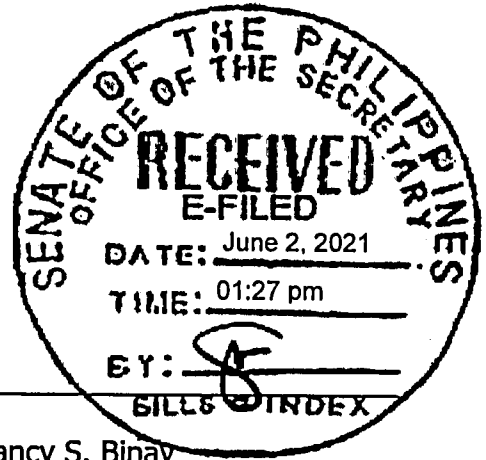


EIGHTEENTH CONGRESS OF THE )  
REPUBLIC OF THE PHILIPPINES )  
Second Regular Session )

SENATE  
S.B. No. 2271



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Introduced by Senator Maria Lourdes Nancy S. Binay

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**AN ACT**  
**JUMPSTARTING OPPORTUNITIES FOR BUSINESSES AND ENSURING**  
**EMPLOYABILITY OF THE PHILIPPINE WORKFORCE THROUGH EXPANDED**  
**COMPETENCY-BASED LEARNING AND SKILLS TRAINING, TO DRIVE**  
**INCLUSIVE DEVELOPMENT AND SUSTAINABLE GROWTH, AND**  
**ESTABLISHING FOR THIS PURPOSE A NATIONAL FUTURE SKILLS COUNCIL,**  
**AND APPROPRIATING FUNDS THEREFOR**

**EXPLANATORY NOTE**

The COVID-19 pandemic has led to a significant loss of human lives and caused tremendous economic and social disruption worldwide. It has posed an unprecedented challenge to public health, food and education systems, livelihood and productivity, and social protection programs, among other areas of government.

In the Philippines, the necessity of nationwide lockdowns, stringent community quarantines, and social distancing protocols to prevent the spread of the virus and contain the same; impeded physical travel and adversely impacted business operations, ultimately leading to closure of businesses and millions of unemployed Filipinos. In 2020, unemployment rate rose to 10.3 percent, accounting for 4.5 million unemployed Filipinos in the labor force whose skill sets can be utilized and maximized, given suitable training development and employment opportunities.<sup>1</sup> Wholesale and retail trade was most affected during the pandemic while temporary closures were most widespread among smaller enterprises.<sup>2</sup> Poor and vulnerable families were disproportionately affected from the reduction in loss of jobs, constrained mobility, and access to basic food and health services.

Digitalization or technological transformations compound the challenges caused by the pandemic especially in the labor market. According to the International Labor Organization, an estimated 7.2 million workers are exposed to a double-tiered risk of

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<sup>1</sup>Philippine Statistics Office. 2021. 2020 Annual Preliminary Estimates of Labor Force Survey (LFS). <https://psa.gov.ph/content/2020-annual-preliminary-estimates-labor-force-survey-lfs>

<sup>2</sup>Asian Development Bank. 2020. The Covid-19 impact on Philippine business. <https://www.adb.org/sites/default/files/publication/622161/covid-19-impact-philippine-business-enterprise-survey.pdf>

job disruption due to digitalization and COVID-19.”<sup>3</sup> Occupations most susceptible to the risks of digitalization are those classified under “machine terrain” (*e.g.* manufacturing, and transportation and storage, electrical and electronic equipment assemblers, etc.); and “collapsing” sectors (*e.g.* accommodation and food services, and arts, entertainment and recreation industries, etc.). In the last few years, non-routine cognitive occupations and/or jobs automation has been gaining momentum while that of routine occupations has been steadily decreasing.<sup>4</sup> This reveals an impending loss of jobs and skills shortage with the shift of demand for higher-order and cognitive skills continues to unfold. As a result, while the demand for higher-order and cognitive skills will continue increasing, jobs that depended on lower-skilled labor across multiple industries will be wiped out.

The program will be synergistic with the National Employment Recovery Strategy (NERS) 2021-2023, in the medium term, as it focuses on policy responses regarding the effects of the COVID-19 pandemic to the labor market and the rapid industry transformation through Industry 4.0. It shares the objectives for the program, such as: improved access of employment generation with livelihood and training opportunities, improvement of employability, wellness and productivity of workers in a changing environment, and support to existing and emerging businesses<sup>5</sup>.

Notably, the disruptions caused by the pandemic, opens up other avenues for government, schools and enterprises to adopt alternative approaches to cope and ensure continuity of service delivery and operations. Flexible and blended working arrangements, distance learning, and online delivery platforms all highlighted the significance of digitization in this agile environment. In this light, digitization and innovation must be harnessed to bring optimal value for government and its citizens, and businesses and employees alike; and likewise ensure equitable access for all.

