

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

NINETEENTH CONGRESS
First Regular Session



House Bill No. 2286

Introduced by CIBAC Party-List Representative
Eduardo "Bro. Eddie" C. 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

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).

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

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

² 2030 Agenda for Sustainable Development.

³ Updated Philippine Development Plan 2017-2022.

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.


EDUARDO "BRO. EDDIE" C. VILLANUEVA

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

3
4 **SECTION 1. Short Title.** – This Act shall be known as “The Lifelong
5 Learning Development Framework (LLDF) Act.”

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

1 quality and accessible education at all levels, and prescribe the duties of
2 the State in this regard.

3
4 **SECTION 3. Definition of Terms.** – As used in this Act:

5
6 a) Community Learning Center (CLC) refers to a venue outside the
7 formal education system, including, but not limited to, learning hubs,
8 reading centers, libraries and e-libraries, to provide lifelong learning
9 opportunities for community development and improvement of the
10 quality of life;

11
12 b) Learning City or Municipality refers to a city or municipality which
13 effectively mobilizes its resources to: a) promote inclusive learning in
14 all education levels; b) encourage learning in families and
15 communities; c) facilitate continuous learning for and in the
16 workplace; d) extend the use of modern learning technologies; e)
17 enhance quality and pursuit of excellence in learning; and f) foster a
18 culture of learning throughout life;

19
20 c) Lifelong Educational Institution refers to any establishment,
21 corporation, organization, or public or private institution for lifelong
22 education providing lifelong vocational training, or offering
23 supplementary education for school curricula. It shall also refer to a
24 center or an office attached to an existing educational institution that
25 offers lifelong education to persons other than its regular students;

26
27 d) Lifelong Learning refers to a philosophy that recognizes learning as
28 a continuum and not confined to a particular period in life nor the
29 school system but takes place in all modes and locales, at all stages
30 of life, which results in improving knowledge, know-how, skills,
31 competencies, and/or qualifications for personal, social, and/or
32 professional reasons. As a conceptual framework and organizing
33 principle for educational policy, lifelong learning, also known as
34 lifelong education, encompasses all modes of learning and all types
35 of formal, nonformal, or informal educational activities;

36

- 1 e) Literacy Education refers to a significantly higher level of literacy,
2 which includes not only reading and writing skills, but also numeracy
3 skills. The skills must be sufficiently advanced to enable the individual
4 to participate fully and efficiently in activities commonly occurring in
5 his or her life situation that requires a reasonable capability of
6 communicating by written language; and
7
- 8 f) Tertiary Education refers to the stage of education following the
9 secondary cycle which covers post-secondary nondegree diploma,
10 technical-vocational education and training, and higher education
11 programs, including graduate education.
12

13 **SECTION 4. Lifelong Learning Development Framework.** – A
14 Lifelong Learning Development Framework (LLDF) shall be developed by
15 the Philippine Qualifications Framework-National Coordinating Council
16 (PQF-NCC) as provided under this Act. The LLDF shall describe and set
17 standards for the development of action components and desirable
18 success measures for the promotion and implementation of lifelong
19 learning in cities, municipalities and lifelong educational institutions.
20

21 The LLDF shall have the following objectives:
22

- 23 a) Promote functional literacy at all levels of society;
24
25 b) Promote inclusive learning in the educational system;
26
27 c) Revitalize learning in families and communities;
28
29 d) Facilitate learning for and in the workplace, with the participation
30 of industry and other stakeholders;
31
32 e) Extend the use of modern learning technologies;
33
34 f) Ensure the quality of learning; and
35
36 g) Foster a culture of learning throughout life.
37

1
2 The action components and corresponding success measures shall
3 include the following:

4
5 a) Promotion of Literacy at all levels of society. – This component
6 upholds the importance of promoting literacy for all. The activities
7 under this component shall include those that ensure for every
8 citizen the opportunity to become literate and obtain foundational
9 and transversal skills. The corresponding success measure for
10 this action component shall be adult literacy rate.

