

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
Second Regular Session

HOUSE BILL NO. 11183



Introduced by Representative ANTOLIN “LENLEN” A. ORETA III

AN ACT
INSTITUTIONALIZING THE HIGHER PARTNERSHIP FRAMEWORK, CREATING
THE HIGHER EDUCATION-INDUSTRY COORDINATION COUNCIL, AND
APPROPRIATING FUNDS THEREFORE

EXPLANATORY NOTE

The Philippines continues to face a persistent mismatch between higher education outcomes and the needs of the labor market. Many college graduates remain underemployed or work in positions that do not require a college degree, while employers continue to report difficulty finding workers with the skills needed in key sectors. This reflects a deeper disconnect between what higher education produces and what the economy demands.

One major cause is the fragmentation of labor market information. Relevant data are collected separately by government agencies, making it difficult for higher education institutions (HEIs), policymakers, training providers, and employers to work from a common and updated understanding of emerging skills needs. At the same time, partnerships between HEIs and industry remain largely informal and inconsistent, limiting opportunities to align curricula, internships, research, and training with actual workforce demand.

This measure therefore a Higher Education-Industry Partnership Framework to establish sustained cooperation between HEIs and industry stakeholders. The bill creates a Higher Education-Industry Coordination Council to consolidate labor market and skills information and produce a National Skills Gap Inventory and an Annual National Skills and Labor Market Intelligence Report. It also establishes Regional Industry-Higher Education Advisory Boards to ensure that regional industries, local employment conditions, and the needs of state universities and colleges are reflected in higher education planning.

By connecting education planning with reliable labor market intelligence and meaningful industry participation, this measure seeks to ensure that Filipino graduates are equipped not only with degrees, but with competencies relevant to the changing needs of the economy. It provides a more coordinated and responsive approach to reducing skills gaps, improving graduate employability, and strengthening the contribution of higher education to national and regional development.

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

A handwritten signature in black ink, appearing to read "Antolin A. Oreta III".

ANTOLIN “LENLEN” A. ORETA III
Lone District of Malabon City

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

1 **SECTION 1. *Short Title.*** - This Act shall be known as the "*Higher Education-Industry Partnership*
2 *Framework Act.*"

3 **SEC. 2. *Declaration of Policy.*** - It is hereby declared the policy of the State to develop a higher
4 education system that produces graduates equipped with the competencies, values, and adaptability
5 necessary for productive employment, lifelong learning, and active participation in national
6 development.

7 It is likewise the policy of the State to ensure that higher education institutions, industry, and
8 government coordinate in a sustained and structured manner in identifying skills requirements,
9 sharing labor market intelligence, and jointly accounting for graduate outcomes, consistent with
10 academic freedom, institutional autonomy, and the distinct mandates of all agencies concerned.

11 Toward this end, the State shall institutionalize a national framework for higher education-industry
12 cooperation; establish a body mandated to generate, consolidate, and disseminate the labor market
13 and skills intelligence necessary for informed decision-making; create regional mechanisms for
14 localized industry engagement; and provide clear lines of accountability for the implementation of
15 this Act.

16 **SEC. 3. *Scope and Application.*** - This Act shall apply to:

- 17 (a) Public and private higher education institutions, duly recognized by the Commission on
18 Higher Education (CHED), including state universities and colleges, local universities and
19 colleges, and private higher education institutions offering degree and non-degree programs
20 within the tertiary education system;
- 21 (b) Industry partners, including enterprises, employer organizations, chambers of commerce,
22 professional associations, cooperatives, industry clusters, social enterprises, and other
23 entities engaged in economic activity, innovation, and employment generation that may
24 contribute to or benefit from higher education-industry collaboration; and
- 25 (c) Relevant government agencies, including those involved in higher education, workforce
26 development, skills formation, innovation, labor, trade, and economic planning, which shall
27 participate within their respective mandates, functions, and areas of responsibility.

28 *Provided,* That nothing in this Act shall be construed to mandate the participation of any HEI or
29 industry partner in any partnership arrangement; to alter or supersede existing accreditation, quality
30 assurance, or licensing requirements applicable to HEIs; to prescribe curriculum content or academic
31 standards; to interfere with the institutional governance or academic freedom of any HEI; or to
32 confer upon any body created under this Act any regulatory, supervisory, or enforcement power not
33 otherwise authorized by law.

SEC. 4. *The Higher Education-Industry Partnership Framework.* - There is hereby institutionalized the Higher Education-Industry Partnership Framework, hereinafter referred to as the Framework, as the national policy and governance architecture for structured and sustained cooperation between HEIs and industry partners. The Framework shall govern the conduct of all higher education-industry partnerships under this Act.

