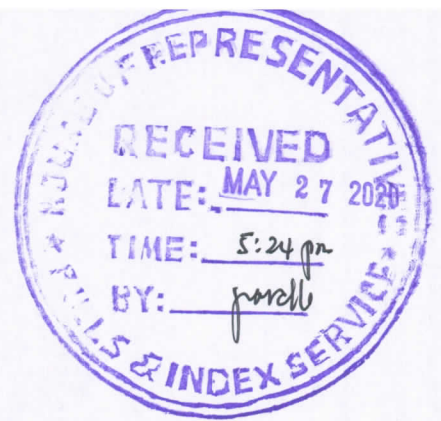


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

EIGHTEENTH CONGRESS
First Regular Session



COMMITTEE REPORT NO. 321

Submitted by the Committees on Higher and Technical Education and Appropriations on

MAY 27 2020
Re: House Bill No. 6843

Recommending its approval in substitution of House Bill No. 4935

Sponsors: Representatives Mark O. Go, Eric Go Yap and Wilton "Tonton" T. Kho

Mr. Speaker:

The Committees on Higher and Technical Education and Appropriations, to which was referred House Bill No. 4935, introduced by Rep. Wilton "Tonton" T. Kho, entitled:

"AN ACT ESTABLISHING TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TRAINING AND ASSESSMENT CENTERS IN THE MUNICIPALITIES OF CATAINGAN, CAWAYAN, DIMASALANG, ESPERANZA, PALANAS, PIO V. CORPUS, PLACER AND USON, ALL IN THE PROVINCE OF MASBATE AND APPROPRIATING FUNDS THEREFOR"

have considered the same and recommend that the attached House Bill No. 6843, entitled:

"AN ACT ESTABLISHING TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TRAINING AND ASSESSMENT CENTERS IN THE MUNICIPALITIES OF CATAINGAN, CAWAYAN, PLACER AND USON, LOCATED IN THE PROVINCE OF MASBATE, AND APPROPRIATING FUNDS THEREFOR"

be approved in substitution of House Bill No. 4935 and with Reps. Wilton "Tonton" T. Kho, Mark O. Go, and Eric Go Yap as authors thereof.

Respectfully submitted,

ERIC GO YAP
Chairperson
Committee on Appropriations

MARK O. GO
Chairperson
Committee on Higher and Technical Education

THE HONORABLE SPEAKER
HOUSE OF REPRESENTATIVES
QUEZON CITY

localities in the Province of Masbate, to help them become productive, self-reliant and globally competitive labor assets.

The Centers shall provide effective employment interventions through training programs on relevant skills trade competencies, craftsmanship, and entrepreneurship activities that will help hasten the development of the host areas and the adjacent localities in the Province of Masbate into human resource and productivity hubs.

The Centers shall each serve as TESDA-accredited Assessment Center for acquired competencies in TVET programs in the Municipalities of Cataingan, Cawayan, Placer and Uson and adjacent localities in the Province of Masbate. They shall, respectively, provide teachers' training and curriculum design assistance to the secondary schools offering the technical-vocational livelihood track under the K to 12 Program in coordination with the Department of Education and the TESDA.

SEC. 4. Training Programs – The Centers shall offer short-term certificate courses and modular trainings in preferred technical-vocational skills and trades specialization. To this end, the Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI), Department of Science and Technology (DOST), Department of Agriculture (DA), Department of Interior and Local Government (DILG), National Economic and Development Authority (NEDA), business-industry partners, and other relevant agencies and instrumentalities, both local and international, shall provide the necessary assistance to enable the Centers to develop skilled manpower to achieve a robust inclusive economy in the host areas and adjacent localities.

The Centers may establish research and technology hubs, technology development farms, satellite or extension training centers, and promote mobile training programs to strengthen linkages among the industry partners, the academe, and the Centers geared towards the acquisition of practical livelihood, employable skills, gainful employment, and entrepreneurship in priority areas in the four (4) municipalities and neighboring localities in the Province of Masbate.

