

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

FIFTEENTH CONGRESS
First Regular Session

H. B. No. 2840

Introduced by HONORABLE JUAN EDGARDO "SONNY" M. ANGARA

EXPLANATORY NOTE

Today, the number of out-of-school youths had reached around three million or probably even more despite the fact that there are elementary and high school education offered for free by the government. This is generally attributed to their families' lack of sufficient means to provide their basic necessities while prompting other children to drop out of school and engage in labor unfit for their age to supplement their meager income.

With the inaccessibility of technical vocational and skills training centers, the convenience and availability of training centers in every province and highly-urbanized city is deemed the most efficient solution to provide the out-of school youth and other immediate beneficiaries an alternative form of education and source of employment. This will likewise develop self-reliance among themselves while acquiring new techniques instrumental in achieving decent earning livelihood and education in a suitable atmosphere where inborn talents can also be honed.

In general, the creation of the provincial and city technical vocational and skills training schools stems from the fact that economic potential or workforce demands of provinces and cities require technical vocational skills that different from one another. This factor should be also highly considered especially in the placement of trainees and in the prevention of migration of a substantial portion of their respective population and overcrowding in major cities while enhancing the economic potentials of the provinces. It should be considered that the major cause of employment is not only lack of education but also the mismatch of the individual's qualification from the available jobs and to the current workforce demand of the employers within the area.

With this, there will be no need for the constituents to go other distant training centers since there will be accessible schools that can give them the same quality technical vocational education that will sustain their worth as a productive individual of the society while efficiently addressing issues concerning education, family, brain drain, economy, among others, which is primarily rooted on poverty.

In view of the foregoing premises, the approval of this bill is earnestly sought.



JUAN EDGARDO "SONNY" M. ANGARA
Representative
Lone District, Province of Aurora

H. B. No. 2840

Introduced by Honorable JUAN EDGARDO "SONNY" M. ANGARA

AN ACT
REQUIRING ALL PROVINCES AND HIGHLY-URBANIZED CITIES TO ESTABLISH A
TECHNICAL VOCATIONAL AND SKILLS TRAINING SCHOOLS.

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

SECTION 1. *Title.* – This Act shall be known and cited as the "Technical Vocational and Skills Training School Establishment Act."

SECTION 2. *Declaration of Policy.* – It is the declared policy of the State to ensure an improved quality of life for all particularly to the out-of-school youth, and to augment the employment rate and accessibility of technical vocational and skills training education in all provinces and highly-urbanized cities responsive to and in accordance with Philippine development goals and priorities.

SECTION. 3. *Statement of Goals and Objectives.* - It is the goal and objective of this Act to:

- Promote and strengthen the quality and accessibility of technical education and skills development programs particularly to the out-of-school youth and other immediate beneficiaries; and
- Recognize complementary roles of public and private institutions in technical education and skills development and training systems and encourage their further participation.

SECTION 4. *Definition of Terms.* - As used in this Act the term:

- "Business Process Outsourcing" or BPO is the contracting of a specific business task, such as payroll, to a third-party service provider;
- "Dual System/Training" refers to a delivery system of quality technical and vocational education which requires training to be carried out alternately in two venues: in-school and in the production plant. In- school training provides the trainee the theoretical foundation, basic training, guidance and human formation, while in-plant training develops his skills and proficiency in actual work conditions as it continues to inculcate personal discipline and work values;
- "Private Enterprises" refers to an economic system under which property of all kinds can be privately owned and in which individuals, alone or in association with another, can embark on a business activity. This includes

industrial, agricultural, or agro-industrial establishments engaged in the production, manufacturing, processing, repacking or assembly of goods including service-oriented enterprises;