The Framework shall serve to:

- (a) Define the principles, permissible modes, and institutional roles governing the engagement of industry partners in higher education matters, consistent with academic freedom and institutional autonomy;
- (b) Provide formal and standing channels for dialogue, joint planning, and feedback between HEIs and industry partners at the national, regional, and sectoral levels;
- (c) Promote shared accountability among HEIs, industry partners, and government for graduate relevance, skills utilization, research translation, and workforce readiness;
- (d) Enable evidence-informed generation, publication, and use of labor market and skills intelligence, and graduate outcomes information; and decision-making through the systematic generation, publication, and use of labor market and skills intelligence, and graduate outcomes information; and
- (e) Ensure coherence between higher education outcomes, workforce development objectives, and national and regional development strategies.

Provided, That the Framework shall function solely as a coordination, facilitation, and alignment mechanism. It shall not exercise regulatory, supervisory, or enforcement powers, nor shall it prescribe curriculum standards, confer academic or professional credentials, or interfere with the governance or quality assurance processes of any HEI.

SEC. 5. *Guiding Principles.* - The implementation of the Framework shall be governed by the following principles:

- (a) Collaboration between HEIs and industry partners shall be structured, sustained, and embedded in institutional policies and governance mechanisms, rather than ad hoc or project-based;
- (b) HEIs and industry partners shall jointly identify challenges and priorities, and shall collaboratively design, implement, and review partnership initiatives;
- (c) HEIs, industry partners, and government shall recognize their shared responsibility for graduate relevance, employability, research translation, and workforce readiness, with the end in view of advancing decent and dignified work for Filipino graduates;
- (d) All partnerships shall at all times uphold academic freedom and the authority of HEIs over academic matters and internal governance;
- (e) The Framework shall promote equitable participation across institutional types, geographic regions, and population groups, with particular attention to gender equity, the needs of persons with disabilities, indigenous peoples, and learners from historically underserved communities;
- (f) Partnerships shall be designed and implemented in a manner that anticipates and responds to structural changes in the labor market and emerging shifts in occupational demand. Such changes include those arising from the digital transition, meaning the transformation of industries, work processes, and occupations through digital technologies, automation, and artificial intelligence; the green transition, meaning the shift of the economy toward environmentally sustainable production, renewable energy, and low-carbon industries; the care economy; and other evolving sectors, employing technology-neutral approaches where applicable; and
- (g) The Framework shall recognize the substantial differences in labor market conditions, industry composition, and development priorities across the regions of the country. State universities and colleges, as anchor institutions in their respective regional economies, shall be supported in developing partnerships calibrated to local industry clusters, regional workforce needs, and area-specific development priorities.

SEC. 6. *Modes of Partnership.* - Consistent with this Act, collaboration between HEIs and industry partners may be undertaken through the following modes, subject to applicable laws, rules, and regulations:

- (a) Structured advisory arrangements, including the participation of industry representatives in consultative or advisory bodies, committees, or forums established by an HEI for the purpose

- 91 of providing inputs on program relevance, emerging skills requirements, occupational
92 trends, and industry developments, without encroaching upon academic decision-making;
- 93 (b) Joint planning and coordination for work-integrated learning, including internships,
94 practicums, apprenticeships, on-the-job training, and other forms of supervised workplace
95 exposure, whether conducted on-site, virtually, or in hybrid modes, undertaken in
96 coordination with applicable enterprise-based education and training frameworks and
97 designed to support graduate transition and employability;
- 98 (c) Collaborative research, development, and innovation initiatives, including joint or co-funded
99 research projects, applied research activities, technology development, innovation
100 challenges, and knowledge-transfer activities that respond to industry needs and societal
101 priorities, consistent with institutional research policies, applicable ethical standards, and
102 Republic Act No. 10055, otherwise known as the Technology Transfer Act;
- 103 (d) Faculty exposure, immersion, and professional development programs, including
104 opportunities for faculty members to engage with industry settings for the purpose of
105 updating professional knowledge, strengthening industry awareness, and enhancing the
106 relevance of instruction and research, subject to institutional policies and applicable
107 guidelines;
- 108 (e) Shared access to facilities, laboratories, equipment, and innovation spaces, including
109 arrangements for the joint use, development, or enhancement of physical or digital
110 infrastructure that support learning, research, and innovation, subject to agreed terms and
111 applicable regulations;
- 112 (f) Coordinated participation in regional and sectoral development planning, including
113 engagement in the formulation of industry roadmaps, regional workforce development plans,
114 innovation strategies, and other development initiatives that require inputs from both HEIs
115 and industry partners;
- 116 (g) Technology-mediated and digital partnership arrangements, including virtual and hybrid
117 advisory engagements, online and hybrid work-integrated learning programs, and digital
118 platforms for joint curriculum relevance mapping and the co-development and open sharing
119 of educational resources, subject to applicable data privacy, intellectual property, and quality
120 assurance requirements; and
- 121 (h) Lifelong learning and continuing education partnerships, including the joint design and
122 delivery of micro-credentials, stackable learning programs, upskilling and reskilling courses,
123 and recognition-of-prior-learning arrangements for employed workers and returning
124 overseas Filipinos.

