators shall be guided by methodological rigor, data reliability, and contextual relevance.

Education-to-employment outcome indicators shall be utilized primarily for developmental and improvement-oriented purposes, including the identification of strengths and gaps, curriculum enhancement, program redesign, capacity-building interventions, and informed decision-making at the institutional and system levels. They shall not be applied in a mechanistic or punitive manner, nor used as the sole basis for sanctions, funding withdrawal, or adverse regulatory action.

**SEC. 20. *Annual Education-to-Employment Alignment Report*** — The Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), and the Department of Labor and Employment (DOLE) shall jointly prepare and submit to Congress an Annual Education-to Employment Alignment Report, which shall serve as a principal accountability and oversight instrument under this Act.

The Report shall summarize, among others, identified education-to-employment gaps, priority skills mismatches, and regional or sectoral disparities, as well as the policies, programs, and corrective actions undertaken by the concerned

agencies in response thereto. It shall likewise present trends in education and workforce outcomes, including employability, underemployment, skills utilization, and labor market demand, based on available data and analysis.

The Annual Education-to-Employment Alignment Report shall further include recommended legislative, regulatory, or budgetary measures necessary to strengthen alignment between education and workforce development, address emerging challenges, and support priority sectors and regions. The Report shall be submitted in such form and within such period as may be prescribed by Congress, and shall be made accessible to the public, subject to applicable laws on data privacy and confidentiality.

**SEC. 21. *Capacity Building and Institutional Support*** — The Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA), in coordination with the Department of Labor and Employment (DOLE), shall provide and institutionalize capacity-building programs, technical assistance, and appropriate incentives to support the effective implementation of workforce-responsive quality assurance systems and curriculum reform initiatives under this Act.

Such support shall include, but not be limited to, training and professional development for faculty, trainers, administrators, and quality assurance personnel, technical guidance on curriculum redesign and outcomes-based education, assistance in the use of labor market intelligence and data analytics, and support for the development of industry partnerships and work-integrated learning arrangements.

Incentives may be provided, subject to existing laws and available resources, to encourage innovation, exemplary practice, and sustained improvement in

workforce alignment, including support for pilot programs, priority sector initiatives, and regionally responsive interventions.

**SEC. 22. *Implementing Rules and Regulations*** — CHED, TESDA, and DOLE shall jointly promulgate the implementing rules and regulations within one hundred eighty (180) days from effectivity.

**SEC. 23. *Separability Clause*** — If any provision of this Act is declared invalid or unconstitutional, the remaining provisions shall remain in full force and effect.

**SEC. 24. *Repealing Clause*** — All laws, rules, regulations, and issuances inconsistent with this Act are hereby repealed or modified accordingly. Section

**SEC. 25. *Effectivity*** — This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,