11
12 b) Promotion of inclusive learning in the educational system. – No
13 person, regardless of ability, sex, social background, language,
14 ethnicity, religion or culture, shall be excluded from participating
15 in the lifelong learning system. The activities under this
16 component and their corresponding success measures shall
17 include the following:

18
19 (1)Expanding access to early childhood care and education, with
20 net enrolment rate in pre-primary education, as success
21 measure;

22
23 (2)Expanding access to and participation in alternative learning
24 system programs for out-of-school children and youth, with the
25 number of beneficiaries and quality of programs as success
26 measure;

27
28 (3)Expanding access to and participation in the Expanded
29 Tertiary Education Equivalency and Accreditation Program
30 (ETEEAP) for adults with work experience, with the number of
31 beneficiaries and quality of programs as success measures;

32
33 (4)Expanding access to formal education from primary to tertiary
34 level, with average number of years of formal schooling
35 received by people aged twenty-five (25) and older, as
36 success measure;

37

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

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

13
14 (7) Assigning qualified professional individuals to assist persons
15 with disabilities to be able to adapt and cope while being
16 integrated in the education system, with the number of
17 learners with disabilities who re-enroll or remain in schools, as
18 success measure.

19
20 c) Revitalization of learning in families and communities. – Lifelong
21 learning shall not only be confined to educational or business
22 settings, but shall also include learning within families and local
23 communities. This learning shall have the following activities and
24 corresponding success measures:

25
26 (1) Establishing or recognizing community-based learning spaces
27 and providing resources for learning in families and
28 communities, with the number of functional community-based
29 infrastructure or spaces dedicated to lifelong learning, as
30 success measure; and

31
32 (2) Motivating citizens to participate in family and community
33 learning, giving special attention to vulnerable and
34 disadvantaged groups, such as indigent families, migrants,
35 people with disabilities, minorities and third-age learners, (i)
36 with the availability or presence of LGU legislation to support
37 learning in families, (ii) percentage of community members

1 participating in community learning activities on a regular
2 basis, and (iii) percentage of community members engaging
3 in learning activities, as success measures.

4
5 d) Facilitation of learning for and in the workplace. – Lifelong
6 learning shall support the economic activities and the workforce
7 in the community and related environs. The following activities
8 and corresponding success measures shall fall under this
9 component:

10
11 (1) Ensuring that all members of the workforce have access to a
12 broad array of learning opportunities as part of work-to-work
13 transition, with employees' participation rate in job-related
14 education and training, as success measure;

15
16 (2) Providing appropriate learning opportunities for unemployed
17 youths and adults, with percentage of the unemployed
18 enrolled in various employment or entrepreneurship training
19 programs offered in the city or municipality, as success
20 measure;

21
22 (3) Promoting innovative, transparent, equitable, and sustainable
23 financing mechanisms as well as non-financial incentives for
24 workers' participation in training, with mechanisms on skills
25 development between workers and employers as a success
26 measure.

27
28 e) Extension of the use of modern learning technologies. – Cities or
29 municipalities shall enable all citizens to use the information and
30 communication technologies (ICT), particularly the internet and
31 in general, all forms of relevant media, for learning and self-
32 empowerment. The activities and corresponding success
33 measures under this component shall include the following:

34
35 (1) Training administrators, teachers and educators to use
36 technologies that enhance learning, with the percentage of

1 teachers or educators who have received ICT training in the
2 last twelve (12) months, as success measure; and

3
4 (2)Expanding citizens' access to ICT tools and learning
5 programs, with the number of established ICT tools and
6 learning programs, as well as the percentage of users who
7 use ICT on a regular basis for class activities in schools and
8 other lifelong learning spaces, as success measures.

