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NINETEENTH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
First Regular Session)

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SENATE

S. B. NO. 364

Introduced by **SENATOR JOEL VILLANUEVA**

AN ACT
INSTITUTIONALIZING THE LIFELONG LEARNING DEVELOPMENT
FRAMEWORK, BROADENING THE MANDATE OF THE PHILIPPINE
QUALIFICATIONS FRAMEWORK - NATIONAL COORDINATING
COUNCIL (PQF-NCC), AMENDING FOR THE PURPOSE REPUBLIC ACT
NO. 10968, OTHERWISE KNOWN AS THE PHILIPPINE
QUALIFICATIONS FRAMEWORK ACT, APPROPRIATING FUNDS
THEREFOR AND FOR OTHER PURPOSES

EXPLANATORY NOTE

The International Labour Organization noted that the concept of lifelong learning recognized that “whilst the value of initial training was not to be discounted, the frontloading of skills through education and training for a single lifetime qualification was no longer sufficient, and that education and training systems of the future needed to be flexible and prepare individuals to learn continuously over their life.”¹

In the United Nations (UN) 2030 Agenda for Sustainable Development, Goal 4, UN Member States have committed to ensure inclusive and equitable quality education and promote lifelong opportunities for all.² Flexible lifelong learning has likewise been recognized by the Philippine government as a priority strategy, with a special focus on digital skills training.³

¹ International Labor Organization, Lifelong Learning: Concepts, Issues, and Actions, available at https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_711842.pdf (last accessed September 2, 2021).

² 2030 Agenda for Sustainable Development.

³ Updated Philippine Development Plan 2017-2022.

Indeed, while present learning frameworks prioritize the education and development of children and young adults to prepare them for the future, it is clear that learning is a continuous and lifelong process. There is, therefore, a need to establish policies that will provide an enabling environment for lifelong learning opportunities to flourish, and to be accessible to persons from all walks of life.

This measure requires the development of a Lifelong Learning Development Framework, to be developed by the Philippine Qualifications Framework-National Coordinating Council (PQF-NCC). For this purpose, the PQF-NCC shall determine and set standards for the development of action components and desirable success measures for the promotion and implementation of lifelong learning in cities, municipalities, and lifelong educational institutions.

To ensure equitable, inclusive, and accessible lifelong learning opportunities, local government units that are designated as Learning Cities or Municipalities shall be empowered to take the lead in the implementation of this measure within their jurisdictions, including the establishment and operation of community learning centers, to provide all their residents, especially the underprivileged, to avail of such opportunities. Learning Cities or Municipalities shall also enjoy additional support and funding to promote their residents' participation in lifelong education.

With the increasingly volatile labor markets and the advent of the Fourth Industrial Revolution, persons of every age and of any status, especially marginalized communities, can be assured that there will be no shortage of sources of knowledge that will allow them to better adapt to dynamic and ever-changing times.

Thus, the immediate passage of this bill is earnestly sought.


SENATOR JOEL VILLANUEVA *jr*

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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 Lifelong Learning
2 Development Framework (LLDF) Act.”
3

4 **SEC. 2. Declaration of Policy.** – It is hereby declared the policy of the State to create an
5 environment free of poverty, hunger, violence, and war, and to ensure equity, inclusion,
6 and a healthy environment for everyone. To this end, the State shall promote lifelong
7 learning as a means to achieve full, productive, and freely chosen employment and decent
8 work for all, and to promote a more sustainable national, regional, and local development.
9 The State shall promote universal literacy and promote the constitutional right of all
10 citizens to quality and accessible education at all levels, and prescribe the duties of the
11 State in this regard.
12

13 **SEC. 3. Definition of Terms.** – As used in this Act:
14

- 15 a) Community Learning Center (CLC) refers to a venue outside the formal education
16 system, including, but not limited to, learning hubs, reading centers, libraries and e-
17 libraries, to provide lifelong learning opportunities for community development and
18 improvement of the quality of life;
19
20 b) Learning City or Municipality refers to a city or municipality which effectively
21 mobilizes its resources to: a) promote inclusive learning in all education levels; b)
22 encourage learning in families and communities; c) facilitate continuous learning for

1 and in the workplace; d) extend the use of modern learning technologies; e) enhance
2 quality and pursuit of excellence in learning; and f) foster a culture of learning
3 throughout life;