Section 3, Article XIII of the 1987 Philippine Constitution provides that the State shall afford full protection to labor and promote full employment and equality of employment opportunities for all. Republic Act No. 11293 or the Philippine Innovation Act places innovation as the crux of national development policies and sustainable economic growth. It underpins that digitization and innovation can be harnessed to opportunities for government and its citizens, and businesses and employees; and ultimately, ensure inclusivity development. More so, the law endeavors to institutionalize support and linkages in the areas of education, training, research and development towards promoting innovation and digitization. However, the law lacks the impetus to strengthen the role of education in the accelerating innovation and sociocultural transformation as well as supporting labor market transitions in the face of the Fourth Industrial Revolution or Industry 4.0. Skills training and competency-

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<sup>3</sup>International Labor Organization. 2020. COVID-19 labour market impact in the Philippines: Assessment and national policy responses. [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms\\_762209.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms_762209.pdf)

<sup>4</sup>International Labor Organization. 2020. The Future of Work in the Philippines: Assessing the Impact of technological changes on occupations and sectors. [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms\\_762207.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms_762207.pdf)

<sup>5</sup>Joint Memorandum Circular No. 001-2021: Constituting the Inter-Agency Task Force on the National Employment Recovery Strategy 2021-2023

based development are at the forefront of driving competitiveness and promoting economic growth in the midst of globalization and technological innovations.

The Jobs Next Bill seeks to encourage and incentivize worker upskilling and reskilling to stimulate innovation literacy; and support the labor force to adopt to technologies that have the potential to disrupt jobs. It aims to seamlessly integrate global skills trend with domestic industries' skills through profound and innovative transformation in high-quality training and skills development. It is necessary to harmonize policies and plans from different government agencies, and integrate industry needs and support to create a comprehensive and versatile roadmap that can be scaled at a nationwide level.

Skills development is a prerequisite to a transition to a green and sustainable economic growth. As such, "improving the quality, skills development employability and sustainable livelihoods"<sup>6</sup> will be required to augment skills gap for green jobs across sectors. The Jobs Next bill will also forge the synergy of skills development required for green jobs, strategies, plans with the incentives provided for business enterprises to create and sustain green jobs under the Republic Act No. 10771 or the Philippine Green Jobs Act of 2016.

As the country slowly pivots to recovery measures, this presents a window of opportunity to rethink how economies and businesses will react and adapt<sup>7</sup> to the 'new normal.' It is an opportunity to build and shift to resilient and sustainable economic and business reforms that will maximize the realities of an uncertain environment.

The timing cannot be better for the Jobs Next bill: to ride on the change ushered in by the momentum, and channel that to pave the way for the Philippines to thrive in the fourth industrial revolution. To this end, support for the immediate passage and approval of this timely legislation is earnestly sought.



**MARIA LOURDES NANCY S. BINAY**

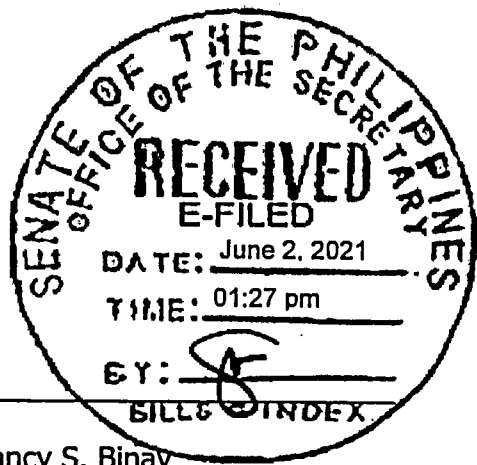
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<sup>6</sup>Asian Development Bank. 2018. Education and skills for inclusive growth, green jobs and the greening of economies in Asia. <https://www.adb.org/sites/default/files/publication/385041/education-skills-green-jobs.pdf>

<sup>7</sup>Deloitte Center for Government Insights. 2020. Transforming government post-COVID-19: How flipping orthodoxies can reinvent government operating models. <https://www2.deloitte.com/au/en/pages/public-sector/articles/transforming-government-post-covid-19.html>

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1 AN ACT

2 JUMPSTARTING OPPORTUNITIES FOR BUSINESSES AND ENSURING  
3 EMPLOYABILITY OF THE PHILIPPINE WORKFORCE THROUGH EXPANDED  
4 COMPETENCY-BASED LEARNING AND SKILLS TRAINING, TO DRIVE  
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6 ESTABLISHING FOR THIS PURPOSE A NATIONAL FUTURE SKILLS COUNCIL,  
7 AND APPROPRIATING FUNDS THEREFOR

8  
9 *Be it enacted by the Senate and the House of Representatives of the Philippines in*  
10 *Congress assembled:*

11  
12 CHAPTER I

13 GENERAL PROVISIONS

14  
15  
16 SECTION 1. **Short Title.** – This Act shall be known as the "*Jobs Next Act*"

17  
18 SECTION 2. **Declaration of Policy.** – The State affirms labor as a primary social  
19 economic force and commits to worker protection and promotion of their welfare. It  
20 is hereby declared the policy of the State to safeguard the rights and welfare of the  
21 Philippine workforce by fostering innovation in skills training and competency-based  
22 professional development, in the midst of global trends and technological innovations.

23  
24 Pursuant to Section 2 of Republic Act No. 11293 or the Philippine Innovation Act, the  
25 State shall strengthen its support to innovation as a vital component in workforce  
26 development, particularly in developing a robust pool of skilled, talented and creative  
27 people. To this end, an ecosystem of education institutions, businesses, private  
28 organizations, government agencies, and local government units is key to the  
29 development of a comprehensive program that will stimulate and incentivize  
30 innovation literacy and inclusive skills development and opportunities among Filipino  
31 workforce and entrepreneurs, including women and the youth, and businesses alike.