9
10 f) Enhancement of quality learning. – The following activities and
11 corresponding success measures shall fall under this
12 component:

13
14 (1)Promoting a paradigm shift from teaching to learning, from the
15 mere acquisition of information to the development of
16 creativity and learning skills, with the measure of learning
17 acquired assessed in accordance with relevant standards, as
18 success measure;

19
20 (2)Employing appropriately trained administrators, teachers and
21 educators, with the availability of appropriately trained
22 teachers or educators, as success measure;

23
24 (3)Fostering an environment in which learners have, as far as
25 practicable, ownership of their own learning, with ratio of
26 students to teachers in pre-primary, primary, secondary, and
27 adult and continuing education, as success measure; and

28
29 (4)Ensuring the relevance of skills training to the needs of
30 business and labor market needs, with employment of
31 graduates as a success measure.

32
33 For the purpose of this component, education agencies shall
34 likewise provide assessment mechanisms, with success measures and
35 performance indicators, in coordination with the PQF-NCC.

36

1 g) Fostering of a culture of learning throughout life. – The following
2 activities and corresponding success measures shall fall under
3 this component:
4

5 (1)Organizing and supporting public events that encourage and
6 celebrate learning, with the existence of public activities such
7 as adult learning week and learning festivals, and use of
8 different modalities to promote and celebrate learning, as
9 success measure;

10
11 (2)Providing adequate information, career counselling and
12 vocational guidance, and support to all citizens, and
13 stimulating them to learn through diverse pathways, with the
14 percentage of learners satisfied with the provision of
15 information and counselling to learners, as success measure;
16 and
17

18 (3)Acknowledging the importance of learning in informal and
19 non-formal settings and developing systems that recognize
20 and reward all forms of learning, with the availability of LGU
21 ordinance and practice of recognizing, validating, and
22 accrediting all learning outcomes aligned with the Philippine
23 Credit Grant and Transfer Scheme of the Philippines
24 Qualifications Framework under Republic Act No. 10968, as
25 success measure.
26

27 h) Strengthening of political will and commitment. – Elected officials
28 and administrators shall have the primary responsibility of
29 committing political resources to realizing the vision of a learning
30 city. The following activities and their corresponding success
31 measures shall fall under this component:
32

33 (1)Demonstrating strong political leadership and making a
34 steadfast commitment to turning LGUs into learning cities or
35 municipalities, with the strength and commitment of leadership
36 demonstrated in developing and implementing the learning

1 city strategy as evidenced by qualitative validation, as success
2 measure;

3
4 (2) Developing and implementing well-grounded and participatory
5 strategies for promoting lifelong learning for all, through
6 policies and strategies to promote lifelong learning adopted by
7 the city or municipal council, as success measures; and

8
9 (3) Consistent monitoring of progress towards becoming a
10 learning city or municipality, with initiatives adopted by the
11 local authorities to monitor progress in developing and
12 implementing the learning city or municipality strategy, as
13 success measure.

14
15 i) Improvement of governance and participation of all stakeholders.
16 – All sectors of society shall have a key role in learning and
17 education and shall participate in building learning cities or
18 municipalities. The activities and corresponding success
19 measures under this component shall include the following:

20
21 (1) Establishing inter-sectoral coordination mechanisms to
22 involve governmental and nongovernmental organizations
23 and the private sector in building learning cities or
24 municipalities, with effectiveness to encourage stakeholder
25 mobilization and coordination in developing learning cities, as
26 success measure;

27
28 (2) Encouraging all stakeholders to provide quality learning
29 opportunities and to make their own unique contribution to
30 building a learning city or municipality, with stakeholders'
31 commitment, plans and actions to develop better and more
32 accessible learning opportunities within their areas of
33 responsibility and the existence of partnerships and
34 cooperation between the city and the private sectors to
35 support the learning city strategy, as success measure;

36

1 (3) Strengthening intersectoral coordination mechanisms to
2 involve governmental and nongovernmental organizations
3 and the private sector in building learning cities or
4 municipalities, with effectiveness to encourage stakeholder
5 mobilization and coordination in developing learning cities, as
6 success measure; and
7

8 (4) Establishing coordination among government and
9 stakeholders in the collection, analysis, and dissemination of
10 labor market information, with the use of tools and latest
11 technologies, supportive of skills development and lifelong
12 learning policies, strategies, programs, as success measure;
13

14 (5) Establishing inter-LGU mechanism to support the
15 development and implementation of related lifelong learning
16 programs.
17