- 4
- 5 c) Lifelong Educational Institution refers to any establishment, corporation,
6 organization, or public or private institution for lifelong education providing lifelong
7 vocational training, or offering supplementary education for school curricula. It shall
8 also refer to a center or an office attached to an existing educational institution that
9 offers lifelong education to persons other than its regular students;
- 10
- 11 d) Lifelong Learning refers to a philosophy that recognizes learning as a continuum and
12 not confined to a particular period in life nor the school system but takes place in all
13 modes and locales, at all stages of life, which results in improving knowledge, know-
14 how, skills, competencies, and/or qualifications for personal, social, and/or
15 professional reasons. As a conceptual framework and organizing principle for
16 educational policy, lifelong learning, also known as lifelong education, encompasses
17 all modes of learning and all types of formal, nonformal, or informal educational
18 activities;
- 19
- 20 e) Literacy Education refers to a significantly higher level of literacy, which includes not
21 only reading and writing skills, but also numeracy skills. The skills must be
22 sufficiently advanced to enable the individual to participate fully and efficiently in
23 activities commonly occurring in his or her life situation that requires a reasonable
24 capability of communicating by written language; and
- 25
- 26 f) Tertiary Education refers to the stage of education following the secondary cycle
27 which covers post-secondary nondegree diploma, technical-vocational education
28 and training, and higher education programs, including graduate education.

29

30 **SEC. 4. Lifelong Learning Development Framework.** – A Lifelong Learning
31 Development Framework (LLDF) shall be developed by the Philippine Qualifications
32 Framework-National Coordinating Council (PQF-NCC) as provided under this Act. The
33 LLDF shall describe and set standards for the development of action components and
34 desirable success measures for the promotion and implementation of lifelong learning in
35 cities, municipalities and lifelong educational institutions.

36

37 The LLDF shall have the following objectives:

- 38
- 39 a) Promote functional literacy at all levels of society;
- 40
- 41 b) Promote inclusive learning in the educational system;
- 42
- 43 c) Revitalize learning in families and communities;
- 44
- 45 d) Facilitate learning for and in the workplace, with the participation of industry and
46 other stakeholders;
- 47
- 48 e) Extend the use of modern learning technologies;
- 49
- 50 f) Ensure the quality of learning; and
- 51
- 52 g) Foster a culture of learning throughout life.
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The action components and corresponding success measures shall include the following:

- a) Promotion of Literacy at all levels of society. – This component upholds the importance of promoting literacy for all. The activities under this component shall include those that ensure for every citizen the opportunity to become literate and obtain foundational and transversal skills. The corresponding success measure for this action component shall be adult literacy rate.

- b) Promotion of inclusive learning in the educational system. – No person, regardless of ability, sex, social background, language, ethnicity, religion or culture, shall be excluded from participating in the lifelong learning system. The activities under this component and their corresponding success measures shall include the following:
 - (1) Expanding access to early childhood care and education, with net enrolment rate in pre-primary education, as success measure;

 - (2) Expanding access to and participation in alternative learning system programs for out-of-school children and youth, with the number of beneficiaries and quality of programs as success measure;

 - (3) Expanding access to and participation in the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) for adults with work experience, with the number of beneficiaries and quality of programs as success measures;

 - (4) Expanding access to formal education from primary to tertiary level, with average number of years of formal schooling received by people aged twenty-five (25) and older, as success measure;

 - (5) Expanding access to and participation in adult education and technical-vocational education and training, with percentage of citizens aged twenty-five to sixty-four (25-64) who reported receiving education or training in the last twelve (12) months as reported and monitored, as success measure;

 - (6) Providing support for marginalized groups, including, but not limited to, women, youth, indigenous persons, and persons with disabilities, to ensure access to education, including learning options and pathways, with the number or quality of measures adopted by LGUs to support learners from marginalized groups, as success measure; and

 - (7) Assigning qualified professional individuals to assist persons with disabilities to be able to adapt and cope while being integrated in the education system, with the number of learners with disabilities who re-enroll or remain in schools, as success measure.

