



Eighteenth Congress
First Regular Session

HOUSE BILL NO. **2182**



Introduced by
REPRESENTATIVE LOREN B. LEGARDA

**AN ACT CREATING THE DEPARTMENT OF TECHNICAL EDUCATION
TRAINING AND CERTIFICATION, PROVIDING FOR ITS POWERS, STRUCTURE
AND FOR OTHER PURPOSES**

Explanatory Note

As the agency responsible for training and capacitating the country's workers, the Technical Education and Skills Education (TESDA) was established to encourage the full participation of and for the mobilization of the industry, labor, local government units and technical-vocational institutions in the skills development of the country's human resources.

Our country has a strong manufacturing scene and a growing information technology (IT) and business processing outsourcing (BPO) industry, which fused the country's position as an economic zone. Some 200 IT companies are included in the 365 ASEAN economic zones while many multinational corporations involved in poultry, food processing, automotive, finance, and electronics manufacturing have also started to expand in the country from 2016 to 2017¹.

In order to comply with the growing demand of labor resources, TESDA is developing strategies on Technical Vocational Education and Training (TVET) for

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https://www.tesda.gov.ph/Uploads/File/Planning2018/LMIR/LMIR%20Re%20Philippines%20Top%20Investment%20Destination_7.24.18_FOR%20WEBSITE%20UPLOADING.pdf

global competitiveness and social equity. However, these strategies may not be attained if TESDA's organizational structure, its own manpower and ability to produce higher quality of learning and training materials are still among the primary hindrances that prevent the progress of TESDA.

This bill seeks to create a Department of Technical Education Training and Certification, which will take the place and absorb the current TESDA. It is high time to empower TESDA and enable the agency to fulfill its mandate as the leading partner in the development of the Filipino workforce.

In lieu of the foregoing, immediate passage of this bill is earnestly sought.



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

1 **SECTION 1. Title.** This Act shall be known as the "*Technical Education, Training*
2 *and Certification Act of 2019*".

3 **SEC. 2. Declaration of Policy.** - It is hereby declared the policy of the State to
4 provide relevant, accessible, high quality and efficient technical education, training
5 and Certification in support of the development of high quality Filipino manpower
6 responsive to and in accordance with Philippine development goals and priorities.

7 The State shall encourage active participation of various concerned sectors,
8 public as well as private tech-voc institutions particularly private enterprises, being
9 direct participants in and immediate beneficiaries of a technically educated and
10 trained workforce, in providing technical education services and training
11 opportunities.

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

- 14 • Promote and strengthen the quality of technical education and training
15 programs to attain global competitiveness;

- 1 • Focus technical education and training and certification on meeting the
- 2 changing demands for quality manpower particularly in support of the
- 3 industrialization thrust of the country;
- 4 • Encourage critical and creative thinking by disseminating the scientific and
- 5 technical knowledge base of manpower development programs;
- 6 • Recognize and encourage the complementary roles of public and private
- 7 institutions in technical education and skills development and training
- 8 systems;
- 9 • Inculcate desirable values through the development of moral character with
- 10 emphasis on work ethic, self-discipline, self-reliance and nationalism.
- 11 • Strongly support the implementation of the Philippine Qualification Framework
- 12 (E.O. 83), the Ladderized Education Program (R.A.10647) and the Dual
- 13 Technical Training System (R.A. 7686).
- 14 • Maximize returns to the country's investment in technical education and
- 15 training through an efficient graduates' employment facilitation program within
- 16 the framework of the national employment service network system;
- 17 • Help in the poverty alleviation efforts by providing the marginalized and
- 18 vulnerable segments of the country's population access to income generating
- 19 Technical Education and Training opportunities;

20 **SEC. 4. Definition of Terms.** - As used in this Act:

- 21 • **"Skill"** shall mean the acquired and practiced ability to carry out a task or job;
- 22 • **"Skills Development"** shall mean the process through which learners and
- 23 workers are systematically provided with learning opportunities to acquire or
- 24 upgrade, or both, their ability, knowledge and behavior pattern required as
- 25 qualifications for a job or range of jobs in a given occupational area;
- 26 • **Technical Education** shall refer to the education process *designed at upper*
- 27 *secondary and lower tertiary levels, aligned with the levels of the PQF, with*