The Centers shall offer the following TVET programs with competencies assessment leading to National Certification Levels I-III:

- (a) Skills training in industrial technology and hard trades such as metal and steelwork, 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 purposes;

- (b) Agriculture and aquaculture-related trainings and skills development in such areas as farming technology, fishing operations technology, backyard farming and home-based aquaculture and propagation innovations, mechanized farm, fishing tools and equipment operation, agribusiness, agri-aqua trade technology and innovations, and relevant farmers and fisherfolk's trainings for increased productivity and entrepreneurship;
- (c) Livelihood skills development courses for preferred skills employment and small-scale entrepreneurship, including practical skills education in arts and crafts, workmanship and design, high-speed sewing, dressmaking and tailoring, horticulture, livestock raising and breeding, food processing technology, home technology, culinary arts and commercial cooking, cosmetology, and health and wellness training;
- (d) Basic business literacy training in financial management, marketing, practical accountancy, bookkeeping, 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, online home-based business operation, and use of social media business marketing;
- (e) Technical-vocational occupation and trades skills such as carpentry, masonry, plumbing, welding, practical electricity and installation, automotive servicing, electronics servicing, personal computer servicing, and such other relevant practical skills courses;
- (f) Computer literacy and information technology-related skills, digital technology, web design, animation, photoshop/online photography, computer design, and advertising;
- (g) Social communication skills and language proficiency courses in English and other languages for business process outsourcing employment and overseas job placement;
- (h) Seminars in personality development, career counseling, job placement, and work ethic and values; and
- (i) Other preferred skills and trades training that may be needed by the people of the municipalities of Cataingan, Cawayan, Placer and Uson, and of the adjacent localities of the Province of Masbate to enhance their capacities for practical livelihood, gainful employment, and entrepreneurial activities.

1 **SEC. 5. Compliance with TESDA Requirements.-** The provisions of this Act
2 notwithstanding, the Centers shall become operational only upon the determination and
3 certification by the TESDA, through the issuance of a formal recommendation and certificate
4 of compliance, that the Centers have individually and satisfactorily complied with the
5 minimum standards of quality prescribed by TESDA governing the following: (a) standard
6 procedures and guidelines for the establishment and operation of a Center; (b) operational
7 sustainability of the Centers, in terms of licensed faculty-trainers and personnel, equipment,
8 training and laboratory facilities, instructional materials, and other standard requirements of a
9 Center; (c) sustainable funding source and allocation of the budgetary requirement; (d) full
10 alignment of the training programs offered with the minimum standards of competency-based
11 quality technical-vocational skills technology and the needs of the host areas and adjacent
12 communities served within the context of Association of Southeast Asian Nations (ASEAN)
13 integration and the Philippine Qualifications Framework for TVET; and (e) compliance with
14 such other TESDA conditionalities and standards, as may be necessary and applicable in
15 establishing a Center.

16 **SEC. 6. Administration.** – The Centers shall each be headed by a Technical-
17 Vocational Administrator who shall be under the supervision of the TESDA, shall render full-
18 time service, and be responsible for the Centers' respective administration and operation.

19 The Technical-Vocational Administrator shall be appointed by the TESDA Director
20 General in accordance with the rules and regulations of the Civil Service Commission and the
21 qualification requirements for such office.

22 The Technical-Vocational Administrator shall enter into agreements with locally-
23 based private and public counterpart agencies or instrumentalities and persons for such
24 assistance as may be necessary to effectively implement this Act subject to the approval of
25 the TESDA Director General,

26 **SEC. 7. Appropriations.** – The Director General of the TESDA shall include in the
27 Authority's program the operation of the Centers, the funding of which shall be included in
28 the annual General Appropriations Act.

29 The LGUs concerned, in consultation with the TESDA, shall likewise set aside from
30 any available local revenue an amount deemed appropriate as annual counterpart fund to
31 support the operation of the Centers herein established.

32 **SEC. 8. Implementing Rules and Regulations.** – Within ninety (90) days after the
33 approval of this Act, the TESDA shall, in coordination with the DOLE, DTI, DOST, DA,
34 Department of Budget and Management, DILG, NEDA, concerned local government units,

1 and such other relevant agencies and industry-business partners of the host localities, prepare
2 and issue the necessary rules and regulations for the implementation of this Act.

3 **SEC. 9. *Separability Clause.*** - If, for any reason, any section or provision of this Act
4 shall be deemed unconstitutional or invalid, the other sections or provisions thereof shall not
5 be affected and shall remain in force and in effect.

6 **SEC. 10. *Repealing Clause.*** - All laws, executive orders, decrees, instructions, rules
7 and regulations contrary to or inconsistent with any provision of this Act are repealed or
8 amended accordingly.

9 **SEC. 11. *Effectivity.*** - This Act shall take effect fifteen (15) days after its publication
10 in the *Official Gazette* or in a newspaper of general circulation.

11 *Approved,*