18 j) Boosting of resource mobilization and utilization. – The following
19 activities and corresponding success measures shall fall under
20 this component:
21

22 (1) Encouraging greater financial investment in lifelong learning
23 by national and local government units, civil society, private
24 sector organizations and individuals, with public expenditure
25 on education and learning as a percentage of the total city
26 budget, percentage of public education expenditure spent at
27 different levels or types of education, as success measure;
28

29 (2) Making effective use of the learning resources of all
30 stakeholders and developing innovative funding mechanisms
31 to support lifelong learning for all, with innovative initiatives of
32 mapping and utilizing human, financial, cultural and other
33 resources available to the city to facilitate learning in the city,
34 as success measure;
35

36 (3) Adopting pro-poor funding policies and providing various
37 types of support to disadvantaged groups, with the allocation

1 and effective use of funds to support the participation of
2 disadvantaged groups in learning, as success measure;

3
4 (4) Encouraging citizens to contribute their talents, skills,
5 knowledge and experience on a voluntary basis, with the
6 citizens' contribution to helping other citizens, as success
7 measure: and

8
9 (5) Encouraging the exchange of ideas, experiences and best
10 practices between and among organizations in different cities,
11 with the number of international or inter-city partnerships and
12 exchanges with other learning cities or municipalities or
13 lifelong learning institutions, as success measure.

14
15 The desired success measures for each component shall be
16 reviewed and evaluated annually, and amended and modified by the PQF-
17 NCC, as it may deem necessary. For each success measure, whether
18 enumerated under this Act, or thereafter amended or modified,
19 performance indicators shall be identified by the PQF-NCC.

20
21 **SECTION 5. Additional Role and Member of PQF-NCC.** – The
22 mandate of the Philippine Qualifications Framework – National
23 Coordinating Council (PQF-NCC) established by virtue of Republic Act
24 No. 10968, otherwise known as the Philippine Qualifications Framework
25 (PQF) Act, is further strengthened to assume the powers and functions
26 provided under this Act. In addition to the existing composition of the PQF-
27 NCC, the Secretary of the Department of the Interior and Local
28 Government (DILG) shall also be a member of the PQF-NCC.

29
30 All members of the PQF-NCC may designate their respective
31 representatives to the PQF-NCC, whose rank shall not be lower than
32 Assistant Secretary or its equivalent.

33
34 **SECTION 6. Additional Powers and Functions of the PQF-NCC.**
35 – In addition to its mandate under the PQF Act, the PQF-NCC shall have
36 the following specific powers and functions:

37

- 1 a) Formulate, implement, review, and amend the LLDF, including
2 the action components and success measures for the effective
3 implementation of this Act;
4
- 5 b) Implement the Philippine Credit Transfer System (PCTS) within
6 and across the different levels of education and modalities of
7 delivery and recognition, in partnership with lifelong learning
8 institutions, and the Philippine Qualifications Register (PhQuar);
9
- 10 c) Formulate a master plan, in consultation with relevant
11 government agencies, for the promotion of lifelong learning and
12 the designation of learning cities and municipalities, develop
13 guidelines for designation of cities and municipalities, and
14 designate a particular city or municipality as a Learning City or
15 Municipality based on such guidelines;
16
- 17 d) Review the master plan and work with the LGUs in the mandatory
18 implementation and execution of the master plan;
19
- 20 e) Include in its annual report to the Office of the President, the
21 Senate of the Philippines, and the House of Representatives a
22 report on the progress and accomplishments in relation to the
23 LLDF;
24
- 25 f) Build the capabilities of the designated learning city/municipality
26 to effectively implement and measure the
27 achievements/outcomes of the Master Plan; and
28
- 29 g) Perform such other functions that may be related to the
30 implementation of the LLDF.
31

32 **SECTION 7. Lifelong Learning National Master Plan.** – Within six
33 (6) months from the effectivity of this Act, the PQF-NCC, with the
34 participation of relevant stakeholders, shall draw a national master plan
35 for the promotion of lifelong learning and the designation of learning cities
36 or municipalities.
37