1 *the pathways to higher education through the credit transfer system based on*
2 *learning outcomes* aimed at preparing technicians, technologists,
3 paraprofessionals and other categories of workers and/or entrepreneurs by
4 providing them with a broad range of general education, theoretical, scientific
5 and technological studies, and related job skills training;

- 6 • **"Trade"** shall mean any group of interrelated jobs or any occupation which is
7 traditionally or officially recognized as craft or artisan in nature requiring
8 specific qualifications that can be acquired through work experience and/or
9 training;

- 10 • **"Middle-Level Manpower"** refers to those:

- 11 1. who have acquired practical skills and knowledge through formal or
12 non-formal education and training equivalent to at least a secondary
13 education but preferably at post-secondary education with a
14 corresponding degree of diploma; or

- 15 2. skilled workers who have become highly competent in their trade or
16 craft as attested by industry;

- 17 • **"Private Enterprises"** refers to an economic system under which property of
18 all kinds can be privately owned and in which individuals, alone or in
19 association with another, can embark on a business activity. This includes
20 industrial, agricultural, or agro-industrial establishments engaged in the
21 production, manufacturing, processing, repacking or assembly of goods
22 including service-oriented enterprises;

- 23 • **"Training"** is teaching or developing oneself or others, any skills and
24 knowledge that relate to specific useful competencies;

- 25 • **"Trainors/trainers"** shall mean persons who provide training to trainees
26 aimed at developing the latter's capacities for imparting attitudes, knowledge,

1 skills and behavior patterns required for specific jobs, tasks, occupations or
2 group of related occupations.

- 3 • **"Trainees"** shall mean persons who are participants in a vocational,
4 administrative or technical training program for the purpose of acquiring and
5 developing job-related skills;
- 6 • **"Apprenticeship"** training within employment with compulsory related
7 theoretical instruction involving a contract between an apprentice and an
8 employer on an approved apprenticeable occupation;
- 9 • **"Apprentice"** is a person undergoing training for an approved apprenticeable
10 occupation during an apprenticeship agreement;
- 11 • **"Apprenticeship Agreement"** is a contract wherein a prospective employer
12 binds himself to train the apprentice who in turn accepts the terms of training
13 for a recognized apprenticeable occupation emphasizing the rights, duties
14 and responsibilities of each party;
- 15 • **"Apprenticeable Occupation"** is an occupation officially endorsed by a
16 tripartite body and approved for apprenticeable by the Authority;
- 17 • **"Learners"** refers to persons hired as trainees in semi-skilled and other
18 industrial occupations, which are non-apprenticeable. Learnership programs
19 must be approved by the Authority;
- 20 • **"User-Led" or "Market-Driven Strategy"** refers to a strategy which promotes
21 strengthened linkages between educational/training institutions and industry
22 to ensure that appropriate skills and knowledge are provided by the
23 educational system;
- 24 • **"Dual System/Training"** refers to a delivery system of quality technical and
25 vocational education which requires training to be carried out alternately in
26 two venues: in-school and in the production plant. In- school training provides
27 the trainee the theoretical foundation, basic training, guidance and human

1 formation, while in-plant training develops his skills and proficiency in actual
2 work conditions as it continues to inculcate personal discipline and work
3 values;

- 4 • **"Levy Grant System"** refers to a legal contribution from participating
5 employers who would be beneficiaries of the program (often as a percentage
6 of the payroll), which is subsequently turned over or rebated to enterprises
7 offering employee-training programs.

- 8 • **Leading Technology Centers-** refers to public, private or jointly operated
9 centers by government and private entities where advanced or latest training
10 technologies are used for technical education and training in priority
11 qualification areas;

- 12 • **Philippine Qualifications Framework** - a national policy describing the
13 levels of educational qualifications and sets the standards for qualification
14 outcomes. It is a quality assured national system for the development,
15 recognition and award of qualifications based on standards of knowledge,
16 skills and values acquired in different ways and methods by learners and
17 workers of a certain country. It is likewise competency-based and labor
18 market driven assessment- based qualification recognition.