1 It is likewise the declared policy of the State that labor is vital in promoting sustainable  
2 development. Pursuant to Section 2 of Republic Act No. 10771 or the Philippine Green  
3 Jobs Act of 2016, the State shall identify needed skills, develop training programs, and  
4 train and certify workers for jobs in a range of industries that produce goods and  
5 render services for the benefit of the environment, conserve natural resources for the  
6 future generation, and ensure the sustainable development of the country and its  
7 transition into a green economy. The green skills for sustainable growth are significant  
8 and can only be realized with innovation and transformation in workforce  
9 development.

10  
11 **SECTION 3. Objectives.** – The objective of this Act is to institutionalize a coherent,  
12 integrated and holistic system of technical skills and competency-based development  
13 that will harness and strengthen innovation and competitiveness of at least 10 percent  
14 of the total Philippine workforce every 5 years and promote inclusive opportunities  
15 and sustainable growth, amidst effects of technological innovations and other external  
16 disruptions. The specific objectives of this Act are as follows:

- 17  
18 a) To equip the Philippine workforce with technical skills and competencies that  
19 will be relevant in the Fourth Industrial Revolution;  
20 b) To professionalize and promote a culture of innovation in skills and  
21 competency-based development training offered for the Philippine workforce;  
22 c) To improve access and strengthen linkage of employment opportunities with  
23 skills training and workforce development;  
24 d) To encourage continuous upskilling and reskilling of the Philippine workforce  
25 and entrepreneurs to gain competencies and support career transition in  
26 existing and emergent jobs;  
27 e) To encourage private sector recognition and participation in career  
28 development based on technical skills and competency development;  
29 f) To ensure inclusivity in the governance of future skills training, particularly for  
30 disadvantaged and vulnerable groups women, older persons, persons with  
31 disabilities, indigenous peoples;  
32 g) To ensure alignment, effective coordination and elimination of fragmentation  
33 of innovation programs and policies, at all levels; and  
34 h) To enhance the competitiveness and resiliency of the Philippine workforce,  
35 jobs, industries and sectors affected by technological and other external  
36 innovations and disruptions.

37  
38 **SECTION 4. Definition of Terms.** – For purposes of this Act, the following terms  
39 are hereby defined as follows:

- 40  
41 (a) *Absentee payroll funding* is a grant to help employers defray the manpower  
42 costs incurred when they send their employees for certifiable skills training  
43 during working hours.

- 1 (b) *Cognitive and meta-cognitive skills*<sup>8</sup> includes critical thinking, creative thinking,  
2 learning-to-learn and self-regulation.  
3
- 4 (c) *Critical core skills*<sup>9</sup> or *soft skills* are broadly defined as a set of observable  
5 transferable behaviors that can be applied across sectors, functional areas and  
6 job roles under the clusters of critical thinking, workplace interaction, and  
7 staying relevant<sup>10</sup>.  
8
- 9 (d) *Digital*<sup>11</sup> or *technological literacy* refers to the skills and ability to access,  
10 evaluate, integrate, create and communicate information through writing and  
11 other media on various digital technologies such as internet platforms, social  
12 media, and mobile devices, etc. towards enhancing the learning process  
13 through problem-solving and critical thinking.  
14
- 15 (e) *Displacement effect*<sup>12</sup> refers to jobs lost due to the automation of tasks through  
16 the application of 4IR technology.  
17
- 18 (f) *Emerging jobs or occupations* refers to jobs that form, whether totally new or  
19 an evolution of existing job, because of changes in production technologies,  
20 innovations, market conditions, regulations, and so forth. Emerging jobs may  
21 not be most prevalent at the time of observation, but they exhibit a pace of  
22 growth within a period of time.  
23
- 24 (g) *Fourth Industrial Revolution (4IR)* or *Industry 4.0*<sup>13</sup> refers to a range of  
25 technologies, including artificial intelligence, big data, internet of things, cloud  
26 computing, quantum computing, robotics, genetic engineering, among others  
27 that impact the workplace, and can be applied across all sectors that combine  
28 the physical, digital and biological worlds.  
29
- 30 (h) *Future Skills* refers to essential employability skills<sup>14</sup> that are relevant to jobs in  
31 the Fourth Industrial Revolution, which pertain to: critical core and technical  
32 skills and competencies of cognitive and meta-cognitive skills; practical and  
33 physical skills; social and emotional skills.

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<sup>8</sup>[https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills\\_for\\_2030\\_concept\\_note.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills_for_2030_concept_note.pdf)

United Nations Educational, Scientific and Cultural Organization. 2018. Digital skills critical for jobs and social inclusion. <https://en.unesco.org/news/digital-skills-critical-jobs-and-social-inclusion#:~:text=Digital%20skills%20are%20defined%20as,to%20access%20and%20manage%20information.>

<sup>9</sup>Skills Future Singapore. n.d. Critical core skills. <https://www.skillsfuture.gov.sg/skills-framework/criticalcoreskills>

<sup>10</sup>Skills Future Singapore. n.d. Critical core skills – what they are and why they matter. [https://www.myskillsfuture.gov.sg/content/portal/en/career-resources/career-resources/education-career-personal-development/Critical\\_Core\\_Skills\\_What\\_They\\_Are\\_And\\_Why\\_They\\_Matter.html](https://www.myskillsfuture.gov.sg/content/portal/en/career-resources/career-resources/education-career-personal-development/Critical_Core_Skills_What_They_Are_And_Why_They_Matter.html)

