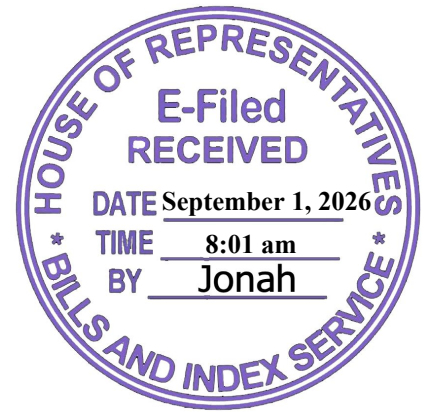


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

TWENTIETH CONGRESS
Second Regular Session

HOUSE BILL NO. **11025**



Introduced by Representative LEILA M. DE LIMA

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 JOBS-SKILLS MISMATCH AND PROMOTE DECENT EMPLOYMENT, AND FOR OTHER PURPOSES

EXPLANATORY NOTE

Article II, Section 9 of the 1987 Constitution provides for the State's commitment to promoting full employment and a rising standard of living. This is further affirmed by Article XIII, Section 3 which declares the State's mandate to promote full employment and equality of employment of all. Additionally, Article XIV, Section 2(1) provides that, "[t]he State shall [e]stablish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society."

In recent years, the State has taken significant steps towards ensuring equal access to quality education at all levels, including tertiary education, through the enactment of landmark legislation such as Republic Act No. 10931, or the "Universal Access to Quality Tertiary Education (UAQTE) Act," and the continuous filings of, and deliberations on amendatory measures to strengthen existing laws. However, despite these efforts, unemployment and underemployment remain persistent problems facing Filipino graduates after completing their senior high school or college education.

According to CHED Chairperson Shirley Agrupis, the June 2025 Labor Force Survey by the Department of Labor and Employment (DOLE) showed a 2.6% increase in the number of unemployed college graduates from 35.6% in December 2024.¹

¹ Cariaso, B. (15 August 2025). 'Rising number of unemployed grads troubling.' PhilStar. Retrieved from <https://www.philstar.com/headlines/2025/08/15/2465562/rising-number-unemployed-grads-troubling>.

Additionally, “even when job opportunities exist, there is a persistent mismatch between available jobs and graduates’ skills.”²

In the January 2025 nationwide job fairs held by DOLE, only 3,364 out of 25,876 job seekers were hired and the majority were placed in “low-skilled roles that do not require a college degree.”³ Based on a recent study, an estimated 40% of Filipinos face educational-employment mismatches, where over 1 out of 3 Filipinos have an educational attainment way beyond their job requirements.⁴ This job mismatch problem underscores allocative inefficiency, given the greater public investment in education, and more importantly, the “wage penalties” that millions of Filipino workers suffer instead of reaping the full benefits that tertiary education promised.

This bill seeks to establish Job Placement Offices (JPOs) in all public senior high schools, state universities and colleges (SUCs), and local universities and colleges (LUCs) to provide greater access for students transitioning from education to employment. A Tripartite National Industry-Academe Council (NIAC) shall be created to strengthen collaboration and coordination between the government, education, and industry sectors. Local Industry-Academe Councils (LIACs) shall be institutionalized in every province and highly urbanized city to guide local institutions and the JPOs. The Philippine Labor Market Information System (PhilLMIS) shall be established within the Department of Labor and Employment (DOLE) to harmonize labor market data and guide policy. Lastly, the Philippine Qualifications Framework (PQF) shall be reinforced as the national reference for classifying qualifications and formalizes the Philippine Skills Framework (PSF) as the tool for defining job-specific competencies.

In strengthening the linkages between the government, education, and industry sectors, providing greater access to career guidance for students transitioning from education to employment, and establishing a system of harmonizing labor market data, qualifications, and competencies, this bill does not merely intend to create new instrumentalities, but to establish the steps in bridging the current education-employment gap. This is essential for the Filipino people, especially the youth, to attain an educational system where every Filipino has an opportunity to fully use their skills to maximize their income and professional potential.