125 *Provided*, That participation in any of the foregoing modes of partnership shall be voluntary and
126 shall be entered into by mutual agreement of the parties concerned; *Provided*, further, That academic
127 decision-making authority shall at all times remain exclusively with the HEI; *Provided*, finally, That
128 such partnerships shall not substitute for, preempt, or circumvent any accreditation, quality
129 assurance, program approval, licensing, or other regulatory process required by law or by the
130 appropriate government authorities.

131 **SEC. 7. *Creation of the Council.*** - There is hereby created the Higher Education-Industry
132 Coordination Council, hereinafter referred to as the Council, which shall serve as the principal
133 national body for the coordination of higher education-industry cooperation, the generation and
134 dissemination of labor market and skills intelligence relevant to tertiary education, and the
135 monitoring and evaluation of the implementation of this Act.

136 The Council shall be advisory and coordinative in nature. It shall exercise its functions exclusively
137 through recommendation, facilitation, and the publication of intelligence and reports. It shall not
138 exercise regulatory, accrediting, licensing, or enforcement powers, and shall not supplant,
139 supersede, or diminish the statutory mandates of CHED, the Technical Education and Skills
140 Development Authority (TESDA), the Department of Labor and Employment (DOLE), the
141 Department of Education (DepEd), the Department of Trade and Industry (DTI), or any other agency
142 of government.

143 **SEC. 8. *Mandate of the Council.*** - The Council shall carry out the following functions and shall
144 produce the deliverables specified herein within the timelines prescribed:

- 145 (a) *National Labor Market and Skills Intelligence System.* The Council shall establish, maintain,
146 and continuously update a National Labor Market and Skills Intelligence System that
147 consolidates labor market and skills data from CHED, TESDA, DOLE, the Philippine
148 Statistics Authority, the Department of Migrant Workers, the Overseas Workers Welfare
149 Administration, and such other agencies and sources as the Council may determine.

The System shall disaggregate all data by administrative region, economic sector, gender, disability status, and socio-economic background. It shall specifically monitor the effects of the digital and green transitions on graduate occupations and skills demand; the competency requirements of the care economy; and occupational data on deployed overseas Filipino workers, skills acquired abroad, and return-migration employment outcomes, as a source of global labor market intelligence unique to the Philippine context.

All data consolidated under the System shall be published as an open and publicly accessible dataset through a dedicated online portal maintained by the Secretariat. The portal shall be launched within one year from the constitution of the Council and shall be updated not less than once per year.

(b) *National Skills Gap Inventory*. Within eighteen months from the effectivity of this Act, the Council shall complete and publicly release the first National Skills Gap Inventory for Tertiary Education, identifying current and emerging skills gaps, priority competencies, and occupational mismatches at the national and regional levels across all major economic sectors, including those affected by the green and digital transitions and the care economy. The Inventory shall be updated every three years thereafter.

(c) *Annual National Skills and Labor Market Intelligence Report*. The Council shall publish and transmit to the Senate, House of Representatives, and the Office of the President, an Annual National Skills and Labor Market Intelligence Report. Each Report shall contain, at minimum:

- (i) Regional Employability Scorecard presenting graduate employment rates, underemployment rates, and degree-to-job match rates for each administrative region;
- (ii) A National Skills Gap Summary identifying the ten highest-priority skills shortages at the national level and the three highest-priority shortages per administrative region;
- (iii) A Green and Digital Transition Monitor tracking the emergence and growth of occupations in green, digital, and care sectors relevant to HEI graduates;
- (iv) An OFW Skills and Reintegration Dashboard presenting occupational data on deployed overseas Filipino workers, skills acquired abroad, and return-migration employment outcomes; and
- (v) Equity indicators disaggregating graduate outcomes by gender, disability status, administrative region, and socio-economic background.

(d) *National Coordination*. The Council shall convene structured dialogue, joint planning sessions, and coordination meetings among HEIs, industry partners, and relevant government agencies at the national level. It shall receive, consolidate, and integrate regional and sectoral intelligence submitted by Regional Advisory Boards into its Annual Report and policy recommendations, ensuring that regional development differences and the particular needs of state universities and colleges in provincial economies are systematically reflected in national planning.