<sup>11</sup>United Nations Educational, Scientific and Cultural Organization. 2018. Digital skills critical for jobs and social inclusion. <https://en.unesco.org/news/digital-skills-critical-jobs-and-social-inclusion#:~:text=Digital%20skills%20are%20defined%20as,to%20access%20and%20manage%20information.>

<sup>12</sup>ADB. 2018

<sup>13</sup>ADB. 2018

<sup>14</sup> Nafea, R. & Toplu, E. Future of education in Industry 4.0: Educational digitization – A Canadian case study. <https://www.igi-global.com/chapter/future-of-education-in-industry-40/232599>

- 1 (i) *Generic skills and competencies*<sup>15</sup> or *employability skills*<sup>16</sup> are key, common, and  
2 basic transferable skills across job roles that enable individuals to be  
3 employable and employed, help every individual adapt to new job demand, and  
4 facilitate their career mobility.  
5
- 6 (j) *Inclusive Innovation Industrial Strategy (i3S)*<sup>17</sup> refer to a strategy implemented  
7 by the Department of Trade and Industry which aims to grow innovative and  
8 globally competitive manufacturing, agriculture and services industries, while  
9 strengthening their linkages between domestic and global value chains with  
10 innovation at the core of the country's strategic policies and programs. One of  
11 its strategic actions include upskilling and reskilling the Philippine workforce.  
12
- 13 (k) *Practical and physical skills*<sup>18</sup>, which include using new information and  
14 communication technology devices.  
15
- 16 (l) *Productivity effect*<sup>19</sup> or *scale effect* refers to automation improving productivity  
17 and lowering production costs.  
18
- 19 (m) *Reskilling*<sup>20</sup> refers to the process of learning new skills or training workers  
20 to adapt to a different job and to allow them to be employable.  
21
- 22 (n) *Social and emotional skills*<sup>21</sup>, which include empathy, self-efficacy, responsibility  
23 and collaboration.  
24
- 25 (o) *Technical skills and competencies*<sup>22</sup> refer to occupation, job-specific skills and  
26 competencies an individual needs to perform various job tasks.  
27
- 28 (p) *Technological disruptions or disruptive technologies*<sup>23</sup> refer to innovations such  
29 as predictive analytics, automation, internet of things, big data, robotics and  
30 Artificial intelligence, that significantly transform industry structures, processes  
31 and practices.  
32
- 33 (q) *Training or Training Programs* refer to a set of activities and processes for a  
34 person to acquire desired skills, knowledge, attitudes, and values.

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<sup>15</sup>Skills Future Singapore. n.d. Critical core skills – what they are and why they matter. [https://www.myskillsfuture.gov.sg/content/portal/en/career-resources/career-resources/education-career-personal-development/Critical\\_Core\\_Skills\\_What\\_They\\_Are\\_And\\_Why\\_They\\_Matter.html](https://www.myskillsfuture.gov.sg/content/portal/en/career-resources/career-resources/education-career-personal-development/Critical_Core_Skills_What_They_Are_And_Why_They_Matter.html)

<sup>16</sup>Australian National Training Authority. 2003. Defining generic skills: At a glance. [https://www.ncver.edu.au/\\_\\_data/assets/file/0020/4457/nr2102b.pdf](https://www.ncver.edu.au/__data/assets/file/0020/4457/nr2102b.pdf)

<sup>17</sup>Department of Trade and Industry. n.d. Inclusive Innovation Industrial Strategy. <http://innovate.dti.gov.ph/resources/i3s-strategy/Inclusive-Innovation-Industrial-Strategy/>

<sup>18</sup>[https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills\\_for\\_2030\\_concept\\_note.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills_for_2030_concept_note.pdf)

<sup>19</sup>ADB. 2018

<sup>20</sup>ADB. 2018

<sup>21</sup>[https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills\\_for\\_2030\\_concept\\_note.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/skills/Skills_for_2030_concept_note.pdf)

<sup>22</sup>Skills Future Singapore. n.d. Develop a skilled workforce. <https://www.ssg.gov.sg/wsqs/wsqs-for-employers.html>

<sup>23</sup>[https://www.ilo.org/wcmsp5/groups/public/---ed\\_dialogue/---act\\_emp/documents/publication/wcms\\_579554.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---act_emp/documents/publication/wcms_579554.pdf)

1 (r) *Upskilling*<sup>24</sup> refers to the process of acquiring new and relevant competencies to  
2 optimize performance in the face of technological innovation, as well as  
3 improving existing skills to upgrade future skills profile.  
4

## 5 CHAPTER II

### 6 ESTABLISHING THE NATIONAL FUTURE SKILLS COUNCIL

7  
8  
9 SECTION 5. ***Establishment of the National Future Skills Council.*** – A National  
10 Future Skills Council (NFSC), shall be created, to carry out the policies set forth in this  
11 law. The NFSC shall generate and scale up action in all levels and areas of education,  
12 training, research and development towards prompting innovation in workforce  
13 employability.  
14

15 It shall be composed of the Secretary of the Department of Trade and Industry (DTI)  
16 as Chairperson; a Co-Chairperson to be chosen from the private sector members, to  
17 be rotated among the private sector members of the NFSC every three (3) years; the  
18 Secretaries of the Department of Labor and Employment (DOLE), Department of  
19 Science and Technology (DOST), Commission on Higher Education (CHED), Technical  
20 Education and Skills Development Authority (TESDA), Department of Education  
21 (DepEd), Department of Information Communications Technology (DICT); and eight  
22 (8) representatives from the private sector as members; *provided, that*, one  
23 representative is to be nominated each by the Philippine Chamber of Commerce and  
24 Industry (PCCI), Management Association of the Philippines (MAP), Financial  
25 Executives Institute of the Philippines (FINEX), Philippine Business for Education  
26 (PBE), Philippine Women's Economic Network (PHILWEN), and three other private  
27 sector organizations, which can either be area or industry-based associations, to be  
28 appointed by the Department of Trade and Industry for a term of three (3) years.  
29