- 19 • **Ladderization** - is a new system of education in the Philippines that allows
20 learners to progress between Technical Vocational Education and Training
21 (TVET) and College, and vice-versa. Ladderized Education opens
22 opportunities for career and educational advancement to students and
23 workers.

24 **SEC. 5. Creation of Department of Technical Education Training and**
25 **Certification.** - To implement the policy declared in this Act, there is hereby created
26 a Department of Technical Education and Training (DepTeTC), herein referred to as

1 the Department which shall replace and absorb the TECHNICAL EDUCATION AND
2 SKILLS DEVELOPMENT AUTHORITY (TESDA).

3 **SEC. 6. Mandate** - The Department shall be the primary policy, planning,
4 coordinating, implementing and administrative entity of the Executive Branch of the
5 government that will plan develop and promote the technical education, training and
6 certification agenda.

7 **SEC. 7. Powers and Functions** - The Department shall exercise the following
8 powers and functions:

9 1. The Department shall primarily be responsible for formulating, continuing,
10 coordinated and fully integrated technical education, training and certification
11 policies, plans and programs taking into consideration the following:

- 12 • The State policy declared herein of giving new direction and thrusts to
13 efforts in developing the quality of Filipino human resource through
14 technical education and skills development;
- 15 • The implementation of the above-mentioned policy requires the
16 coordination and operation of policies, plans, and programs of different
17 concerned sectors of Philippine society;
- 18 • Equal participation of representatives of industry groups, trade
19 associations, employers, workers and government shall be made the rule
20 in order to ensure that urgent needs and recommendations are readily
21 addressed; and
- 22 • Improved linkages between industry, labor and government and the
23 communities shall be given priority in the formulation of any national-level
24 plan and TETC delivery;
- 25 • The successful implementation of programs shall not only fill in the needs
26 of the economy for middle level manpower but likewise lead to poverty
27 alleviation;

1 The Department, shall have the following powers:

- 2 1. Promulgate, after due consultation with industry groups, trade associations,
3 employers, workers, policies, plans, programs and guidelines as may be
4 necessary for the effective implementation of this Act;
- 5 2. Organize and constitute various standing committees, subsidiary groups, or
6 technical working groups for efficient integration, coordination and monitoring
7 technical education and skills development programs at the national, regional,
8 and local levels;
- 9 3. Enter into, make, execute, perform and carryout domestic and foreign
10 contracts subject to existing laws, rules and regulations.
- 11 4. Restructure the entire sub-sector consisting of all institutions and programs
12 involved in the promotion and development of middle-level manpower through
13 upgrading, merger and/or phase-out following a user-led strategy;
- 14 5. Approve training standards and assessment packages as established and
15 conducted by private industries;
- 16 6. Establish and administer a system of accreditation of both public and private
17 institutions;
- 18 7. Establish, develop and support institutions' trainors' training and/or programs;
- 19 8. Exact reasonable fees and charges for such tests and trainings conducted
20 and retain such earnings for its own use, subject to guidelines promulgated by
21 the Department;
- 22 9. Allocate resources for the programs and subjects it shall undertake pursuant
23 to approved National Technical Education and Training Plan;
- 24 10. Determine and approve systematic funding schemes such as the Levy and
25 Grant scheme for technical education and training purposes;
- 26 11. Create, when deemed necessary, an Advisory Committee which shall provide
27 expert and technical advice to the Secretary to be chosen from the academe

1 and the private sector: *Provided*, That in case the Advisory Committee is
2 created, the Department is hereby authorized to set aside a portion of its
3 appropriation for its operation; and

4 12. Perform such other duties and functions necessary to carry out the provisions
5 of this Act consistent with the purposes of the creation of DepTeTC.

6 **SEC. 8. Power to Review and Recommend Action.** - The Department shall review
7 and recommend action to concerned authorities on proposed technical assistance
8 programs and grants-in-aid for technical education or Training, or both, including
9 those which may be entered into between the Government of the Philippines and
10 other nations, including international and foreign organizations, both here and
11 abroad.

