



HOUSE OF REPRESENTATIVES

H. No. 6572

BY REPRESENTATIVES HOFER, TUGNA, ESCUDERO, VILLAFUERTE, ALVAREZ (P.), FARIÑAS, SUAREZ, BONDOC, DURANO, NOGRALES (K.A.), GO (M.), CAGAS, ORTEGA (P.), SANDOVAL, VIOLAGO, LOBREGAT, ANTONIO, BAUTISTA-BANDIGAN, ARENAS, MARQUEZ, CUARESMA, GONZAGA, BELARO, BORDADO, GONZALES (A.P.), BOLILIA, GONZALEZ, MANALO, LABADLABAD, AGGABAO, GASATAYA, PANOTES, CASTELO, SAMBAR, TEJADA, ABUEG, ABELLANOSA, DEL MAR, BAGATSING, DE VENECIA, BRAVO (M.V.), ROBES, DE VERA, ONG (E.), BATAOIL, DIMAPORO (M.K.), LANETE, SUANSING (E.), LAOGAN, LACSON, ALONTE, GO (A.C.), TAN (A.), SALO, CORTUNA, LOYOLA AND SY-ALVARADO, PER COMMITTEE REPORT NO. 428

AN ACT INSTITUTIONALIZING THE PHILIPPINE QUALIFICATIONS FRAMEWORK (PQF), ESTABLISHING THE PQF-NATIONAL COORDINATING COUNCIL (NCC) AND APPROPRIATING FUNDS THEREFOR

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
2 “PQF Act”.

3 SEC. 2. *Declaration of Policy.* – Pursuant to the constitutional
4 guarantee for the State to promote the right of all citizens to quality
5 and accessible education at all levels, the State shall establish,
6 maintain, and support a complete, adequate and integrated system
7 of education relevant to the needs of the people and society.

1 In recognition of the important role of education and training
2 in national development, it is hereby declared the policy of the State
3 to institutionalize the Philippine Qualifications Framework (PQF) to
4 encourage lifelong learning of individuals, provide employees
5 specific training standards and qualifications aligned with industry
6 standards, ensure that training and educational institutions comply
7 with specific standards and are accountable for achieving
8 corresponding learning outcomes, and provide government with a
9 common taxonomy and qualifications typology as bases for
10 recognizing education and training programs as well as the
11 qualifications formally awarded and their equivalents.

12 SEC. 3. *Definition of Terms.* – As used in this Act:

13 (a) *Basic Education* refers to that part of the educational
14 system intended to meet basic learning needs and provides the
15 foundation on which subsequent learning can be based. It
16 encompasses kindergarten, elementary and secondary education as
17 well as alternative learning systems for out-of-school youth and
18 those with special needs;

19 (b) *Higher Education* refers to post-secondary education
20 offered usually by universities, colleges, academies, or
21 professional/technical institutions with programs leading to
22 academic degrees at the baccalaureate level and academic degrees,
23 diplomas or certificates at the post-baccalaureate levels;

24 (c) *Qualification* refers to a formal certification that a person
25 has successfully achieved specific learning outcomes relevant to the
26 identified academic, industry or community requirements. A

1 qualification confers official recognition of value in the labor market
2 and in further education and training;

3 (d) *Technical Vocational Education and Training* refers to the
4 education involving the study of technology-related sciences, in
5 addition to general education, as well as the acquisition of practical
6 skills relating to occupations in various sectors of economic life and
7 social life, and which comprises formal (organized programs as part
8 of the school system) and non-formal (organized classes outside the
9 school system) approaches; and

10 (e) *Trifocalized Education and Training* refers to the shared
11 administration of the education system by the three (3) agencies
12 responsible for each education level: the Department of Education
13 (DepED) for basic education; the Technical Education and Skills
14 Development Authority (TESDA) for technical-vocational education
15 and training; and the Commission on Higher Education (CHED) for
16 higher education.

17 SEC. 4. *Philippine Qualifications Framework*. – A PQF shall
18 be established which shall describe the levels of educational
19 qualifications and sets the standards for qualification outcomes. It is
20 a quality assured national system for the development, recognition
21 and award of qualifications based on standards of knowledge, skills
22 and values acquired in different ways and methods by learners and
23 workers of the country.

24 The PQF shall have the following objectives:

25 (a) To adopt national standards and levels of learning
26 outcomes of education;

1 (b) To support the development and maintenance of pathways
2 and equivalencies that enable access to qualifications and to assist
3 individuals to move easily and readily between the different
4 education and training sectors and between these sectors and the
5 labor market; and

6 (c) To align domestic qualification standards with the
7 international qualifications framework thereby enhancing
8 recognition of the value and comparability of Philippine
9 qualifications and supporting the mobility of Filipino students and
10 workers.

11 SEC. 5. *Philippine Qualifications Framework-National*
12 *Coordinating Council (PQF-NCC)*. – In order to harmonize and
13 promote a seamless education and training system, the PQF-NCC is
14 hereby established. It shall be composed of the following:

15 (a) The Secretary, DepED, as Chairperson;

16 (b) The Secretary, Department of Labor and Employment
17 (DOLE), as member;

18 (c) The Chairperson, CHED, as member;

19 (d) The Director General, TESDA, as member;

20 (e) The Chairperson, Professional Regulation Commission
21 (PRC), as member;

22 (f) One (1) representative of the economic sector, as member;
23 and

24 (g) One (1) representative of the industry sector, as member.