30 The department secretaries may designate their representatives, who shall sit in a  
31 permanent capacity, with no less than Undersecretary in rank, and their acts shall be  
32 considered as the acts of their principals.  
33

34 SECTION 6. ***Mandate of the NFSC.*** – The NFSC shall serve as the policy and advisory  
35 body towards the achievement of the objectives of this law. It shall promote future  
36 skills development through the development of a future skills framework, and catalyze  
37 the same by fostering partnership with public and private partners and providing  
38 funding. The Council shall have the following functions:  
39

- 40 (a) Approve the development of a Philippine Future Skills Roadmap and ensure  
41 that it aligns with the current and comprehensive Labor Market Intelligence  
42 Survey and Analysis;  
43  
44 (b) Drive partnerships with private sector, training organizations, and higher  
45 education institutions for future skills development, industry training programs,  
46 and other initiatives;

---

<sup>24</sup>ADB, 2018



- 1 (c) Provide advice to DTI on relevant trends and updates on innovative workforce  
2 development and Jobs Next Program;  
3  
4 (d) Approve the schedule of financial support to trainees, whether for individuals  
5 or corporations and other organizations;  
6  
7 (e) Approve funding support to local government units (LGUs), industry bodies or  
8 associations for the upskilling and reskilling of their workforce with future skills,  
9 *Provided, That*, the fund requests meet the criteria to be set by the NFSC;  
10  
11 (f) Approve receipt of funding through official development assistance, grants,  
12 donations, collections and other forms of assistance from public or private  
13 entities, whether domestic or foreign; *Provided, That* the NFSC is hereby  
14 authorized to prioritize funding the objectives of this law, in negotiating and  
15 utilizing long-term concessional official development assistance.  
16  
17 (g) Oversee the implementation of this law and ensure synergy among different  
18 government agencies towards the achievement of the objectives of this law.  
19  
20

21 **CHAPTER III**  
22 **FUTURE SKILLS BUREAU**  
23

24 **SECTION 7. *Creation of a Future Skills Bureau.*** – To ensure the attainment of the  
25 objectives of this Act, a Future Skills Bureau is hereby created under the DTI, herein  
26 referred to as the "Bureau", to be the lead implementing agency of the Jobs Next  
27 Program. The Bureau shall prioritize and focus on the needs of emerging and future  
28 workforce skills across industry sectors. Relative to this law, it shall have the following  
29 mandate:  
30

- 31 (a) Implement, monitor, and ensure strict compliance by stakeholders of the  
32 provisions of this Act;  
33  
34 (b) Develop the Philippine Future Skills Roadmap, that shall serve as the national  
35 strategy to enable the Philippines to be a global leader in future skills. Anchored  
36 on the DTI's Inclusive Innovation Industrial Strategy (i3S), the Roadmap shall  
37 be guided by the following key thrusts: Technical and digital skills  
38 competitiveness, Innovation, and Productivity; *provided, that*, the Roadmap  
39 shall also be guided by the Labor Market Intelligence Survey and Analysis,  
40 which shall be updated regularly;  
41  
42 (c) Drive the conduct of a Labor Market Intelligence Survey and Analysis that will  
43 provide a comprehensive survey and assessment of future technical skills  
44 requirements for new and emerging jobs or occupations or to a certain position  
45 level, job and/or industry due to technological disruptions or Fourth Industrial  
46 Revolution; and facilitate the identification of priority areas for implementation,  
47 whether cognitive and meta-cognitive skills, critical core or soft skills, practical  
48 and physical skills social and emotional skills, technical skills and competencies,

1 or employability skills: *Provided, That* the Labor Market Intelligence Survey and  
2 Analysis project shall facilitate the formulation of the Future Skills Roadmap  
3 and execution of the Jobs Next Program Online Portal; *Provided, Further, That*  
4 the Labor Market Intelligence Survey and Analysis of DTI unifies various  
5 agencies' activities that are similar or related to labor market intelligence or  
6 monitoring;

7  
8 (d) Establish or support accreditation or certification schemes and other measures  
9 for eligible workforce participants, private companies, training organizations  
10 and education institutions, and eligible non-degree training programs to  
11 enhance the standards of future skills training and education;

12  
13 (e) Formulate and standardize skills training and competency requirements and  
14 quality standards for identified programs for an occupation, sector and  
15 industry;

16  
17 (f) Through industry sector partners and TESDA, develop workforce skills  
18 qualifications per sector that map out general and technical skills competencies  
19 which individuals can train and acquire credentials;

20  
21 (g) Determine financial support amount to trainees whether individual, company,  
22 or supported projects, subject to the approval of the NFSC;

23  
24 (h) Formulate and standardize eligibility requirements for target beneficiaries,  
25 whether for the individual, local government, company or organization;

26  
27 (i) Provide advice to NIC on relevant trends and updates on innovative workforce  
28 development and Jobs Next Program;

29  
30 (j) Develop a Jobs Next Program Online Portal to provide relevant information and  
31 resource materials on technical skills and competency-based training  
32 opportunities for workforce participants and employers;

33  
34 (k) Develop funding models to ensure sustainability of the Jobs Next Program;

35  
36 (l) Coordinate with various government agencies, build partnership agreements  
37 with private sector, and such other means that will make more efficient and  
38 effective the implementation of this law; and

39  
40 (m) Identify regulatory gaps and technological innovations not sufficiently  
41 addressed by this Act or by existing laws or regulations, and recommend  
42 appropriate executive or legislative measures, including those can be  
43 undertaken by the DTI on its own, that supports technical skills and  
44 competency-based training development.