12 **SEC. 9. Composition.** - The Department shall be headed by a Secretary composed
13 of the Office of the Secretary, the Offices of the Undersecretaries and the Assistant
14 Secretaries.

15 **SEC. 10. – Secretary of Technical Education, Training and Certification.** The
16 Secretary shall be appointed by the President, subject to the confirmation of the
17 Commission on Appointments. The Secretary shall have the following functions:

- 18 a) Provide executive direction and supervision over the entire operations of the
19 Department and its attached agencies;
- 20 b) Establish policies standards for the effective and efficient delivery of the
21 Department services, in line with the program of government;
- 22 c) Review and approve requests for financial and manpower resources of All
23 operating units of the Department;
- 24 d) Designate and appoint officers and employees of the Department, excluding
25 the Undersecretaries, Assistant Secretaries, and Regional Directors, in
26 accordance with the civil service laws, rules and regulations;

- 1 e) Exercise disciplinary powers over officers and employees of the Department
2 in accordance with law, including their investigation and the designation of a
3 committee or officer to conduct such investigation:
- 4 f) Prepare and submit to the President through the Department of Budget and
5 Management (DBM) an estimate of the necessary expenditures of the
6 Department during the next fiscal year, on the basis of the reports and
7 estimates submitted by bureaus and offices under him/her;
- 8 g) Advise the President on the promulgation of executive and administrative
9 orders and formulation of regulatory and legislative proposals on matters
10 pertaining to Technical Education, Training and Certification development.
- 11 h) Formulate such rules and regulations and exercise such other powers as may
12 be required to implement the objectives of this Act: and
- 13 i) Perform such other tasks as may be provided by law or assigned by the
14 President.

15 **SEC. 11. Undersecretaries.** – The Secretary shall be assisted by four (4)
16 undersecretaries, who shall be appointed by the President upon the
17 recommendation of the Secretary.

18 **SEC. 12. Assistant Secretaries.** – The Secretary shall be assisted by four (4)
19 assistant secretaries who shall be appointed by the President upon the
20 recommendation of the Secretary.

21 **SEC. 13. Bureaus and Services and Personnel.** - The Department in addition to
22 the offices of the Secretary, Undersecretaries and Assistant Secretaries shall be
23 composed of the following Bureaus/Services to be headed by an Executive Director
24 to be appointed by the President upon the recommendation of the Secretary. The
25 Executive Directors shall have the rank and emoluments of a Director IV.

26 **Planning Bureau (P.B.)**

1. Designs and establishes planning processes and methodologies which will particularly enhance the efficiency of resource allocation decisions within the technical education and Training sector;
2. Orchestrates the formulation of the National Technical Education and Training Plan/Sectoral Plan/Regional/Provincial and maintains annual periodic review and updating of the plans;
3. Orchestrates legislative liaisoning and coordination;
4. Maintains existing and establishes new frameworks to optimize the roles of the sub-national TET Committees;
5. Conducts fora, researches, studies and develops labor and education and training market information and knowledge management systems for effective and efficient planning and policy making within the sector;
6. Prepares and issues Labor Market Intelligence Reports (LMIR) on a regular basis;
7. Conducts Impact Evaluation Studies (IES) of Technical Education Training and Certification programs;
8. Initiates and mobilizes external TETC financing from local and international bodies in support of the broad investments and development programs under the NTETP and the corporate plan;
9. Designs and develops special projects for foreign assistance;

Partnerships and Employment Facilitation Bureau (PEFB)

1. Establishes and maintains effective and efficient institutional arrangements with partners and stakeholders to provide direct participation in the various functions of the Department and access to TETC programs and services;
2. Develops and implements placement schemes designed for the effective utilization of TET graduates either through wage and self employment using

1 partnership and linkages with various employers and industries within the
2 framework of the national employment service network;

3 3. Provides technical assistance and training support to the network of
4 DepTETC employment facilitation centers all over the Country;

5 4. Establishes and maintains linkages with industry groups, employers, workers,
6 academe, civil society organizations/NGOs, NGAs, LGUs, basic sectors and
7 national and international networks and organizations related to TE and T;

8 5. Conducts studies on Public-Private Partnerships (PPP) and similar
9 arrangements in aid of policy making;

10 6. Engages partners/stakeholders in the identification and prioritization of the
11 skills needs of the basic sectors for skills training and employment
12 opportunities;

13 7. Develops and administer systems and procedures in the monitoring and
14 evaluation of programs related to partnerships, linkages and placement
15 services;

16 8. Performs such other functions as may be authorized.