In the 20th Congress, similar bills were filed by Representatives Lordan Suan, Walfredo Dimaguila, Mark Violago, Gloria Macapagal-Arroyo, Antolin Oreta, Ferdinand Martin Romualdez, Yedda Romualdez, Andrew Julian Romualdez, Jude Acidre, Ramon Jolo Revilla, Javier Benitez, Christopherson Yap, and Eric Yap, and Senators Bam Aquino and Francis “Kiko” Pangilinan. This bill adopts provisions from Senator Aquino’s and Pangilinan’s bills.

Early approval of this measure is earnestly sought.

² Ibid.

³ Ibid.

⁴ Melchor, M. (11 March 2024). Resolving Education-Employment Mismatches in the Philippines. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4952062.


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

TITLE I
PRELIMINARY PROVISIONS

SECTION. 1. *Short Title.* – This Act shall be known as the “School-to-Employment Program (STEP) Act.”

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

TITLE II
JOB PLACEMENT OFFICES IN SCHOOLS

SEC. 3. *Establishment of School-Based Job Placement Offices.* – All public senior high schools, state universities and colleges (SUCs), and local universities and colleges (LUCs) shall establish and maintain a Job Placement Office (JPO) to provide

1 employment facilitation, career guidance, and industry linkage services to students
2 and graduates.

3
4 SEC. 4. *Composition.* – Each JPO shall be provided with the necessary career
5 services staff to effectively carry out its mandate. The number and composition of staff
6 shall be based on:

- 7
8 (a) The student population of the school,
9 (b) The diversity of tracks or programs offered, and
10 (c) The scale of employer and institutional partnerships maintained.

11
12 *Provided,* That schools with large enrollments or complex placement needs
13 may establish a Job Placement and Career Services Unit, headed by the JPO, and
14 composed of designated guidance counselors, administrative support staff, and
15 industry liaison officers, subject to available funding and guidelines of DepEd and
16 CHED.

17
18 Each region shall have a JPO Regional Coordinator, designated by the
19 Department of Education (DepEd) Regional Offices, to oversee the coordination,
20 monitoring, and development of JPOs within the region.

21
22 SEC. 5. *Core Functions of the Job Placement Office.* – JPOs shall serve as
23 institutional hubs for career planning, labor market information dissemination, and
24 linkages to internship, apprenticeship, entrepreneurship, and employment
25 opportunities. Each JPO shall perform the following functions:

- 26
27 (a) Facilitate career guidance and job placement services;
28 (b) Forge linkages with industry partners to develop internships,
29 apprenticeship programs, and employment pipelines;
30 (c) Coordinate with the Public Employment Service Offices (PESOs), the
31 Department of Labor and Employment (DOLE), the Technical Education
32 and Skills Development Authority (TESDA), and other relevant agencies
33 on employment facilitation and program alignment;
34 (d) Collaborate with Sector Skills Councils and industry boards to align
35 training programs with labor market needs;
36 (e) Coordinate certification and assessment for trainees and graduates
37 aligned with industry standards;
38 (f) Conduct labor market information dissemination and career coaching to
39 guide students and reduce job search costs;
40 (g) Track and report post-graduation outcomes for institutional and policy
41 feedback;
42 (h) Maintain and update a database of employer partners, opportunities,
43 and graduate outcomes;

- (i) Participate in planning and labor assessments led by the Local Industry-Academe Council (LIAC);
- (j) Submit regular reports to the LIAC, DOLE, and relevant agencies.

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

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

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

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

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

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

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

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

- (a) Be co-delivered with LGUs, NGOs, or accredited private partners;

- (b) Include training in business ideation, budgeting, market analysis, and cooperative development;
- (c) Facilitate referrals to MSME support services, funding programs, and incubator networks.

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

- (a) Track graduate employment status, time to placement, income levels, and field-of-study alignment;
- (b) Generate automated tracer studies and analytics for reporting to DepEd, CHED, and relevant agencies;
- (c) Support curriculum refinement by identifying patterns of success and mismatch.

TITLE III

LABOR MARKET-ALIGNED CURRICULUM AND PROGRAM DEVELOPMENT

SEC. 12. *Senior High School Curriculum Responsiveness*. – DepEd shall strengthen the labor market responsiveness of the senior high school curriculum by developing and implementing a job-ready curriculum that emphasizes work immersion and practical skills training.