- c) Revitalization of learning in families and communities. – Lifelong learning shall not only be confined to educational or business settings, but shall also include learning within families and local communities. This learning shall have the following activities and corresponding success measures:

- 1 (1) Establishing or recognizing community-based learning spaces and
2 providing resources for learning in families and communities, with the
3 number of functional community-based infrastructure or spaces dedicated
4 to lifelong learning, as success measure; and
5
- 6 (2) Motivating citizens to participate in family and community learning, giving
7 special attention to vulnerable and disadvantaged groups, such as indigent
8 families, migrants, people with disabilities, minorities and third-age learners,
9 (i) with the availability or presence of LGU legislation to support learning in
10 families, (ii) percentage of community members participating in community
11 learning activities on a regular basis, and (iii) percentage of community
12 members engaging in learning activities, as success measures.
13
- 14 d) Facilitation of learning for and in the workplace. – Lifelong learning shall support
15 the economic activities and the workforce in the community and related
16 environs. The following activities and corresponding success measures shall
17 fall under this component:
18
- 19 (1) Ensuring that all members of the workforce have access to a broad array of
20 learning opportunities as part of work-to-work transition, with employees'
21 participation rate in job-related education and training, as success measure;
22
- 23 (2) Providing appropriate learning opportunities for unemployed youths and
24 adults, with percentage of the unemployed enrolled in various employment
25 or entrepreneurship training programs offered in the city or municipality, as
26 success measure;
27
- 28 (3) Promoting innovative, transparent, equitable, and sustainable financing
29 mechanisms as well as non-financial incentives for workers' participation in
30 training, with mechanisms on skills development between workers and
31 employers as a success measure.
32
- 33 e) Extension of the use of modern learning technologies. – Cities or municipalities
34 shall enable all citizens to use the information and communication technologies
35 (ICT), particularly the internet and in general, all forms of relevant media, for
36 learning and self-empowerment. The activities and corresponding success
37 measures under this component shall include the following:
38
- 39 (1) Training administrators, teachers and educators to use technologies that
40 enhance learning, with the percentage of teachers or educators who have
41 received ICT training in the last twelve (12) months, as success measure;
42 and
43
- 44 (2) Expanding citizens' access to ICT tools and learning programs, with the
45 number of established ICT tools and learning programs, as well as the
46 percentage of users who use ICT on a regular basis for class activities in
47 schools and other lifelong learning spaces, as success measures.
48
- 49 f) Enhancement of quality learning. – The following activities and corresponding
50 success measures shall fall under this component:
51
- 52 (1) Promoting a paradigm shift from teaching to learning, from the mere
53 acquisition of information to the development of creativity and learning skills,

1 with the measure of learning acquired assessed in accordance with relevant
2 standards, as success measure;

3
4 (2) Employing appropriately trained administrators, teachers and educators,
5 with the availability of appropriately trained teachers or educators, as
6 success measure;

7
8 (3) Fostering an environment in which learners have, as far as practicable,
9 ownership of their own learning, with ratio of students to teachers in pre-
10 primary, primary, secondary, and adult and continuing education, as
11 success measure; and

12
13 (4) Ensuring the relevance of skills training to the needs of business and labor
14 market needs, with employment of graduates as a success measure.

15
16 For the purpose of this component, education agencies shall likewise provide assessment
17 mechanisms, with success measures and performance indicators, in coordination with the
18 PQF-NCC.

19
20 g) Fostering of a culture of learning throughout life. – The following activities and
21 corresponding success measures shall fall under this component:

22
23 (1) Organizing and supporting public events that encourage and celebrate
24 learning, with the existence of public activities such as adult learning week
25 and learning festivals, and use of different modalities to promote and
26 celebrate learning, as success measure;

27
28 (2) Providing adequate information, career counselling and vocational
29 guidance, and support to all citizens, and stimulating them to learn through
30 diverse pathways, with the percentage of learners satisfied with the
31 provision of information and counselling to learners, as success measure;
32 and

33
34 (3) Acknowledging the importance of learning in informal and non-formal
35 settings and developing systems that recognize and reward all forms of
36 learning, with the availability of LGU ordinance and practice of recognizing,
37 validating, and accrediting all learning outcomes aligned with the Philippine
38 Credit Grant and Transfer Scheme of the Philippines Qualifications
39 Framework under Republic Act No. 10968, as success measure.

40
41 h) Strengthening of political will and commitment. – Elected officials and
42 administrators shall have the primary responsibility of committing political
43 resources to realizing the vision of a learning city. The following activities and
44 their corresponding success measures shall fall under this component:

45
46 (1) Demonstrating strong political leadership and making a steadfast
47 commitment to turning LGUs into learning cities or municipalities, with the
48 strength and commitment of leadership demonstrated in developing and
49 implementing the learning city strategy as evidenced by qualitative
50 validation, as success measure;

51
52 (2) Developing and implementing well-grounded and participatory strategies for
53 promoting lifelong learning for all, through policies and strategies to promote

1 lifelong learning adopted by the city or municipal council, as success
2 measures; and
3