17 **Incentives and Scholarship Bureau**

18 1. Develops and implements incentive schemes and packages to encourage the
19 participation of employers and workers in technical education and Training in
20 industry;

21 2. Develops and implements scholarship and grant packages designed to
22 provide access to the Department's clientele particularly the unemployed,
23 underemployed, the working poor and the marginalized;

24 3. Develops and administer systems and procedures in the monitoring and
25 evaluation of programs related to incentive and scholarship administration;

26 4. Performs such other functions as may be authorized.

27 **National Institute for Technical Education and Training (NITET)**

1. Recommends policies and guidelines for the maintenance and enhancement of the efficiency and effectiveness in the management and operations of the TETC delivery in schools, centers, enterprises and communities within acceptable standards set;
2. Serves as the technology research and development arm of the government in the field of TET;
3. Develops, orchestrates the implementation of continuing development programs for trainers, teachers and instructors, partners/stakeholders in the TET sector;
4. Develops and orchestrates the implementation of a national career guidance program and system;
5. Conducts studies and researches, formulates policies and guidelines for the optimum/sustainable utilization of existing specialized training centers/institutions (e.g. KorPhil, TTCTCE, TWC, LSI and other centers of technical excellence;
6. Identifies appropriate venues, from the network of public and private TET providers, as laboratory and pilot-testing/incubation sites in the development of training regulation, competency standards, assessment tools, curricula, learning materials, mock-ups and simulators;
7. Promote and conduct an annual national skills competition and handles the participation of the country in international skills tilts;
8. Performs such other functions as may be authorized.

Qualification and Standards Bureau (QSB)

1. Conducts research and development on various occupational areas in order to recommend policies, rules and regulations for effective and efficient competency standardization, assessment and certification system in the country;

2. Establishes and implements a system of accrediting experts from private enterprises, group of workers' associations and public institutions for the development/updating of competency standards, curriculum exemplars;
3. In collaboration with industry bodies, develops and establishes a national system of competency standardization and development for TET in the country;
4. Facilitates the development, validation and evaluation of competency standards in identified appropriate venues from the network of public and private TET providers;
5. Maintains the Philippine TVET Qualifications Framework (PTQF) as part of the Philippine Qualifications Framework (PQF);
6. Responsible for international benchmarking and comparability of standards with other economies/countries; and,
7. Performs such other powers and functions as may be authorized.

Accreditation and Certification Bureau (ACB)

1. Develops, maintains and manages the national assessment and certification program, systems and procedures;
2. Establishes and maintains the implementation of a quality-assured system of accrediting trainers, assessors and assessment centers in partnership with industries, training centers/institutions;
3. Establishes and maintains a system of registering, accrediting TET programs/providers in the schools, centers, enterprises and communities;
4. Undertakes compliance review and rating system of TESD programs implemented by various TVIs;
5. Keeps custody of pertinent assessment and certification records and maintains a registry of Certified Workers, Trainers, and Accredited Competency Assessors and Accredited Competency Assessment Centers

6. Maintains a compendium of registered TESD programs
7. Conduct researches/studies to ensure quality delivery and implementation of assessment and certification and program registration
8. Develops mechanisms to continuously ensure integrity of the assessment and certification and program registration; and
9. Performs such other functions as may be authorized.

Administrative Service (AS)

1. Provides overall policies, systems, programs and guidelines in the area of human resource management and development, procurement management , legal management, building and facilities maintenance, records management and cash management;
2. Establishes a monitoring and reporting system on administrative services;
3. Orchestrates the implementation, review and redevelopment of HRD Plan in support of the Corporate Plan and the NTTDP;
4. Leads in the establishment and implementation of integrated HR systems;
5. Provides administrative, general and legal services; and
6. Performs such other functions as may be authorized.

