

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Batasan Hills, Quezon City

NINETEENTH CONGRESS

First Regular Session

House Bill No. **3356**



Introduced by **REP. PRINCESS RIHAN M. SAKALURAN**

EXPLANATORY NOTE

The 1987 Constitution of the Philippines provides that the State shall:

"Article XIV, Section 2, paragraph (4) Encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs; and

(5) Provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills.

Following these constitutional mandates, The Technical Education and Skills Development Act of 1994, Republic Act No. 7796 (RA 7796) was enacted to provide the legal frame work in providing quality vocational and technical education to Filipinos.

In accordance with these state policies, this piece of legislation is therefore introduced with the aim of bringing the programs and objectives to low income families, out of school youth, person differently abled in their courtyard thus making it more accessible.

The establishment of TESDA center in the Municipality of Isulan, Sultan Kudarat will encourage our countrymen in far provinces to be more equipped with the fundamentals of vocational and technical expertise making more productive and self-reliant.

Accordingly, immediate passage of this bill is earnestly sought.

REP. PRINCESS RIHAN M. SAKALURAN

1st District, Sultan Kudarat

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AN ACT

**ESTABLISHING A TECHNICAL EDUCATION AND SKILLS DEVELOPMENT
AUTHORITY (TESDA) TRAINING CENTER IN THE MUNICIPALITY OF
ISULAN, PROVINCE OF SULTAN KUDARAT, AND APPROPRIATING FUNDS
THEREFOR**

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

Section 1. Title – This Act shall be known as the “Sultan Kudarat TESDA Training Center Act”.

Section 2. Establishment – There is hereby established a Sultan Kudarat Technical Education and Skills Development Authority (TESDA) Provincial Training Center to be located at Isulan, Province of Sultan Kudarat.

Section 3. Mandate – The Sultan Kudarat Technical Education and Skills Development Authority (TESDA) Training Center shall strengthen the province and regional technical-vocational education to immediately effect a major shift towards the development of world-class Filipino workforce equipped with practical technical skills of global competence and caliber responsive to the needs of both the domestic and global job market, and aligned with the International integration framework for technical-vocational skills.

The center shall endeavor to bring about greater industry-academe collaboration and critical partnerships with local and international institutions to forge mutual skills benchmarking standards, program exchange and internship trainings to equip graduates with competencies and preferred job access.

The center shall offer practical short-term specialty courses, as well as higher level competency in technical-industrial education and trade technology. It shall continue to upgrade its curricular standards as a tertiary institution that provides quality technical-vocational education and skills training at the technical diploma and national certificate levels that would develop technically competent, innovative and skilled workforce for the Province of Sultan Kudarat and the Socksargen Area as well, for any preferred local and international employment.

The center shall offer a wide-array of TESDA-registered technical-vocational skills training programs and certificate courses, and shall aim to meet, as a long-term goal, the

maximum competency requirements, which is the Diploma Level in technical-vocational education. It shall primarily provide tertiary undergraduate technical-vocational education, and shall likewise ensure to provide the various skills trainings and trade specialization relevant to the needs of the Province Socksargen Area specifically geared towards the acquisition of employable skills, gainful employment, practical livelihood and entrepreneurship.

The center shall also serve as a TESDA-accredited Assessment Center for acquired competencies in technical-vocational skills.

The Center shall also render relevant teachers' training assistance and curriculum design to the secondary schools offering technical-vocational livelihood (LVI) track under the K to 12 Program of the Department of Education in the communities and areas of operation.

Section 4. Curricular Offering/Training Programs. - The Center shall offer TESDA-registered undergraduate certificate programs, one (1)-year to three (3)-year technical-vocational courses, including short-term courses and modular trainings in diverse relevant technical-vocational and industrial technology education, and livelihood productivity, to comply with technical skills priorities, competency demands and key employment generator targets under the Philippine Standard Occupational Classification and of international labor requirements and standards.

Skills and trades specialization for local employment requirements shall, however, be prioritized in technical-vocational education at the Center to support the development needs for a robust inclusive economy of Sultan Kudarat and the Socksargen within the operational radius of the Center, in consultation with the Department of Labor and Employment (DOLE), the Department of Trade and Industry (DTI), the Department of the Interior and Local Government (DILG), the National Economic and Development Authority (NEDA), business-industry partners, and such other relevant agencies, both local and international.

The Center may establish, as maybe deemed necessary and practicable, research and technology hubs, mobile training programs, and satellite or extension training centers in priority areas throughout Socksargen to strengthen linkages between the industry, the academe, and the technology programs thereat. It shall likewise adopt the use of innovative training modes such as information technology-assisted instruction, dual learning system, open or distance education, and community laboratory and such other instructional programs to afford the community greater access to technical-vocational education and skills training.

The Center shall, as far as necessary and practicable, offer TESDA-registered technical-vocational courses for competency assessment and skills certification of the TESDA: *Provided, That*, course completion shall be credited through skills competency assessment leading to National Certification (NC) Levels I to V: *Provided, further, That*, the technical-vocational courses completed at the Center shall qualify for academic recognition under the Ladderized Interface system for tertiary education if compliant with the requirements under said program.