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

- (a) Regularly review and enhance senior high school tracks and specializations based on labor market trends and graduate employability outcomes, with inputs from Job Placement Offices (JPOs) and local employer networks;
- (b) Increase the duration, relevance, and quality of work immersion programs by expanding partnerships with industry and ensuring alignment with in-demand job roles;
- (c) Provide school-based job simulation opportunities in cases where external immersion placements are limited or infeasible, especially in rural or under-resourced areas; and
- (d) Integrate foundational employability skills and digital literacy across all tracks, informed by feedback from employers and labor market assessments.

SEC. 13. *Higher Education Program Responsiveness*. – SUCs, LUCs, and private HEIs shall review and have the authority to adjust their course and program

offerings based on current and emerging labor market trends and opportunities, in order to address jobs-skills mismatch and enhance the employability of graduates.

SUCs and LUCs may consider:

- (a) Phasing in or expanding programs aligned with high-demand occupations and priority industry sectors in the local or national labor market;
- (b) Restructuring programs with consistently low graduate employability or relevance;
- (c) Integrating employability and digital skills into existing curricula based on employer feedback and labor market signals.

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

TITLE IV NATIONAL INDUSTRY-ACADEME COUNCIL

SEC. 14. *Creation of the National Industry-Academe Council (NIAC)*. – The NIAC shall be made up of representatives from the government, academe, and industry, as follows:

- (a) Government representatives shall include a Commissioner of the Commission on Higher Education (CHED); a Deputy Director-General of the Technical Education and Skills Development Authority (TESDA); an Undersecretary of the Department of Education (DepEd); an Undersecretary of the Department of Labor and Employment (DOLE); an Undersecretary of the Department of Science and Technology (DOST); an Undersecretary of the Department of Trade and Industry (DTI); a Commissioner of the Civil Service Commission (CSC); and a Commissioner of the Professional Regulation Commission (PRC).
- (b) Representatives of the academe shall be composed of the presidents of the federations of public and private HEIs, public and private TVIs, and accreditation bodies of higher and technical-vocational educational institutions, which shall include the following: Philippine Association of State Universities and Colleges; Association of Local Colleges and Universities; Coordinating Council of Private Educational Associations; Technical-Vocational Schools and Associations of the Philippines;

1 National Network of Quality Assurance Agencies; and the Federation of
2 Accrediting Agencies of the Philippines.

3
4 (c) Representatives of the industry sector shall be composed of the
5 presidents of the following business and industry federations: Philippine
6 Chamber of Commerce and Industry; Joint Foreign Chambers of the
7 Philippines; Employers Confederation of the Philippines; Semiconductor
8 and Electronics Industries in the Philippines Foundation, Incorporated;
9 Information Technology and Business Process Association of the
10 Philippines; Philippine Business for Education; Management Association
11 of the Philippines; Philippine Business for Social Progress; and the
12 People Management Association of the Philippines.

13
14 The NIAC shall be headed by the DepEd Undersecretary as Chairperson, and
15 the Commissioner of CHED and the Deputy Director-General of the TESDA shall be
16 its Co-Chairpersons. The members of the Council, except for the ex officio members,
17 shall receive per diem for every meeting attended in accordance with existing rules
18 and regulations. The Council shall be attached to the DepEd for administrative and
19 budgetary purposes.

20
21 The DepEd shall provide a secretariat to the NIAC to be manned by the organic
22 personnel of the DepEd and may be augmented by the employees from the member-
23 agencies of the Council through detail or secondment.

24
25 SEC. 15. *Powers and Functions of the NIAC.* – The NIAC shall exercise the
26 following powers and functions:

- 27
28 (a) Monitor labor market trends and the incidence of unemployment,
29 underemployment, and jobs-skills mismatch;
30 (b) Formulate national policies and plans to improve labor market alignment;
31 (c) Conduct reviews of curricula, training programs, and educational
32 standards vis-à-vis labor market needs;
33 (d) Benchmark student competencies and qualifications against national
34 and international frameworks (e.g., PQF, ASEAN QRF);
35 (e) Maintain an inventory of job specifications and skill requirements across
36 industries;
37 (f) Recommend policy measures to the President, Congress, and national
38 government agencies;
39 (g) Coordinate with agencies for data, expertise, and technical inputs;
40 (h) Hold regular quarterly meetings; and
41 (i) Perform such other functions as may be necessary.