25 The PQF-NCC shall be chaired by the DepED Secretary and
26 shall have the following powers and functions:

1 (a) To harmonize qualification levels across basic, technical-
2 vocational and higher education;

3 (b) To align education standards and learning outcomes with
4 the level descriptors contained in the PQF;

5 (c) To promote the PQF and its elements, including the
6 principles, key features, definitions or terminologies, structure, and
7 governance arrangements, and provide information and guidelines
8 in the implementation of the PQF;

9 (d) To rationalize the quality assurance mechanisms in
10 Philippine education;

11 (e) To develop and recognize pathways and equivalencies;

12 (f) To maintain the national registry of qualifications;

13 (g) To ensure the international alignment of the PQF with the
14 qualification frameworks of other countries or regions;

15 (h) To create technical working groups in support of the
16 development and implementation of the PQF;

17 (i) To represent the country in international fora or
18 negotiations in line with qualifications agreements or
19 arrangements;

20 (j) To review and update the PQF;

21 (k) To submit to the Office of the President, the Senate of the
22 Philippines, and the House of Representatives an updated report on
23 the progress and accomplishments in relation to the PQF; and

24 (l) To perform such other functions that may be related to the
25 implementation of the PQF.

26 SEC. 6. *Establishment of the PQF-NCC Working Groups.* -

27 To pursue the implementation of the PQF, working groups shall be

1 established, especially in the areas of qualifications register, quality
2 assurance, pathways and equivalencies, information and guidelines,
3 and international alignment.

4 Each working group shall be chaired by a member-agency as
5 may be designated by the PQF-NCC.

6 *SEC. 7. Participation of the Industry Sector.* – Industry sector
7 representatives shall be consulted and tapped in the development
8 and implementation of the PQF to ensure the alignment of
9 educational outcomes with industry requirements and add to the
10 value of qualifications within the workplace.

11 *SEC. 8. Framework and Level Descriptors.* – The PQF shall
12 incorporate the qualifications level descriptors defined in terms of
13 knowledge, skills and values, application, and degree of
14 independence.

15 The PQF-NCC shall make detailed descriptors for each
16 qualification level following the principles of lifelong learning and
17 the recognition of prior learning from previous informal experiences,
18 while incorporating the learning standards in basic education,
19 competency standards of training regulations, and the policies and
20 standards of higher education academic programs.

21 The PQF-NCC members shall jointly implement national pilot
22 programs to determine their relevance and applicability in all levels
23 of education. The DOLE shall provide the necessary and updated
24 labor market information regarding the demand for specific
25 qualifications and emerging occupations as bases for the
26 prioritization of learning standards development.

1 SEC. 9. *Review of Assessment System.* – The PRC and the
2 CHED shall review the system of assessment of learning outcomes
3 and align them with those of the PQF.

4 SEC. 10. *Permanent Secretariat.* – The PQF-NCC shall
5 organize a permanent technical secretariat. The Secretariat may
6 contract the services of technical experts and authorities on relevant
7 areas of concern such as equivalencies, accreditation, curriculum
8 development, educational measurement and testing.

9 The PQF-NCC shall determine the structure, composition,
10 staff qualifications and the location of the permanent secretariat.

11 SEC. 11. *Identification of Priority Sectors.* – As a
12 preliminary approach to the implementation of the PQF and to
13 ensure its more focused implementation, the CHED, the TESDA
14 and the DepED, in consultation with the industry, the DOLE, the
15 PRC, the Department of Trade and Industry (DTI), the National
16 Economic and Development Authority (NEDA), the Department of
17 Science and Technology (DOST), and other related agencies, are
18 directed to identify priority sectors and programs for the PQF,
19 taking into account labor market realities.

20 SEC. 12. *Support from Other Government Agencies.* – The
21 DOST, the NEDA, the Department of Budget and Management
22 (DBM), and other related agencies are hereby mandated to extend
23 the necessary support and provide relevant inputs towards the
24 effective implementation of the PQF.

25 SEC. 13. *Appropriations.* – The amount necessary for the
26 initial implementation of this Act shall be sourced from the current
27 budgets and development funds of the CHED, TESDA and DepED.

1 Thereafter, the funds necessary for the continuous implementation
2 of this Act in the ensuing years shall be included in the annual
3 General Appropriations Act.

4 SEC. 14. *Implementing Rules and Regulations.* – Within
5 ninety (90) days after the effectivity of this Act, the DepED,
6 CHED, TESDA, DOLE and PRC, in consultation with relevant
7 stakeholders, shall issue the necessary rules and regulations for the
8 effective implementation of this Act.

9 SEC. 15. *Separability Clause.* – If any part or provision of
10 this Act shall be held unconstitutional or invalid, the other parts or
11 provisions hereof that are not affected, shall continue to be in full
12 force and effort.

13 SEC. 16. *Repealing Clause.* – All laws, rules, regulations,
14 proclamations, executive orders or parts thereof inconsistent with
15 the provisions of this Act are hereby modified or amended
16 accordingly.

17 SEC. 17. *Effectivity.* – This Act shall take effect fifteen (15)
18 days after its publication in the *Official Gazette* or in a national
19 newspaper of general circulation.

 Approved,

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