The Center shall, as necessary and practicable, offer courses from the following TESDA-registered technical-vocational and short-term training programs:

- (a) Agriculture-related trainings and skills development in such areas as farming operations technology, backyard farming and home-based aquaculture and propagation innovations, mechanized farm tools and equipment operation, agribusiness, agri-aqua

trade technology and innovations, and relevant farmers continuing trainings for increased productivity and entrepreneurship;

(b) Skills training in industrial technology and hard trades such as metal and steel works, machine fabrication and operation, heavy equipment operation, automotive mechanic, refrigeration and air conditioning, electronics, and operation of power tools and equipment for both medium skills grade and industrial preferred skills;

(c) Tourism and hospitality-related courses relating to hotel, restaurant and tourism development and management, including personality development and social communication skills training, language proficiency courses in English and other language competence for business process outsourcing (call center) employment and overseas job placement;

(d) Livelihood skills development courses for preferred skills employment, small-scale income generating opportunities and entrepreneurship training, including practical skills education in crafts and arts, workmanship and designing (fabric, woodworks, jewelry and metal works), high speed sewing, dressmaking and tailoring, horticulture, livestock raising and breeding, food processing technology, home technology, culinary arts and commercial cooking, including baking, beauty culture (includes cosmetology, hair and nail styling), health and wellness trainings;

(e) Basic business literacy training in financial management and marketing, practical accountancy, bookkeeping and office procedures, business processes and application procedures including registration, licensing, documentation, business patent and intellectual property regulation, business financing and investment opportunities sourcing, import-export accreditation, including online home-based business operation and use of social media for business marketing;

(f) Technical-vocational occupation and trades skills such as carpentry, masonry, plumbing, practical electricity and installation, automotive technician and servicing, electronics technician and servicing, welding technician, personal computer (PC) servicing, and such other relevant practical technical skills courses;

(g) Computer literacy and information technology (IT)-related skills, digital technology, web design, animation, photoshop/online photography, computer design and advertising;

(h) Seminars in personality development, career counseling and job placement, work ethics and values, business project development; and

(i) Other preferred priority skills and trades training courses relevant to the needs of the localities served within the operational radius of the Center and the whole Socksargen to enhance their capacities for livelihood, gainful employment and practical entrepreneurship skills.

Section 5. Compliance with TESDA Requirements. - The provisions of this Act not with standing, the establishment of the Center shall become operationally effective only upon the final determination and declaration of the TESDA, through the issuance of a formal recommendation and certificate of compliance, that the Center has satisfactorily complied with

the minimum requirements and quality standards prescribed by the TESDA governing the following:

- (a) Standard procedures and guidelines (SPGs) for the establishment and operation of a TESDA state polytechnic institute, or of a state technical education and the TESDA technology institution as herein contemplated;
- (b) Operational sustainability of the state polytechnic institute established herein, such as, but not limited to, appropriate TESDA-approved site or location, licensed faculty-trainers and personnel, equipment, training and laboratory facilities, including industrial-grade requirements for hard metal trainings, updated instructional materials, and such other standard requirements TESDA may apply for a state polytechnic institute;
- (c) Sustainable funding source and allocation of budget requirement to support the TESDA center hereto established;
- (d) Assurance that the training programs offered are fully aligned with the minimum standards of competency-based quality technical-vocational skills technology and needs of the Region in the context of the ASEAN and PQIF for technical-vocational education, and the Philippine Standards Occupational Classification and the international labor requirements and standards; and
- (e) Compliance with such other TESDA conditionalities as may be necessary and applicable in establishing the herein TESDA Center.

Section 6. Administration. – The Center shall be headed by an Executive Director under the supervision of the TESDA, and appointed by the TESDA Director General in accordance with civil service rules and regulations and the qualification requirements and standards for such office.

The School Superintendent shall render full-time service and shall be responsible for the administration and operation of the Center. The duties and responsibilities of the Center Superintendent, including the appropriate compensation schedule, shall follow the position qualification standard of TESDA for such office, in consultation with the DBM.

As necessary and practicable, and subject to approval by the TESDA Director General, the Center Superintendent herein appointed shall enter into mutual agreements with local-based, counterpart agencies or instrumentalities and persons, both private and government, for such assistance as may be necessary to effectively implement this Act.

The academic and administrative staff of the Center shall be organized following the staffing pattern of the TESDA for such type of school pursuant to existing laws, rules and regulations.

Section 7. Appropriations – The Director General of the TESDA shall include in the Authority's Program the operation of the Center, the funding of which shall be included in the Annual General Appropriation Act.

Section 8. Implementing Rules and Regulation - Within ninety (90) days from the approval of this Act, the TESDA, in coordination with the DOLE, the DTI, the Department of Agriculture, the DBM, the DILG, and such other relevant agencies and industry-business

partners of the host localities of the Center established herein shall prepare and issue the necessary rules and regulations for the effective implementation of this Act.

Section 9. Separability Clause – If any provision of this Act is declared unconstitutional, the other provisions not affected by such declaration shall remain in full force and effect.

Section 10. Repealing Clause – All laws, executive and administrative orders, rules and regulations inconsistent with the foregoing provisions are hereby repealed or modified accordingly.

Section 11. Effectivity – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in newspaper of general circulation.

Approved.