45  
46 The Bureau shall work closely with the NFSC. It shall convene public consultations or  
47 inter-agency meetings, in coordination with other government agencies, to ensure  
48 multi-stakeholder inputs in the development of the Jobs Next Program.

1  
2 The Bureau shall be organized within six (6) months after the effectivity of this Act.  
3

4 **Section 8. *Composition of the Bureau*.** – The Bureau shall be headed by a Director  
5 to be appointed by the President of the Philippines, as recommended by the DTI  
6 Secretary. The Director shall be nominated by the NFSC.  
7

8 The Director shall oversee the day-to-day operations of the Bureau and shall be  
9 assisted by three (3) Assistant Directors each for policy and administration,  
10 enforcement, and operations.  
11

12 The DTI Secretary shall determine the organizational structure and staffing of the  
13 pattern of the Bureau, subject to the approval of the Department of Budget and  
14 Management.  
15

#### 16 **CHAPTER IV**

### 17 **CONDUCT OF THE LABOR MARKET INTELLIGENCE SURVEY AND ANALYSIS** 18 **AND ESTABLISHING THE JOBS NEXT PROGRAM** 19

20 **SECTION 9. *Labor Market Intelligence Survey and Analysis*.** – To ensure a data-  
21 driven and service-oriented Jobs Next Program, the DTI shall commission the conduct  
22 of the Labor Market Intelligence Survey and Analysis, which shall be implemented in  
23 close coordination with the private sector, training organizations and higher education  
24 institutions, and updated every year or earlier, as may be determined by the NFSC for  
25 justifiable reasons. It shall include but will not be limited to the following:  
26

27 (a) Overview of global skills trend and domestic industry needs, as well as current  
28 workforce skills landscape, including, but not limited to, conventional  
29 businesses, micro, small and medium enterprises, and innovative start-ups:

- 30 1. Size and characteristics of the sectoral labor market which includes the  
31 demand for and supply of labor and the intersection thereof;
- 32 2. Factors that influence labor market and economic conditions, such as  
33 economic, industry, or occupational profiles and projections;
- 34 3. Industry, socioeconomic and occupational characteristics;  
35

36 (b) The scope of the Labor Market Intelligence and Analysis shall be conducted at  
37 a level of analysis to ensure comprehensive quantitative and qualitative labor  
38 information allowing for appropriate analysis and interpretation  
39

40 (c) Data on sectoral, occupational, technological and geographical changes,  
41 specifically on:

- 42 1. Needs and expectations of sectors and industries;
- 43 2. Current and future labor market trends from the private sector;
- 44 3. Jobs or occupations that have been displaced due to disruptive  
45 technologies, the 4IR, climate change or other emergent factors,  
46 especially for disadvantaged and vulnerable groups;

1 (d) Existing and emerging jobs or occupations, sectors, and industries, and  
2 corresponding technical skills and competencies in the 4IR to ensure  
3 employability and support career transition and development;  
4

5 (e) Capacity and immediate results from education, training and job placement  
6 from available education and training programs instituted by the Jobs Next  
7 Program and others, and other government policies;  
8

9 (f) Standardized tools of technical skills training and competency requirements,  
10 and accredited technical skills training programs and initiatives for existing and  
11 emergent occupation, sector and industry;  
12

13 (g) Perceived value of education, certificate programs, and technical skills and  
14 competency-based projects and activities, and related jobs from the following:  
15

- 16 1. Job search behavior;
- 17 2. Job seeker motivation;
- 18 3. Digital skills sets;
- 19 4. Reskilling, upskilling, internship and job placement after graduation  
20 and/or completion; and  
21

22  
23 (h) Identification of training partners from the Private Sector, Training  
24 Organizations, and Higher Education Institutions.  
25

26 The Bureau shall commence the Labor Market Intelligence Survey and Analysis upon  
27 its establishment or earlier, as may be directed by the NFSC. It shall utilize labor  
28 market information from government-supported large national surveys (Labor Force  
29 Survey), public and private employment services, development organizations  
30 providing sources of educational data, bodies representing employers or sectors, ODA-  
31 funded surveys, and other alternative tech-based, data-science tools, among others.  
32

33 **SECTION 10. *Jobs Next Program*.** – The Jobs Next Program provides an operational  
34 mechanism for the Philippine workforce to access educational and training programs  
35 and gain future skills. The Program has three main services, without prejudice to other  
36 services that may be created by the Bureau, subject to the approval of the NFSC:  
37

38 (a) **Individual skills voucher** – Eligible beneficiaries may obtain skills vouchers  
39 to either fully cover or subsidize eligible training or course fees, as may be  
40 determined by the Bureau.  
41

42 (b) **Employer training support** – Financial support to employer-sponsored  
43 trainings for the upskilling or reskilling of their employees to gain future skills  
44 competencies. Financial support coverage shall include but is not limited to  
45 training or course fee and absentee payroll funding, the amount of which will  
46 be determined by the Bureau.

