



Senate
Office of the Secretary

SEVENTEENTH CONGRESS OF THE
REPUBLIC OF THE PHILIPPINES
First Regular Session

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S E N A T E

COMMITTEE REPORT NO. 80

Submitted jointly by the Committees on Education, Arts and Culture, Labor, Employment and Human Resource Development and Finance on MAY 16 2017

Re: Senate Bill No. 1456

Recommending its approval in substitution of Senate Bill No. 211.

Sponsor: Senators Villanueva and Escudero

MR. PRESIDENT:

The Committees on Education, Arts and Culture, Labor, Employment and Human Resource Development and Finance, to which was referred Senate Bill No. 211, introduced by Sen. Joel Villanueva, entitled:

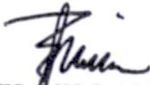
**“AN ACT
INSTITUTIONALIZING THE PHILIPPINE QUALIFICATIONS FRAMEWORK
(PQF) AND ESTABLISHING THE NATIONAL COORDINATING COUNCIL FOR
EDUCATION”**

have considered the same and have the honor to report it back to the Senate with the recommendation that the attached bill, Senate Bill No. 1456, entitled:

**“AN ACT
INSTITUTIONALIZING THE PHILIPPINES QUALIFICATIONS
FRAMEWORK (PQF) AND ESTABLISHING THE PQF-NATIONAL
COORDINATING COUNCIL”**

be approved in substitution of Senate Bill No. 211, with Senators Villanueva and Escudero as authors.

Respectfully submitted:



SEN. JOEL VILLANUEVA

Chairperson

Committee on Labor, Employment
and Human Resource Development

Vice Chairperson, Committee on
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Member, Committee on Finance



SEN. FRANCIS G. ESCUDERO

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Member, Committee on Labor, Employment
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Member, Committee on Finance

SEN. LOREN LEGARDA

Chairperson

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Member, Committee on Labor, Employment
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Member, Committee on Education, Arts and Culture

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Member, Committee on Education, Arts and Culture

Member, Committee on Labor, Employment
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SEN. WIN GATCHALIAN

Committee on Education, Arts and Culture

Member, Committee on Labor, Employment
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SEN. PAOLO BENIGNO "BAM" AQUINO IV

Committee on Education, Arts and Culture

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Members:

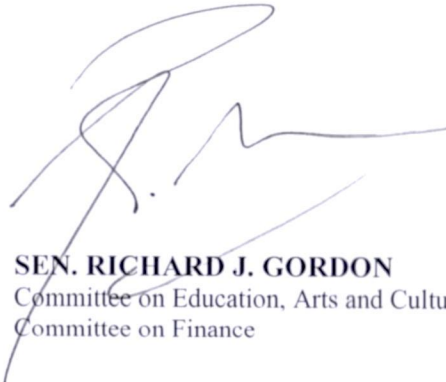


SEN. MARIA LOURDES NANCY S. BINAY

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SEN. RICHARD J. GORDON

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Committee on Finance

abriliveros saraguel
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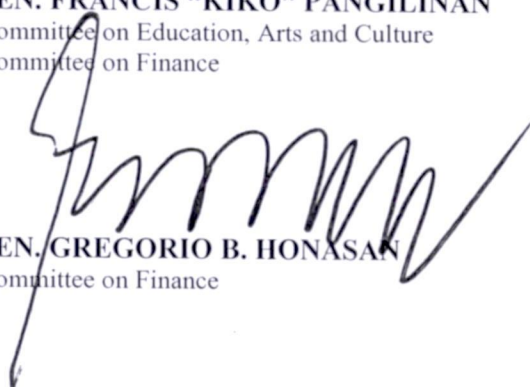
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Committee on Finance

SEN. FRANCIS "KIKO" PANGILINAN

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Committee on Finance

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Ex-Officio Members:

SEN. FRANKLIN M. DRILON

Senate Minority Floor Leader

SEN. VICENTE C. SOTTO III

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SEN. RALPH G. RECTO

Senate President Pro-Tempore

HON. AQUILINO "KOKO" PIMENTEL III

Senate President

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SENATE

RECEIVED BY: 

S. B. No. 1456

Prepared and submitted by the Committee on Education, Arts and Culture; Labor,
Employment and Human Resource Development; and Finance with Senators Villanueva
and Escudero as authors

AN ACT
INSTITUTIONALIZING THE PHILIPPINE QUALIFICATIONS FRAMEWORK (PQF)
AND ESTABLISHING THE PQF-NATIONAL COORDINATING COUNCIL

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

SECTION 1. Short Title. This Act shall be known as the “Philippine Qualifications
Framework (PQF) Act of 2017.”