- "Skill" shall mean the acquired and practiced ability to carry out a task or job;
- "Skills Development" shall mean the process through which learners and workers are systematically provided with learning opportunities to acquire or upgrade, or both, their ability, knowledge and behavior pattern required as qualifications for a job or range of jobs in a given occupational area;
- "Technical Vocational Education" shall refer to the education process designed at post-secondary and lower tertiary levels, officially recognized as non-degree programs aimed at preparing technicians, para-professionals and other categories of middle-level workers by providing them with a broad range of general education, theoretical, scientific and technological studies, and related job skills training;
- "TESDA" refers to Technical Education and Skills Development Authority;
- "Trainers" shall mean persons who direct the practice of skills towards immediate improvement in some task;
- "Trainors/trainers" shall mean persons who provide training to trainers aimed at developing the latter's capacities for imparting attitudes, knowledge, skills and behavior patterns required for specific jobs, tasks, occupations or group of related occupations; and
- "Trainees" shall mean persons who are participants in a vocational, administrative or technical training program for the purpose of acquiring and developing job-related skills.

SECTION 5. Establishment of Technical Vocational and Skills Training Schools.

– All provinces and highly-urbanized cities are hereby mandated to establish technical vocational and skills training schools within their jurisdiction. Provincial and city officials together with TESDA shall work for the establishment of the school. It shall operate as per requirements of Section 15 of Republic Act 7796, otherwise known as the TESDA Law of 1994 which states that:

The Provincial TESDA Offices shall be under the direct control of the Director-General and shall have the following functions:

1. *To serve as Secretariat to Provincial TESDA Committees;*
2. *To provide technical assistance particularly to local government units for effective supervisions, coordination, integration and monitoring of technical-vocational education and training programs within their localities;*
3. *To review and recommend TESDA Programs for implementation within their localities; and*
4. *To perform such other duties and functions as may be authorized. Furthermore, the TESDA Secretariat maybe further composed by such offices as may be deemed necessary by the Authority. The Director-General shall appoint such personnel necessary to carry out the objectives, policies and functions of the Authority subject to civil service laws, rules and regulations.*

The aforementioned provision shall be similarly applied in the case of highly-urbanized cities.

SECTION 6. *Duties and Responsibilities of the Technical Vocational and Skills Training Schools in provinces and highly-urbanized cities.* – The following duties and responsibilities shall be performed by the provincial and city technical vocational and skills training schools:

- Introduce modern technical vocational and skills training curriculum designed to suffice the country's need for technological and skills advancement;
- Tap the expertise of competent trainers/trainers and administrative officials to efficiently work hand-in-hand in the over-all management of the technical vocational school;
- Promote the school's programs and identify target beneficiaries in their respective jurisdiction;
- Provide dual system or training for the efficient delivery of system of quality technical and vocational education which requires training to be carried out alternately in both in-school and in the actual working environment;
- Work for the proper job placement of technical vocational graduates to ensure their corresponding employment after the training and displacement;
- Coordinate with other government agencies particularly TESDA, business process outsourcing providers and other private enterprises for the skills development and placement of the trainees;
- Prepare monthly status reports of all its programs, financial statements, list of beneficiaries and plans to ensure transparency and efficiency of programs implemented; and
- Furnish the above-mentioned documents to TESDA, provincial and city government and district representatives.

SECTION 7. *Power of the provincial and city technical vocational and skills training school* – The school shall be granted autonomy in the creation and implementation of programs necessary to fit the demands of the jurisdiction and its advancement for as long as they are in accordance with the law.

SECTION 8. *Funding Source* – In order to finance the establishment and the continuous operation of the technical vocational and skills training schools, the national government through the TESDA, the provincial and city government and district representatives shall allocate a substantial amount enough to ensure the sustainability of the program.

SECTION 9. *Separability Clause.* – If any provisions or part hereof, is invalid or unconstitutional, the remainder of the law or the provision not otherwise affected shall remain valid and subsisting.

SECTION 10. *Repealing Clause.* – Any law, presidential decree or issuance, executive order, letter of instruction, administrative order, rule of regulation contrary to or inconsistent with, the provisions of this Act is hereby repealed, modified, or amended accordingly.

SECTION 11. *Effectivity Clause.* – This Act shall take effect fifteen (15) days after its publication in at least two (2) newspapers of general circulation.

Approved,