4 (3) Consistent monitoring of progress towards becoming a learning city or
5 municipality, with initiatives adopted by the local authorities to monitor
6 progress in developing and implementing the learning city or municipality
7 strategy, as success measure.
8

9 i) Improvement of governance and participation of all stakeholders. – All sectors
10 of society shall have a key role in learning and education and shall participate
11 in building learning cities or municipalities. The activities and corresponding
12 success measures under this component shall include the following:
13

14 (1) Establishing inter-sectoral coordination mechanisms to involve
15 governmental and nongovernmental organizations and the private sector in
16 building learning cities or municipalities, with effectiveness to encourage
17 stakeholder mobilization and coordination in developing learning cities, as
18 success measure;
19

20 (2) Encouraging all stakeholders to provide quality learning opportunities and
21 to make their own unique contribution to building a learning city or
22 municipality, with stakeholders' commitment, plans and actions to develop
23 better and more accessible learning opportunities within their areas of
24 responsibility and the existence of partnerships and cooperation between
25 the city and the private sectors to support the learning city strategy, as
26 success measure;
27

28 (3) Strengthening intersectoral coordination mechanisms to involve
29 governmental and nongovernmental organizations and the private sector in
30 building learning cities or municipalities, with effectiveness to encourage
31 stakeholder mobilization and coordination in developing learning cities, as
32 success measure; and
33

34 (4) Establishing coordination among government and stakeholders in the
35 collection, analysis, and dissemination of labor market information, with the
36 use of tools and latest technologies, supportive of skills development and
37 lifelong learning policies, strategies, programs, as success measure;
38

39 (5) Establishing inter-LGU mechanism to support the development and
40 implementation of related lifelong learning programs.
41

42 j) Boosting of resource mobilization and utilization. – The following activities and
43 corresponding success measures shall fall under this component:
44

45 (1) Encouraging greater financial investment in lifelong learning by national and
46 local government units, civil society, private sector organizations and
47 individuals, with public expenditure on education and learning as a
48 percentage of the total city budget, percentage of public education
49 expenditure spent at different levels or types of education, as success
50 measure;
51

52 (2) Making effective use of the learning resources of all stakeholders and
53 developing innovative funding mechanisms to support lifelong learning for

1 all, with innovative initiatives of mapping and utilizing human, financial,
2 cultural and other resources available to the city to facilitate learning in the
3 city, as success measure;

4
5 (3) Adopting pro-poor funding policies and providing various types of support to
6 disadvantaged groups, with the allocation and effective use of funds to
7 support the participation of disadvantaged groups in learning, as success
8 measure;

9
10 (4) Encouraging citizens to contribute their talents, skills, knowledge and
11 experience on a voluntary basis, with the citizens' contribution to helping
12 other citizens, as success measure: and

13
14 (5) Encouraging the exchange of ideas, experiences and best practices
15 between and among organizations in different cities, with the number of
16 international or inter-city partnerships and exchanges with other learning
17 cities or municipalities or lifelong learning institutions, as success measure.
18

19 The desired success measures for each component shall be reviewed and evaluated
20 annually, and amended and modified by the PQF-NCC, as it may deem necessary. For
21 each success measure, whether enumerated under this Act, or thereafter amended or
22 modified, performance indicators shall be identified by the PQF-NCC.
23

24 **SEC. 5. Additional Role and Member of PQF-NCC.** – The mandate of the Philippine
25 Qualifications Framework – National Coordinating Council (PQF-NCC) established by
26 virtue of Republic Act No. 10968, otherwise known as the Philippine Qualifications
27 Framework (PQF) Act, is further strengthened to assume the powers and functions
28 provided under this Act. In addition to the existing composition of the PQF-NCC, the
29 Secretary of the Department of the Interior and Local Government (DILG) shall also be a
30 member of the PQF-NCC.
31

32 All members of the PQF-NCC may designate their respective representatives to the PQF-
33 NCC, whose rank shall not be lower than Assistant Secretary or its equivalent.
34

35 **SEC. 6. Additional Powers and Functions of the PQF-NCC.** – In addition to its
36 mandate under the PQF Act, the PQF-NCC shall have the following specific powers and
37 functions:
38

- 39 a) Formulate, implement, review, and amend the LLDF, including the action
40 components and success measures for the effective implementation of this Act;
41
- 42 b) Implement the Philippine Credit Transfer System (PCTS) within and across the
43 different levels of education and modalities of delivery and recognition, in
44 partnership with lifelong learning institutions, and the Philippine Qualifications
45 Register (PhQuar);
46
- 47 c) Formulate a master plan, in consultation with relevant government agencies,
48 for the promotion of lifelong learning and the designation of learning cities and
49 municipalities, develop guidelines for designation of cities and municipalities,
50 and designate a particular city or municipality as a Learning City or Municipality
51 based on such guidelines;
52