SEC. 2. Declaration of Policy. In line with the Constitutional guarantee for the State to
promote the right of all citizens to quality and accessible education at all levels, the State shall
establish, maintain, and support a complete, adequate and integrated system of education
relevant to the needs of the people and society.

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

SEC. 3. Definition of Terms. For purposes of this Act, the following terms are hereby
defined:

- (A.) **Basic Education** refers to the education intended to meet basic learning needs which
provides the foundation on which subsequent learning can be based. It encompasses
kindergarten, elementary and secondary education as well as alternative learning systems
for out-of-school youth and those with special needs.
- (B.) **CHED** refers to the Commission on Higher Education.
- (C.) **Council** refers to the Philippine Qualifications Framework National Coordinating Council.
- (D.) **DBM** refers to the Department of Budget and Management.
- (E.) **DepEd** refers to the Department of Education.
- (F.) **DOLE** refers to the Department of Labor and Employment.
- (G.) **DOST** refers to the Department of Science and Technology.
- (H.) **DTI** refers to the Department of Trade and Industry.

- (I.) **Higher Education** refers to post-secondary education offered usually by universities, colleges, academies or professional/technical institutions with programs leading to academic degrees at the baccalaureate level and academic degrees, diplomas or certificates at the post-baccalaureate levels.
- (J.) **NEDA** refers to the National Economic and Development Authority.
- (K.) **PQF** refers to the Philippine Qualifications Framework, a national policy which describes the levels of educational qualifications and set the standards for qualification outcomes. It is a quality assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers of a certain country.
- (L.) **PRC** refers to the Professional Regulation Commission.
- (M.) **Qualification** refers to a formal certification that a person has successfully achieved learning outcomes relevant to the identified academic, industry or community requirements. A qualification confers official recognition of value in the labour market and in further education and training.
- (N.) **Secretariat** refers to the permanent technical secretariat that provides support to the PQF-NCC.
- (O.) **Technical Vocational Education and Training** refers to education involving the study of technologies and related sciences, in addition to general education, as well as the acquisition of practical skills relating to occupations in various sectors of economic life and social life, comprises formal (organized programs as part of the school system) and non-formal (organized classes outside the school system) approaches.
- (P.) **TESDA** refers to the Technical Education and Skills Development Authority.
- (Q.) **Trifocalized Education and Training** refers to the shared administration of the education system by three agencies responsible for each education level: The Department of Education for basic education; the Technical Education Skills Development Authority for technical-vocational education and training; and the Commission on Higher Education for higher education.

SEC. 4. Philippine Qualifications Framework (PQF). The PQF has the following objectives:

- (A.) To adopt national standards and levels of learning outcomes of education;
- (B.) To support the development and maintenance of pathways and equivalencies that enable access to qualifications and assist individuals to move easily and readily between the different education and training sectors and between these sectors and the labor market; and
- (C.) To align with international qualifications framework (e.g. The ASEAN Qualifications Reference Framework), thereby enhancing recognition of the value and comparability of Philippine qualifications and supporting the mobility of Filipino students and workers.

SEC. 5. Philippine Qualifications Framework-National Coordinating Council (PQF-NCC). To harmonize and promote a seamless education and training system, the PQF National Coordinating Council (PQF-NCC) is hereby established. It shall be composed of the following:

- (1.) **Secretary**, Department of Education (DepEd);
- (2.) **Secretary**, Department of Labor and Employment (DOLE);

- (3.) **Chairperson**, Commission on Higher Education (CHED);
- (4.) **Director General**, Technical Education and Skills Development Authority (TESDA);
- (5.) **Chairperson**, Professional Regulation Commission (PRC); AND
- (6.) One representative of the economic sector.

The PQF-NCC shall be chaired by the DepEd Secretary.