(e) *Annual General Assembly*. The Council shall convene an Annual General Assembly of HEIs, industry partners, relevant government agencies, and other stakeholders. The Annual Report shall be formally presented at the Assembly. The Secretariat shall publish a summary of the proceedings, outcomes, and recommendations of the Assembly within thirty days from the date of its convening.

(f) *Periodic Review of the Framework*. Every five years from the effectivity of this Act, the Council shall conduct a comprehensive review of the Framework, inclusive of a public consultation process, and shall submit its findings and recommendations for the updating of the Framework to CHED and to Congress. Each review shall be completed within twelve months from the date of its commencement.

(g) *Capacity Development*. The Council shall coordinate capacity development initiatives for HEIs in resource-constrained regions, with particular attention to state universities and colleges, covering partnership development, the use of labor market intelligence in institutional planning, and industry engagement, drawing upon the technical expertise and resources of its member agencies.

SEC. 9. *Composition of the Council.* - The Council shall be composed of seventeen members drawn from the government, higher education, and industry sectors, as follows:

- (a) The government sector shall be represented by five officials serving ex officio, or their duly authorized permanent representatives, namely:
 - (i) The Chairperson of CHED, who shall serve as Chairperson of the Council;
 - (ii) The Director-General of TESDA, who shall serve as Vice-Chairperson;
 - (iii) The Secretary of the DOLE;
 - (iv) The Secretary of the DepEd; and
 - (v) The Secretary of the DTI.
- (vi) The higher education sector shall be represented by six members designated
- (b) The higher education sector shall be represented by six members designated from nationally recognized federations of public and private HEIs and accreditation bodies, in accordance with guidelines to be issued by CHED. Designation shall ensure representation across institutional types and geographic regions. At least two members shall represent state universities and colleges located outside of Metro Manila.
- (c) The industry sector shall be represented by six members designated from nationally recognized employer, business, professional, and sectoral federations, in accordance with guidelines to be issued by DOLE, DTI, and CHED. At least two members shall represent industries operating outside of Metro Manila, and at least one member shall represent small and medium enterprises.

CHED shall establish and maintain a permanent Secretariat to provide technical and administrative support to the Council.

SEC. 10. *Regional Advisory Boards.* Within two years from the effectivity of this Act, at least one Regional Industry-Higher Education Advisory Board shall be constituted in each administrative region of the Philippines. Sectoral Advisory Boards may additionally be constituted to address the needs of specific industry sectors.

Each Regional Advisory Board shall serve as the primary body for the gathering and consolidation of industry-HEI intelligence at the regional level. It shall identify and document the skills requirements of local industries; emerging workforce and occupational trends within the region; the degree of alignment between regional HEI program offerings and local labor market demand; and partnership opportunities at the regional level that merit consideration at the national level. Each Regional Advisory Board shall submit its annual regional intelligence inputs to the Secretariat not later than the thirty-first day of January of each year, for incorporation into the Annual National Skills and Labor Market Intelligence Report.

Provided, That the composition, procedures, terms of office, and operations of Regional Advisory Boards, including Sectoral Advisory Boards, shall be prescribed in the IRR, which shall ensure representation from state universities and colleges, private HEIs, local government units, large enterprises, and small and medium enterprises operating within the region or sector concerned.

SEC. 11. *Institutional Partnership Units.* - Every HEI is encouraged to establish or designate a Higher Education-Industry Partnership Unit to serve as the institutional focal point for the planning, coordination, and management of industry engagement consistent with this Act. Where constituted, the unit shall facilitate the participation of the HEI in partnership activities under this Act; ensure that all partnership arrangements comply with applicable ethical standards, academic integrity requirements, and conflict-of-interest rules; maintain institutional records of partnership activities and outcomes; and submit data to the Secretariat as may be required for the preparation of the Annual Report.

SEC. 12. *Implementing Rules and Regulations.* - CHED, in consultation with TESDA, DOLE, DTI, DepEd, and representatives of HEIs and industry partners, shall promulgate the IRR within ninety days from the effectivity of this Act.

SEC. 13. *Appropriations.* - The amount necessary for the initial implementation of this Act shall be charged against the current appropriations of the Commission on Higher Education (CHED). Thereafter, such sums as may be necessary shall be included in the annual General Appropriations Act.

SEC. 14. *Separability Clause.* - If any portion or provision of this Act is declared unconstitutional, the remainder of this Act or any provisions not affected thereby shall remain in force and effect.

261 **SEC. 15. *Repealing Clause.*** - Any law, presidential decree, or issuance of an executive order, letter
262 of instruction, rule, or regulation inconsistent with the provisions of this Act is hereby repealed or
263 modified accordingly.

264 **SEC. 16. *Effectivity.*** - This Act shall take effect after fifteen (15) days following its complete
265 publication in the Official Gazette or a newspaper of general circulation.

266 *Approved,*