- 1 d) Review the master plan and work with the LGUs in the mandatory
2 implementation and execution of the master plan;
3
4 e) Include in its annual report to the Office of the President, the Senate of the
5 Philippines, and the House of Representatives a report on the progress and
6 accomplishments in relation to the LLDF;
7
8 f) Build the capabilities of the designated learning city/municipality to effectively
9 implement and measure the achievements/outcomes of the Master Plan; and
10
11 g) Perform such other functions that may be related to the implementation of the
12 LLDF.
13

14 **SEC. 7. Lifelong Learning National Master Plan.** – Within six (6) months from the
15 effectivity of this Act, the PQF-NCC, with the participation of relevant stakeholders, shall
16 draw a national master plan for the promotion of lifelong learning and the designation of
17 learning cities or municipalities.
18

19 The master plan shall be subject to review every five (5) years, with the participation of
20 relevant stakeholders, and shall include the following:
21

- 22 a) Medium and long-term policy objectives and basic direction for lifelong learning
23 promotion and the establishment of learning cities or municipalities;
24
25 b) Implementation of lifelong learning activities and guidelines for the funding of
26 lifelong educational institutions;
27
28 c) Investment plans and budgetary requirements for the promotion and expansion
29 of lifelong educational institutions and learning cities or municipalities; and
30
31 d) Guidelines for the evaluation of lifelong education programs and learning cities
32 or municipalities.
33

34 The PQF-NCC may consult other relevant government agencies in the formulation of the
35 master plan. It shall also work with the LGUs in the mandatory implementation and
36 execution of the master plan.
37

38 **SEC. 8. Designation of Learning Cities or Municipalities.** – The PQF-NCC shall
39 designate a city or municipality as a Learning City or Learning Municipality based on its
40 proven capacity to carry out the component activities and attain the success measures in
41 accordance with the provisions of this Act. The PQF-NCC shall also develop guidelines
42 in using the action components as provided under this Act to assess if a city or municipality
43 may qualify for designation as a learning city or municipality.
44

45 A designated Learning City or Municipality shall enjoy additional support and funding for
46 the following:
47

- 48 a) Establishment and operation of lifelong educational institutions and community
49 learning centers;
50
51 b) Cultivation and posting of certified lifelong education teachers;
52
53 c) Development of lifelong education programs; and

- 1
2 d) Other projects to be conducted for the promotion of citizens' participation in
3 lifelong education.
4

5 Additionally, the PQF-NCC shall designate geographically isolated and disadvantaged
6 areas that desire to become learning cities and municipalities, which shall likewise receive
7 the assistance provided under this Act. The PQF-NCC shall also assist them in the
8 attainment of success measures as indicated under this Act or thereafter amended or
9 modified.

10
11 **SEC. 9. Functions of Learning Cities or Municipalities.** – Heads of LGUs designated
12 as Learning Cities or Municipalities shall guide and support activities for the promotion of
13 lifelong learning, whether initiated by the LGU or lifelong educational institutions.

14
15 The LGUs designated as Learning Cities or Municipalities shall undertake measures to
16 institutionalize the following:

- 17
18 a) Opportunities for counseling, coaching, mentoring, and information-sharing on
19 lifelong learning;
20
21 b) Operation of lifelong learning programs;
22
23 c) Establishment and operation of CLCs to foster the implementation of lifelong
24 educational programs and provide all persons, especially the underprivileged,
25 access to information and communications technologies for e-learning,
26 blended, distance or open learning, and community and enterprise-based
27 trainings;
28
29 d) Lifelong learning opportunities for residents within their jurisdictions; and
30
31 e) Guidance for all lifelong learning activities/programs for stakeholders, including,
32 but not limited to, private organizations.
33

34 **SEC. 10. Support and Subsidy for Lifelong Educational Institutions.** – The heads of
35 educational institutions offering lifelong learning shall submit an annual report to the
36 appropriate government agency which has jurisdiction over them, detailing the programs
37 offered, number of attendees, and other relevant data necessary to assess the success
38 of the lifelong learning program.