TITLE V
LOCAL INDUSTRY-ACADEME COUNCIL

SEC. 16. *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. 17. *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
- x. Key employers in priority or emerging sectors within the province or HUC

d) Labor and Civil Society

- xi. Representatives from local labor groups, workers' associations, persons with disabilities, women's organizations, and youth or community-based organizations

The LIAC may invite additional resource persons, including representatives from public employment service offices (PESOs), relevant NGOs, and sectoral skills councils, as necessary. Each LIAC shall be chaired by the DepEd Schools Division Superintendent. The DepEd Schools Division shall provide Secretariat support to the

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

SEC. 18. *Powers and Functions of the LIACs.* – The LIAC shall exercise the following powers and functions:

- a) Localize and implement NIAC policies and workforce strategies;
- b) Monitor local labor market trends and forecast skills demand;
- c) Align curricula and training programs with local labor market needs;
- d) Facilitate partnerships among industry, academe, and government;
- e) Recommend policy and program adjustments to national agencies and the NIAC;
- f) Support enterprise-based training, faculty immersion, and research collaboration;
- g) Provide coordination and guidance to institutional JPOs, including in career guidance, labor market alignment, and employer linkages;
- h) Submit regular reports to the NIAC on regional developments and challenges; and
- i) Perform other tasks as may be necessary to achieve the objectives of this Act.

TITLE VI

LABOR MARKET INTELLIGENCE AND DATA SYSTEMS

SEC. 19. *Establishment of the Philippine Labor Market Information System (PhilLMIS).* – There is hereby established a comprehensive and integrated Philippine Labor Market Information System (PhilLMIS) to be housed within the DOLE in close coordination with the Philippine Statistics Authority (PSA), DepEd, CHED, TESDA, DTI, and other relevant agencies and stakeholders.

SEC. 20. *Objectives.* – PhilLMIS shall serve as the central labor market intelligence platform of the government and shall have the following objectives:

- a) Collect, analyze, and disseminate real-time and forward-looking labor market data, including supply-demand trends, skills gaps, wage levels, employment projections, and emerging industries;
- b) Identify critical skills shortages and surpluses across sectors and geographic areas;
- c) Provide actionable insights for curriculum design, program offerings, and training alignment in education institutions and training centers;
- d) Support career guidance and job matching services for jobseekers, including students and graduates;
- e) Inform government workforce development policies, education planning, and investment promotion strategies;
- f) Empower employers and enterprises with reliable labor data to support hiring, reskilling, and training decisions.

SEC. 21. *Data Sources.* – PhilLMIS shall integrate data from, but not limited to, the following sources:

a) Government Agencies:

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

b) Private Sector:

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

c) International Sources:

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

SEC. 22. *Key Functions.* – PhilLMIS shall perform the following functions:

- a) Develop and enforce common data standards and protocols to ensure interoperability and accuracy across data sources;
- b) Conduct periodic skills gap analyses and occupational forecasting to anticipate future workforce needs;
- c) Establish a public-facing digital portal offering accessible labor market information, career guidance tools, and training program directories;
- d) Commission and publish targeted research on critical labor issues, including informal employment, green jobs, and automation;
- e) Operate an early warning system to flag potential job disruptions or mass layoffs by sector or region.

SEC. 23. *Governance and Collaboration.* – A Labor Market Intelligence Council shall be established, co-chaired by DOLE and NEDA, with members from PSA, DepEd, CHED, TESDA, DTI, employer organizations, labor unions, and academic institutions. This Council shall:

- a) Provide strategic direction and oversight to PhilLMIS;
- b) Validate data frameworks and tools in consultation with stakeholders;

- 1 c) Ensure alignment with the Philippine Qualifications Framework and
2 national development plans.

3
4 SEC. 24. *Capacity-Building*. – DOLE and partner agencies shall allocate
5 resources and undertake capacity-building activities to strengthen labor market data
6 analytics and forecasting capabilities across all implementing units.

7
8 SEC. 25. *Data Privacy and Security*. – All data collection, processing, and
9 sharing under PhilMIS shall comply with the Data Privacy Act of 2012 (RA No. 10173)
10 and other applicable laws, with appropriate safeguards for personal and sensitive
11 information.