Financial and Management Service (FMS)

1. Orchestrates and supports the implementation of the agency quality management systems (QMS);
2. Provides overall policies, systems, programs and guidelines on the management and utilization of Department's financial resources;
3. Establishes a monitoring and reporting system on the management and utilization of Department's financial resources; and
4. Performs such other functions as maybe authorized.

Internal Control and Quality Management Service

1. Develops and implements internal performance and process standards to ensure personnel and organizational efficiency and effectiveness;
2. Monitors and ensure the maintenance of the ISO status of the Department and/or its sub divisions;
3. Performs other functions as maybe authorized;

Section 14. Regional Offices. - The Regional Offices shall be headed by Regional Directors with the rank and emoluments of Director IV to be appointed by the President. The Regional Offices shall be under the direct control of the Secretary and shall have the following functions:

1. Direct implementation of TETC programs, projects and related activities in the region;
2. Develop and recommend TETC programs for local level implementation within set policies;
3. Deploy policies to stakeholders;
4. Manage TETC resources in the region;
5. Plan and implement policy inputs; and
6. Perform other functions as may be authorized.

SEC. 15. The Provincial/ District Offices. - The Provincial/ District Offices shall be headed by Provincial/District Directors, who shall have the rank and emoluments of a Director III.

The Provincial Offices shall have the following functions:

1. Serves as secretariat to the Provincial TET Committees;
2. Provides technical assistance to the local government units (LGUs) for effective supervision, coordination, integration of all TET programs within their localities;
3. Reviews and recommends priority TET programs within their localities; and
4. Performs such other functions as may be authorized.

Sec. 16. Schools and Centers. The Technical Education and Training delivery of the Department composed of leading technology centers, demonstration as well as regular Institutions shall have the following functions:

1. Provide demonstration of leading training technology or regular TET programs relevant to the needs of the economy as well as specific groups considered as marginalized and/or vulnerable in accordance with the national TETC agenda.
2. Conducts applied research and development programs and provides extension services in coordination with ROs/POs;
3. Conducts outreach programs in coordination with ROs/POs;
4. Initiates resource and income-generation programs; and
5. Performs such other functions as may be authorized.

SEC. 17. Compliance with the Salary Standardization Law. - The compensation and emoluments of the officials and employees of the Department shall be in accordance with the salary standardization law and other applicable laws under the national compensation and classification plan.

SEC. 18. Consultants and Technical Assistance, Publication and Research. - In pursuing its objectives, the Department is hereby authorized to set aside a portion of its appropriation for the hiring of services of qualified consultants, and private organizations for research work and publication in the field of technical education and skills development. It shall avail itself of the services of other agencies of the Government as may be required.

SEC. 19. Formulation of a Comprehensive Development Plan for Middle-Level Manpower. - The Authority shall formulate a comprehensive development plan for middle-level manpower based on a national employment plan or policies for the optimum allocation, development and utilization of skilled workers for employment entrepreneurship and technology development for economic and social growth. This

1 plan shall be updated periodically and submitted to the President of the Philippines
2 for approval. Thereafter, it shall be the plan for the technical education, Training and
3 Certification for the entire country within the framework of the National Development
4 Plan. The Department shall direct through its Offices to call on public agencies, the
5 private sector and the academe to assist in this effort. The comprehensive plan shall
6 provide for a reformed industry-based training program including apprenticeship,
7 dual training system and other similar schemes intended to:

- 8 • Promote maximum protection and welfare of the worker-trainee;
- 9 • Improve the quality and relevance and social accountability of technical
10 education and Training;
- 11 • Accelerate the employment-generation effort of the government; and
- 12 • Expand the range of opportunities for upward social mobility of the school-
13 going population beyond the traditional higher levels of formal education. All
14 government and non-government agencies receiving financial and technical
15 assistance from the government shall be required to formulate their respective
16 annual agency technical education and skills development plan in line with the
17 national technical education and training plan. The budget to support such
18 plans shall be subject to review and endorsement by the Department to the
19 Department of Budget and Management. The Department shall evaluate the
20 efficiency and effectiveness of agencies skills development program and
21 schemes to make them conform with the quantitative and qualitative
22 objectives of the national technical education and skills development plan.