1 (c) **Future skills projects** – Funding support to local government or industry  
2 association projects for upskilling or reskilling a determined number of  
3 individuals to gain future skills competencies. Proponents of future skills project  
4 must submit a project proposal to apply for funding support. The Bureau shall  
5 develop an application process that includes capacity to implement, project  
6 impact and a monitoring and evaluation mechanism as criteria.  
7

8 For upskilling and/or reskilling, an individual may access skills training support under  
9 the Jobs Next program through any of the above-mentioned services, provided that  
10 s/he will not be taking the same skills training programs or courses.  
11

12 The program shall be evaluated using tools and approaches aligned with its goals,  
13 context, and stage of development, and shall form part of the basis for the review and  
14 updating of the same, and the approved Future Skills Roadmap under Section 7 of  
15 this Act.  
16

17 **SECTION 11. *Jobs Next Program Online Portal.*** – The Bureau shall set up a one-  
18 stop shop digital platform that shall facilitate access to the Labor Market Intelligence  
19 Survey and Analysis, the Jobs Next Program, technical skills and competency-based  
20 training opportunities, amongst others. It shall have the following data-driven and  
21 service-oriented objectives and functions, respectively:  
22

23 (a) Quality data to improve workforce analysis, which in turn shall create in-  
24 depth intelligence to translate into more strategic policy interventions on  
25 the future skills job market,  
26

27 (b) Workforce Participants, jobseekers, employed and underemployed, shall be  
28 supported to make informed career decisions, training choices, and  
29 employment facilitation, and improve standing in the labor market given the  
30 following:

- 31 1. Selection of career interests, learning pathways, and job roles in the  
32 labor market;
- 33 2. Access to technical skills and competency-based development trainings  
34 and initiatives, work-based trainings for upskilling and reskilling, funding  
35 support modalities, and possible employment opportunities;
- 36 3. Access to work-based training opportunities provided by companies;
- 37 4. Repository of electronic copy of certificates obtained.  
38

39 (c) Employers shall be supported in improving business performance and  
40 productivity by the increased ability to hire efficiently, optimal new hires,  
41 and improved capacity of their human resources given the following:

- 42 1. Existing and emerging technical skills and competencies relevant to a  
43 job role and occupation in a given sector or industry;
- 44 2. Access to upskilling and reskilling opportunities for employees; and
- 45 3. Access to accredited training organizations and funding support  
46 modalities.

1 To spread access to the portal, DOLE's Public Employment Service Offices (PESO),  
2 shall support the Program's implementation.

3  
4 **SECTION 12. *Priority Group of Workers.*** –The Jobs Next Program shall introduce  
5 and implement different modalities to provide upskilling and reskilling of the labor  
6 force, belonging to jobs at high-risk of displacement because of technological and  
7 external disruptions. Workers from disadvantaged and vulnerable sectors are,  
8 likewise, prioritized to give them equal opportunity to participate and grow in the 4IR  
9 economy. Support provided to workforce participants shall not be subjected to age  
10 restrictions, current employment status, and educational attainment, *Provided, That,*  
11 specific technical skills training program indicate pre-requisites.

12  
13 **SECTION 13. *Training Modalities.*** – Training modalities for this program include,  
14 but are not limited to, the following: (a) Work-study degree programs and professional  
15 courses; (b) Traineeship; (c) Company-training; (d) Company attachment. The Bureau  
16 shall ensure that the Jobs Next Program is responsive to the recommendations under  
17 the Labor Market Intelligence Survey and Analysis, and aligned with regional and  
18 provincial development plans.

19  
20 **SECTION 14. *Eligible Training Programs.*** – Training programs and initiatives,  
21 either government- or industry-led, shall be assessed and accredited on the basis of  
22 skills and competencies for existing and emerging jobs determined in the Future Skills  
23 Roadmap; *Provided That,* the Bureau shall automatically register industry-  
24 acknowledged or -accredited skills trainings and certifications in the roster of eligible  
25 training programs; *Provided, Further,* that training programs already accredited by  
26 DepEd, CHED, or TESDA shall likewise be automatically registered by the Bureau.

27  
28 To enhance competitiveness of both existing and emergent jobs, eligibility shall be  
29 open to all industries, *Provided, That,* the Bureau shall develop priority eligible  
30 programs, consistent and aligned with DTI's I3s, and the Philippine Future Skills  
31 Roadmap.

## 32 33 **CHAPTER V**

### 34 35 **IMPLEMENTATION ARRANGEMENT**

36  
37 **SECTION 15. *National Economic Development Authority (NEDA).*** – The NEDA  
38 shall provide strategy and policy alignment between the economic innovation strategy  
39 and workforce development in the 4IR pursuant to the National Innovation Agenda  
40 and Strategy Document.

41  
42 **SECTION 16. *Department of Science and Technology (DOST).*** – The DOST shall  
43 support accreditation or certification schemes and other measures for eligible  
44 workforce participants, training organizations and education institutions, and eligible  
45 training programs by harmonizing the same with emphasis on sectors relevant to  
46 innovation and technology such as science, technology, engineering and math fields  
47 and creative industries.

1 Together with the DTI, it shall collaborate and create avenues for knowledge diffusion  
2 and capacity building in skills and competency based training development in the  
3 formulation of eligibility criteria and the Future Skills Roadmap; *Provided, that*, it shall  
4 be aligned with the sustainable development goals and green criteria in industries  
5 supported by the Program.