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

- 3
- 4 a) Medium and long-term policy objectives and basic direction for
5 lifelong learning promotion and the establishment of learning
6 cities or municipalities;
 - 7
 - 8 b) Implementation of lifelong learning activities and guidelines for
9 the funding of lifelong educational institutions;
 - 10
 - 11 c) Investment plans and budgetary requirements for the promotion
12 and expansion of lifelong educational institutions and learning
13 cities or municipalities; and
 - 14
 - 15 d) Guidelines for the evaluation of lifelong education programs and
16 learning cities or municipalities.
 - 17

18 The PQF-NCC may consult other relevant government agencies in
19 the formulation of the master plan. It shall also work with the LGUs in the
20 mandatory implementation and execution of the master plan.

21

22 **SECTION 8. Designation of Learning Cities or Municipalities. –**

23 The PQF-NCC shall designate a city or municipality as a Learning City or
24 Learning Municipality based on its proven capacity to carry out the
25 component activities and attain the success measures in accordance with
26 the provisions of this Act. The PQF-NCC shall also develop guidelines in
27 using the action components as provided under this Act to assess if a city
28 or municipality may qualify for designation as a learning city or
29 municipality.

30

31 A designated Learning City or Municipality shall enjoy additional
32 support and funding for the following:

- 33
- 34 a) Establishment and operation of lifelong educational institutions
35 and community learning centers;
 - 36
 - 37 b) Cultivation and posting of certified lifelong education teachers;

1
2 c) Development of lifelong education programs; and

3
4 d) Other projects to be conducted for the promotion of citizens'
5 participation in lifelong education.
6

7 Additionally, the PQF-NCC shall designate geographically isolated
8 and disadvantaged areas that desire to become learning cities and
9 municipalities, which shall likewise receive the assistance provided under
10 this Act. The PQF-NCC shall also assist them in the attainment of success
11 measures as indicated under this Act or thereafter amended or modified.
12

13 **SECTION 9. Functions of Learning Cities or Municipalities.** –
14 Heads of LGUs designated as Learning Cities or Municipalities shall guide
15 and support activities for the promotion of lifelong learning, whether
16 initiated by the LGU or lifelong educational institutions.
17

18 The LGUs designated as Learning Cities or Municipalities shall
19 undertake measures to institutionalize the following:
20

21 a) Opportunities for counseling, coaching, mentoring, and
22 information-sharing on lifelong learning;
23

24 b) Operation of lifelong learning programs;
25

26 c) Establishment and operation of CLCs to foster the
27 implementation of lifelong educational programs and provide all
28 persons, especially the underprivileged, access to information
29 and communications technologies for e-learning, blended,
30 distance or open learning, and community and enterprise-based
31 trainings;
32

33 d) Lifelong learning opportunities for residents within their
34 jurisdictions; and
35

36 e) Guidance for all lifelong learning activities/programs for
37 stakeholders, including, but not limited to, private organizations.

1
2 **SECTION 10. Support and Subsidy for Lifelong Educational**
3 **Institutions.** – The heads of educational institutions offering lifelong
4 learning shall submit an annual report to the appropriate government
5 agency which has jurisdiction over them, detailing the programs offered,
6 number of attendees, and other relevant data necessary to assess the
7 success of the lifelong learning program.

8
9 The LGU shall appropriate an amount to ensure and guarantee that
10 lifelong learning in its jurisdiction shall be accessible to all residents,
11 including, but not limited to, women, youth, indigenous persons, and
12 persons with disabilities.