23 **SEC. 20. Technical Education and Training Committees.** - The Department shall
24 establish Technical Education and Training Committees at the regional and local
25 levels to coordinate and monitor the delivery of all training activities by the public and
26 private sectors. These committees shall likewise serve as the Technical Education
27 and Training Development Committees of the Regional and Local Development

Councils. The compositions of the Technical Education and Training Committees shall be determined by the Secretary of the DepTeTC.

SEC. 21. Apprenticeship Program. - The Department shall promote apprenticeship as a major mode of training rather than an employment arrangement and shall see to it that it is not subject to abuse by unscrupulous entities;

SEC. 22. Technical Education and Training Centers. - The Department shall establish and/or cause the establishment of a network of national, regional and local skills training centers for the purpose of promoting skills development. This network shall include leading training technology centers, skills training centers in vocational and technical schools, technical institutes, polytechnic colleges, and all other duly accredited public and private dual system educational institutions. The technical education and Training centers shall be administered and operated under such rules and regulations as may be established by the Department in accordance with the National Technical Education and Training Plan.

SEC. 23. Establishment and Administration of National Training Standards. - There shall be national training standards to be established by Department-accredited industry committees. The Department shall develop and implement a certification and accreditation program in which private industry groups and trade associations are accredited to conduct approved assessment packages, and the local government units to promote such assessment in their respective areas in accordance with the guidelines to be set by the Department. The Secretary shall determine the occupational trades for mandatory certification. All certificates relating to the national training standards and certification system shall be issued by the Department through its Regional and Provincial Offices. In consonance with the Philippine Qualification Framework (PQF), the Department shall closely collaborate with the Professional Regulation Commission (PRC) as regards to the assessment of technicians, master craftsman and technologists.

1 **SEC. 25. Administration of Training Programs.** - The Authority shall design and
2 administer training programs and schemes the will develop the capabilities of public
3 and private institutions to provide quality and cost-effective technical education and
4 skills development and related opportunities. Such training programs and schemes
5 shall include teacher's trainors' training, skills training for entrepreneur development
6 and technology development, cost-effective training in occupational trades and
7 related fields of employment, and value development as an integral component of
8 all skills training programs.

9 **SEC. 26. Assistance to Employers and Organizations.** - The Authority shall assist
10 any employer or organization engaged in skills training schemes designed to attain
11 its objectives under rules and regulations which the Authority shall establish for this
12 purpose.

13 **SEC. 27. Accreditation and Regulation of Technical Education and Training**
14 **Programs.** All technical education and training programs shall be duly accredited by
15 the Department before it is offered to the public by any public, private entity or non
16 government organization. Non-compliance with the accreditation requirements of the
17 Department shall be form part of the bases for the possible suspension or
18 cancellation of the entities' license to operate issued by competent authorities.

19 **SEC. 28. Coordination of All Skills Training Schemes.** - In order to integrate the
20 national skills development efforts, all technical education and skills training
21 schemes as provided for in this Act shall be coordinated with the Department
22 particularly those having to do with the setting of trade skills standards. For this
23 purpose, existing technical education and skills training programs in the Government
24 and in the private sector, specifically those wholly or partly financed with government
25 funds, shall be reported to the Department which shall assess and evaluate such
26 programs to ensure their efficiency and effectiveness. Non-compliance with the

above mentioned reportorial requirements could disqualify erring entities for any form of government assistance in field technical education and training.

SEC. 29. Enterprise Based Partnerships and Linkages. - The Authority shall establish effective and efficient institutional arrangements with industry bodies and such other aggrupation or associations to provide direct participation of employers and workers in the design and implementation of skills development schemes, trade skills standardization and certification and such other functions in the fulfillment of the Department's objectives.