6  
7 **SECTION 17. *Department of Information Communications Technology***  
8 ***(DICT)***. – The DICT shall be responsible for improved physical innovation structure  
9 and broadband access that will underpin inclusive future skills and employment  
10 opportunities for all in both urban and rural areas.

11  
12 In coordination with industry partners, namely private businesses, training  
13 organizations and higher education institutions, the DICT shall support the design of  
14 the Jobs Next Online Portal which will provide transparent, efficient and innovative  
15 engagement with workforce participants, training organizations and higher education  
16 institutions. The DICT shall also direct and mandate zero-rated internet access for the  
17 Jobs Next Program and all related training platforms under it.

18  
19 **SECTION 18. *Department of Labor and Employment (DOLE)***. – The DOLE shall  
20 mobilize its Public Employment Service Offices (PESO) in local government units to  
21 support the implementation of this Act, including but not limited to information  
22 dissemination, referral, career coaching or counseling.

23  
24 Complementing the Future Skills Roadmap and Labor Market Intelligence Survey and  
25 Analysis, current and updated DOLE plans and resources shall provide information on  
26 available skills supply to the specific skills demands of industries, skills for lifelong  
27 learning and employability across all sectors; and engagement with employers,  
28 workforce participants, social partners, education and training institutions, and other  
29 government agencies.

30  
31 DOLE shall also provide guidance in the compliance of employer participants on labor  
32 laws and other relevant issuances in the implementation of technical skills and  
33 competency-based development training courses and programs.

34  
35 **SECTION 19. *Department of Education (DepEd)***. – The DepEd shall support DTI  
36 in supervising the implementation of NFSC-Standardized Qualifications in accredited  
37 technical skills and competency-based development training activities and programs;  
38 and in qualification of eligible workforce participants, training organizations and  
39 education institutions.

40  
41 The Program will be complemented by alternative training modules programs and  
42 strategies implemented by DepEd for lifelong learning of those in vulnerable groups  
43 and marginalized communities. This ensures inclusiveness in learning delivery  
44 modalities and identified beneficiaries.

45  
46 **SECTION 20. *Commission on Higher Education (CHED)***. – CHED shall support  
47 the DTI in the accreditation of eligible training programs and partner higher education

1 institutions by ensuring that quality standards implemented in the higher education  
2 system are met and satisfied by the same.

3  
4 It shall promote responsive, innovative and competitive in the design and formulation  
5 of courses, modules, and curriculum for technical skills and competency-based training  
6 activities and programs.

7  
8 **SECTION 21. *Technical Education and Skills Development Authority (TESDA).***  
9 – The TESDA shall support DTI in the accreditation of eligible training programs and  
10 training providers, identification of general and future skills, as well as the alignment  
11 of funding programs for eligible workforce participants in the Program.

12  
13 The TESDA shall support DTI in the implementation of this Act ensuring high quality  
14 of training and standards in institutions under its jurisdiction. TESDA shall provide  
15 technical assistance to DTI in the development of workforce skills qualifications per  
16 sector and other areas which the DTI may require TESDA's assistance.

17  
18 **SECTION 22. *Higher Education Institutions (HEIs).*** – Partner HEIs will help in  
19 the administration of the Program in their respective schools. Technical skills and  
20 competency-based training courses and programs offered and implemented in HEIs  
21 must be in line with the standards of quality and accreditation systems recognized by  
22 the CHED and TESDA<sup>25</sup>. The same will be aligned with the Standardized Qualifications  
23 to be established by the NSFC.

## 24 25 **CHAPTER VI**

### 26 27 **MISCELLANEOUS PROVISIONS**

28  
29 **SECTION 23. *Appropriations.*** – The amount necessary for the initial implementation  
30 of this Act shall be charged against the appropriations of the DTI. Thereafter, the  
31 amount necessary for its continued implementation shall be included in the annual  
32 General Appropriations Act.

33  
34 **SECTION 24. *Review and Monitoring.*** – The National Future Skills Council shall  
35 report to the President and Congress after the first three (3) years, and every two (2)  
36 years thereafter, on the implementation of the provisions of this Act and shall submit  
37 recommendations for its improvement. All the NFSC government agencies are also  
38 tasked to monitor the implementation of this Program as well as the Labor Market  
39 Intelligence Survey and Analysis Report. The NFSC shall establish a monitoring and  
40 evaluation framework in the Implementing Rules and Regulations.

41  
42 **SECTION 25. *Implementing Rules and Regulations (IRR).*** – Within sixty(60)  
43 days from the effectivity of this Act, the NFSC, shall promulgate the necessary rules  
44 and regulations for the effective implementation of this Act.  
45 The IRR issued pursuant to this section shall take effect fifteen (15) days after its  
46 publication in the Official Gazette or a newspaper of general circulation

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<sup>25</sup><https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.01-s2005.pdf>



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**SECTION 26. *Separability Clause.*** - If any provision or part of this Act is declared invalid or unconstitutional, the remaining provisions or parts not affected shall remain in full force and effect.

**SECTION 27. *Repealing Clause.*** - All other laws, executive orders, presidential decrees, administrative orders, rules and regulations, issuances, or parts thereof inconsistent with or contrary to the provisions of this Act are hereby repealed, amended, or modified accordingly.

**SECTION 28. *Effectivity.*** - This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in any newspaper of general circulation.

Approved,