The following are the powers and functions of the PQF-NCC:

- (1.) Harmonizes qualifications levels across basic, technical vocational and higher education;
- (2.) Aligns education standards and learning outcomes with the level descriptors contained in the PQF;
- (3.) Promotes the PQF and its elements including but not limited to their principles, key features, definitions or terminologies, structure and governance arrangements and provides information and guidelines in the implementation of the PQF;
- (4.) Rationalizes the quality assurance mechanisms in Philippine education;
- (5.) Develops and recognizes pathways and equivalencies;
- (6.) Maintains the national registry of qualifications;
- (7.) Ensures the international alignment of the PQF with the qualification frameworks of other countries or regions;
- (8.) Creates technical working groups in support of the development and implementation of the PQF;
- (9.) Represents the country in international fora or negotiations in line with Qualifications agreements/arrangements;
- (10.) Reviews and updates the PQF;
- (11.) Provides regular feedback on the progress and accomplishments to the Office of the President, the Senate of the Philippines and the House of Representatives with respect to the implementation of the PQF; AND
- (12.) Performs such other functions that may be related to the implementation of the PQF.

SEC. 6. Establishment of Philippine Qualifications Framework-National Coordinating Council (PQF-NCC) Working Groups. Working groups shall be established to pursue the implementation of the PQF, especially in the areas of qualifications register, quality assurance, pathways and equivalencies, information and guidelines and international alignment.

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

SEC. 7. Participation of the Industry Sector. Industry sector representatives shall be consulted and tapped in the development and implementation of the PQF to ensure the alignment of educational outcomes with industry requirements and to the value of qualifications with the workplace.

1 **SEC. 8. FRAMEWORK AND Level Descriptors.** The PQF shall incorporate the
2 qualifications level descriptors defined in terms of the following: knowledge, skills and values,
3 application, and degree of independence.
4

5 The PQF-NCC shall make detailed descriptors for each qualification level following the
6 principles of lifelong learning and the recognition of prior learning from previous informal
7 experiences while incorporating the learning standards in basic education, competency standards
8 of training regulations, and the policies and standards of higher education academic programs.
9 The PQF-NCC members shall jointly implement national pilot programs to determine its
10 relevance and applicability in all levels of education. The DOLE shall provide the necessary and
11 updated labor market information regarding demand for specific qualifications and emerging
12 occupations as bases for the prioritization of learning standards development.
13

14 **SEC. 9. Review of ASSESSMENT SYSTEM.** The PRC and CHED shall review the
15 system of assessment of learning outcomes and align them with THOSE of the PQF.
16

17 **SEC. 10. Technical Secretariat.** THE PQF-NCC shall organize a permanent Technical
18 Secretariat. The Secretariat may contract the services of technical experts and authorities on
19 relevant areas of concern such as equivalencies, accreditation, curriculum development,
20 educational measurement and testing.
21

22 The PQF-NCC shall determine THE structure, composition, staff qualifications and the
23 location of the permanent Technical Secretariat.
24

25 **SEC. 11. Identification of Priority Sectors.** As a preliminary approach to the
26 implementation of the PQF and to ensure its more focused implementation, CHED, TESDA and
27 DepEd, in consultation with industry, DOLE, PRC, the Department of Trade and Industry (DTI),
28 the National Economic Development Authority (NEDA), the Department of Science and
29 Technology (DOST) and other related agencies, are directed to identify priority sectors and
30 programs for the PQF, taking into account labor market realities.
31

32 **SEC. 12. Support from Other Government AGENCIES.** DOST, NEDA, Department
33 of Budget and Management (DBM), and other related agencies are hereby mandated to extend
34 the necessary support and provide relevant inputs towards the effective implementation of the
35 PQF.
36

37 **SEC. 13. Appropriations.** The amount necessary for the initial implementation of this
38 Act shall be sourced from the current budgets and development funds of CHED, TESDA and
39 DepEd. Thereafter, the funds necessary for the continuous implementation of this Act in the
40 ensuing years shall be included in the General Appropriations Act.
41

42 **SEC. 14. Implementing Rules and Regulations.** The DepEd, CHED, TESDA, DOLE
43 and PRC, in consultation with relevant stakeholders, shall issue within ninety (90) days after the
44 effectivity of this Act, the rules and regulations for the effective implementation of this Act.
45

46 **SEC. 15. Separability Clause.** If any provision of this Act or any part thereof shall be
47 declared unconstitutional or invalid, the other provisions, as far as they are separable, shall
48 remain in force and effect.
49

50 **SEC. 16. Repealing Clause.** All laws, decrees, orders, rules and regulations or parts
51 thereof which are inconsistent with the provisions of this Act are hereby repealed, amended or
52 modified accordingly.
53

54 **SEC. 17. Effectivity.** This Act shall take effect fifteen (15) days after its publication in
55 the Official Gazette or in at least two (2) newspapers of general Circulation.
56

57 *Approved,*