13
14 **SECTION 11. Literacy Education Programs.** – The LGUs shall
15 endeavor to enhance basic capabilities of all Filipinos, by, among others,
16 developing and promoting adult literacy programs, which shall be offered
17 in designated schools within the learning cities or municipalities. This shall
18 be done in coordination with the Literacy Coordinating Council created
19 under Republic Act No. 7165, as amended by Republic Act No. 10122,
20 entitled "An Act Strengthening the Literacy Coordinating Council by
21 Amending Republic Act No. 7165, Otherwise Known as "An Act Creating
22 the Literacy Coordinating Council, Defining its Powers and Functions,
23 Appropriating Funds Therefor and for Other Purposes", as well as the
24 Bureau of Alternative Education of the Department of Education, created
25 under Republic Act No. 11510, entitled "An Act Institutionalizing the
26 Alternative Learning System in Basic Education for Out-of-School
27 Children in Special Cases and Adults and Appropriating Funds Therefor."

28
29 **SECTION 12. Lifelong Learning in Private Enterprises.** – Private
30 corporations, institutions, workplaces and other similar establishments are
31 encouraged to provide inclusive lifelong learning to their employees to
32 ensure that their skills remain relevant and responsive to the changes of
33 the world or work. Private enterprises are encouraged to conduct activities
34 for the promotion of lifelong learning, and give consideration and/or
35 incentives to employees who enroll in graduate studies or in any form of
36 lifelong learning and continuing education by allowing revised schedules,
37 alternative work arrangements and adjusted workloads without

1 necessarily sacrificing the quality of work. The participation of private
2 enterprises in the following areas supportive of lifelong learning shall also
3 be promoted:

- 4
- 5 a) Providing information to employees regarding current and future
6 skills needed;
- 7
- 8 b) Updating of skills standards and curriculum responsive to
9 changing needs in the labor market;
- 10
- 11 c) Development of enterprise-based and community-based skills
12 training and career guidance mechanisms; and
- 13
- 14 d) Collaboration through the involvement of all relevant
15 stakeholders to pool expertise, resources, and funding towards
16 concrete upskilling and reskilling actions.
- 17

18 The employers are also encouraged to provide scholarships and
19 incentives to their employees who wish to pursue lifelong learning
20 activities.

21

22 **SECTION 13. Guidelines.** – The following guidelines shall be
23 respected at all times:

- 24
- 25 a) All citizens shall be guaranteed equal opportunities for lifelong
26 learning;
- 27
- 28 b) Lifelong learning shall be conducted based on the willingness of
29 the learner to voluntarily participate and study accordingly; and
- 30
- 31 c) Lifelong learning shall not be exploited as a tool for political
32 propaganda or personal prejudices.
- 33

34 **SECTION 14. Appropriations.** – Notwithstanding the provisions of
35 Sections 235 and 272 of the Local Government Code of 1991, a portion
36 of the Special Education Fund created under the Local Government Code
37 shall be used to fund the objectives of this Act within the LGUs' respective

1 areas of jurisdiction. In addition, the amount necessary for the initial
2 implementation of this Act shall be sourced from the current budgets of
3 the concerned agencies and/or LGUs. Thereafter, the concerned
4 agencies and LGUs shall include in its annual budget such appropriations
5 as may be necessary to subsidize the continued operation of the lifelong
6 learning institutions and other related activities.

7
8 **SECTION 15. Implementing Rules and Regulations.** – Within
9 sixty (60) days from the effectivity of this Act, the PQF-NCC shall, in
10 coordination with other concerned government agencies and civil society
11 organizations, formulate and issue the necessary rules and regulations to
12 implement the provisions of this Act.

13
14 **SECTION 16. Separability Clause.** – If, for any reason, any part or
15 provision of this Act is declared invalid or unconstitutional, the remaining
16 parts or provisions not affected shall remain in full force and effect.

17
18 **SECTION 17. Repealing Clause.** – The relevant provisions of the
19 PQF Act are hereby amended to conform with the provisions of this Act.
20 Section 272 of the Local Government Code of 1991 is also amended
21 accordingly pursuant to the provisions of this Act.

22
23 All other laws, presidential decrees, executive orders, and rules and
24 regulations contrary to or inconsistent with the provisions of this Act are
25 repealed or modified accordingly.

26
27 **SECTION 19. Effectivity.** – This Act shall take effect fifteen (15)
28 days after its publication in the Official Gazette or in a newspaper of
29 general circulation.

30
31 **Approved,**