39
40 The LGU shall appropriate an amount to ensure and guarantee that lifelong learning in its
41 jurisdiction shall be accessible to all residents, including, but not limited to, women, youth,
42 indigenous persons, and persons with disabilities.
43

44 **SEC. 11. Literacy Education Programs.** – The LGUs shall endeavor to enhance basic
45 capabilities of all Filipinos, by, among others, developing and promoting adult literacy
46 programs, which shall be offered in designated schools within the learning cities or
47 municipalities. This shall be done in coordination with the Literacy Coordinating Council
48 created under Republic Act No. 7165, as amended by Republic Act No. 10122, entitled
49 "An Act Strengthening the Literacy Coordinating Council by Amending Republic Act No.
50 7165, Otherwise Known as "An Act Creating the Literacy Coordinating Council, Defining
51 its Powers and Functions, Appropriating Funds Therefor and for Other Purposes", as well
52 as the Bureau of Alternative Education of the Department of Education, created under
53 Republic Act No. 11510, entitled "An Act Institutionalizing the Alternative Learning System

1 in Basic Education for Out-of-School Children in Special Cases and Adults and
2 Appropriating Funds Therefor.”

3
4 **SEC. 12. Lifelong Learning in Private Enterprises.** – Private corporations, institutions,
5 workplaces and other similar establishments are encouraged to provide inclusive lifelong
6 learning to their employees to ensure that their skills remain relevant and responsive to
7 the changes of the world or work. Private enterprises are encouraged to conduct activities
8 for the promotion of lifelong learning, and give consideration and/or incentives to
9 employees who enroll in graduate studies or in any form of lifelong learning and continuing
10 education by allowing revised schedules, alternative work arrangements and adjusted
11 workloads without necessarily sacrificing the quality of work. The participation of private
12 enterprises in the following areas supportive of lifelong learning shall also be promoted:

- 13
- 14 a) Providing information to employees regarding current and future skills needed;
 - 15
 - 16 b) Updating of skills standards and curriculum responsive to changing needs in
17 the labor market;
 - 18
 - 19 c) Development of enterprise-based and community-based skills training and
20 career guidance mechanisms; and
 - 21
 - 22 d) Collaboration through the involvement of all relevant stakeholders to pool
23 expertise, resources, and funding towards concrete upskilling and reskilling
24 actions.

25
26 The employers are also encouraged to provide scholarships and incentives to their
27 employees who wish to pursue lifelong learning activities.

28
29 **SEC. 13. Guidelines.** – The following guidelines shall be respected at all times:

- 30
- 31 a) All citizens shall be guaranteed equal opportunities for lifelong learning;
 - 32
 - 33 b) Lifelong learning shall be conducted based on the willingness of the learner to
34 voluntarily participate and study accordingly; and
 - 35
 - 36 c) Lifelong learning shall not be exploited as a tool for political propaganda or
37 personal prejudices.

38
39 **SEC. 14. Appropriations.** – Notwithstanding the provisions of Sections 235 and 272 of
40 the Local Government Code of 1991, a portion of the Special Education Fund created
41 under the Local Government Code shall be used to fund the objectives of this Act within
42 the LGUs’ respective areas of jurisdiction. In addition, the amount necessary for the initial
43 implementation of this Act shall be sourced from the current budgets of the concerned
44 agencies and/or LGUs. Thereafter, the concerned agencies and LGUs shall include in its
45 annual budget such appropriations as may be necessary to subsidize the continued
46 operation of the lifelong learning institutions and other related activities.

47
48 **SEC. 15. Implementing Rules and Regulations.** – Within sixty (60) days from the
49 effectivity of this Act, the PQF-NCC shall, in coordination with other concerned
50 government agencies and civil society organizations, formulate and issue the necessary
51 rules and regulations to implement the provisions of this Act.

1 **SEC. 16. Separability Clause.** – If, for any reason, any part or provision of this Act is
2 declared invalid or unconstitutional, the remaining parts or provisions not affected shall
3 remain in full force and effect.

4
5 **SEC. 17. Repealing Clause.** – The relevant provisions of the PQF Act are hereby
6 amended to conform with the provisions of this Act. Section 272 of the Local Government
7 Code of 1991 is also amended accordingly pursuant to the provisions of this Act.

8
9 All other laws, presidential decrees, executive orders, and rules and regulations contrary
10 to or inconsistent with the provisions of this Act are repealed or modified accordingly.

11
12 **SEC. 19. Effectivity.** – This Act shall take effect fifteen (15) days after its publication in
13 the Official Gazette or in a newspaper of general circulation.

14
15 **Approved,**