SEC. 30. Inclusive Training Opportunities. - The Authority shall likewise design and implement a delivery system for community based technical education and training opportunities for the marginalized and disadvantaged sectors of the population, providing them with new tools of wealth creation and with the capability to take on higher value-added gainful activities and to share equitably in productivity gains eventually leading to poverty alleviation and reduction;

SEC. 31. Skills Olympics. - To promote quality skills development in the country and with the view of participating in international skills competitions, the Department, with the active participation of private industries, shall organize and conduct annual National Skills Olympics. The Department shall promulgate the necessary rules and guidelines for the effective and efficient conduct of Annual National Skills Olympics and for the country's participation in international skills Olympics.

SEC. 32. The TET Development Fund. - A Technical Education and Training Development Fund is hereby established, to be managed/administered by the Department, the income from which shall be utilized exclusively in awarding of grants and providing assistance to training institutions, industries, local government units for upgrading their capabilities and to develop and implement training and training-related activities. The contribution to the fund shall be the following:

- A one-time lump sum appropriation from the National Government;

- An annual contribution from the Overseas Workers Welfare Administration Fund, the amount of which should be part of the study on financing in conjunction with letter (D) of Section 34;
- Donations, grants, endowments, and other bequests or gifts, and any other income generated by the Department.

The Secretary shall be the administrator of the fund, and as such, shall formulate the necessary implementing guidelines for the management of the fund, subject to the following:

- a) Unless otherwise stipulated by the private donor, only earnings of private contributions shall be used; and
- b) No part of the seed capital of the fund, including earnings, thereof, shall be used to underwrite expenses for administration.

The Secretary shall appoint a reputable government-accredited investment institution as fund manager, subject to existing government regulations.

SEC 33. Technical Assistance, Incentives and Scholarship Grants. - The Department shall adopt a system of providing technical assistance, incentives and scholarship grants which shall be designed to encourage public and private sector and clientele participation in technical education and training activities along the priorities identified by the National Development Plan/Agenda.

SEC 34. Placement Centers. There shall be established a network of placement centers or PLACERS in all the Provincial/ District Offices to cater specifically to the job placement of TET institutions. These Centers shall be financed and administered by the Department but will form part of the National Employment Service Network of the DOLE;

SEC 35. Budget. - The amount necessary to finance the initial implementation of this Act shall be charged against the existing appropriations of the TESDA.

1 Thereafter, such funds as may be necessary for the continued implementation of this
2 Act shall be included in the annual General Appropriations Act.

3 **SEC 36. Transitory Provisions.** - The personnel of the TESDA shall, in a holdover
4 capacity, continue to perform their respective duties and responsibilities and receive
5 their corresponding salaries and benefits until such time when the organizational
6 structure and staffing pattern of the Department shall have been approved: *Provided,*
7 That the preparation and approval of the said new organizational structure and
8 staffing pattern shall, as far as practicable, respect and ensure the security of tenure
9 and seniority rights affected government employees. Those personnel whose
10 positions are not included in the new staffing pattern or who are not reappointed or
11 who choose to be separated as a result of the reorganization shall be paid their
12 separation or retirement benefits under existing laws.

13 **SEC. 37. Implementing Rules and Guidelines.** - The Department shall issue,
14 within a period of ninety (90) days after the effectivity of this Act, the rules and
15 regulations for the effective implementation of this Act. The Department shall submit
16 to concerned Committees of both Houses of Congress copies of the implementing
17 rules and guidelines within (30) days after its promulgation. Any violation of this
18 Section shall render the official/s concerned liable under R. A. No. 6713, otherwise
19 known as the "Code of Conduct and Ethical Standards for Public Officials and
20 Employees" and other existing administrative and/or criminal laws.

21 **SEC. 38. Repealing Clause.** - All laws, presidential decrees, executive orders,
22 presidential proclamations, rules and regulations or part thereof contrary to or
23 inconsistent with this Act are hereby repealed or modified accordingly.

24 **SEC. 39. Separability Clause.** - If any provision of this Act is declared
25 unconstitutional, the same shall not affect the validity and effectivity of the other
26 provisions hereof.

1 **SEC. 40. Effectivity.** - This Act shall take effect fifteen (15) days after its complete
2 publication in two (2) newspapers of general circulation.

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4 *Approved,*