12 TITLE VII
13 NATIONAL FRAMEWORKS FOR SKILLS AND QUALIFICATIONS
14

15 SEC. 26. *Reinforcement and Promotion of the Philippine Qualifications*
16 *Framework (PQF)*. – The Philippine Qualifications Framework (PQF), as established
17 by Executive Order No. 83, s. 2012, is hereby reinforced as the national system for
18 classifying qualifications according to defined levels based on knowledge, skills, and
19 values.

- 20 a) All educational and training institutions, including those supervised by
21 the DepEd, CHED, and TESDA, shall ensure that their programs and
22 curricula are aligned with the relevant PQF levels and descriptors, and
23 that learning outcomes are clearly defined in accordance with these
24 standards.
25 b) The PQF National Coordinating Council (PQF-NCC) shall be
26 strengthened with enhanced mandates and resources to actively
27 promote, monitor, and ensure consistent implementation of the PQF
28 across all sectors and institutions.
29 c) Mechanisms for the Recognition of Prior Learning (RPL) and recognition
30 of non-formal and informal learning shall be standardized and
31 streamlined across all PQF levels, allowing individuals to earn formal
32 qualifications based on verified skills, competencies, and experience.

33
34 SEC. 27. *Establishment and Institutionalization of the Philippine Skills*
35 *Framework (PSF)*. – The Philippine Skills Framework (PSF) is hereby established and
36 institutionalized as a complementary national reference tool outlining the specific
37 technical, transversal, and behavioral competencies required across various
38 industries and occupations.

- 39
40 a) The PSF shall be developed, maintained, and regularly updated by
41 TESDA, in close collaboration with DOLE, DTI, CHED, DepEd, industry
42 associations, and professional regulatory boards.
43 b) The PSF shall serve the following purposes:

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

SEC. 28. *Digital Integration and Interoperability.* – The PQF and PSF shall be digitally integrated to allow for seamless navigation between qualifications and their corresponding skills sets. A centralized digital platform shall be developed and maintained to:

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

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

SEC. 29. *Industry-Led Development of the PSF.* – Industry Sector Skills Councils (SSCs) shall be formally established under TESDA and empowered to lead the development and periodic updating of the PSF for their respective sectors. The development of the PSF shall be evidence-based and data-driven, utilizing labor market intelligence from PhilLMIS, national employment projections, and consultations with employers, workers, educators, and other stakeholders.

SEC. 30. *Promotion and Awareness.* – A sustained national campaign shall be launched to promote widespread awareness and adoption of the PQF and PSF among learners, educators, guidance counselors, employers, government agencies, and the general public.

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

1 SEC. 31. *International Recognition of Philippine Qualifications and Skills.* – The
2 Department of Foreign Affairs (DFA), in coordination with DOLE, CHED, and TESDA,
3 shall pursue bilateral and multilateral agreements to support the international
4 recognition of Philippine qualifications and skills frameworks, particularly in countries
5 with significant overseas Filipino worker (OFW) populations.

6
7 These agreements shall be designed to:

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

11
12 TITLE VIII
13 FINAL PROVISIONS
14

15 SEC. 32. *Appropriations.* – The amount necessary to implement this Act shall
16 be included in the annual General Appropriations Act. Agencies and institutions may
17 also mobilize public-private partnerships and donor support to enhance JPO, NIAC
18 and LIAC functions.

19
20 SEC. 33. *Implementing Rules and Regulations.* – Within ninety (90) days from
21 the effectivity of this Act, the DepEd, in coordination with CHED, DOLE, TESDA, DTI,
22 and DILG, shall promulgate the necessary implementing rules and regulations (IRR).

23
24 SEC. 34. *Separability Clause.* – If any section or provision of this Act is declared
25 invalid or unconstitutional, the sections or provisions not affected thereby shall
26 continue to be in full force and effect.

27
28 SEC. 35. *Repealing Clause.* – All laws, presidential decrees, executive and
29 administrative orders, letters of instruction, rules and regulations, or parts thereof
30 inconsistent with the provisions of this Act are hereby repealed, modified, or amended
31 accordingly.

32
33 SEC. 36. *Effectivity.* – This Act shall take effect fifteen (15) days following its
34 publication in the Official Gazette or in two (2) newspapers of general circulation in the
35 Philippines.

Approved,