

H. No. 7264

Republic of the Philippines
Congress of the Philippines
Metro Manila
Seventeenth Congress
Third Regular Session

Begun and held in Metro Manila, on Monday, the twenty-third day of July, two thousand eighteen.

[REPUBLIC ACT NO. 11192]

AN ACT ESTABLISHING THE CORDILLERA STATE INSTITUTE OF TECHNICAL EDUCATION OR CSITE, INTEGRATING THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TRAINING CENTERS AND TESDA-SUPERVISED STATE-RUN TECHNICAL-VOCATIONAL INSTITUTIONS (TVIs) IN THE CORDILLERA ADMINISTRATIVE REGION AND APPROPRIATING FUNDS THEREFOR

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

SECTION 1. *Short Title.* — This Act shall be known as the “Cordillera State Institute of Technical Education or CSITE Act”.

SEC. 2. *Establishment.* – There is hereby established a State Skills Institute in the Cordillera Administrative Region (CAR), under the supervision of the Technical Education and Skills Development Authority (TESDA), integrating therewith the Baguio City School of Arts and Trades, the TESDA Regional Training Center-Baguio City, the TESDA Provincial Training Centers in Abra, Ifugao, Benguet, Kalinga and Mountain Province, the Local Government Unit (LGU) Provincial Training Center in Apayao, and such other State-run technical-vocational institutions (TVIs) in the region, to be known as the Cordillera State Institute of Technical Education or CSITE, hereinafter referred to as the Institute.

SEC. 3. *Campus Sites.* – The merger of the Baguio City School of Arts and Trades and the TESDA Regional Training Center in Baguio City shall form the main campus of the Institute. The TESDA Provincial Training Centers in Abra, Ifugao, Benguet, Kalinga and Mountain Province, and the LGU-run Provincial Training Center in Apayao shall be converted into extension campuses of the Institute established hereto.

SEC. 4. *General Mandate.* – With the recent major developments challenging the Philippine higher and technical-vocational education priorities and mandates, namely: (a) the adoption of the Philippine Qualifications Framework (PQF); (b) the Association of Southeast Asian Nations (ASEAN) economic integration; and (c) the rapidly changing technical skills priorities, competency demands and key employment generators under the Philippine Standards Occupational Classification and the international labor requirements and standards, it becomes imperative to strengthen the country's 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 ASEAN integration framework and such other mutual international exchange agreements for technical-vocational skills.

The Institute 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 Institute 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 TESDA-polytechnic 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 Cordillera Region, as well as for any preferred local and international employment.

The Institute shall offer a wide-array of one (1)-year to three (3)-year TESDA-registered technical-vocational skills training programs and certificate courses, and shall aim to meet, as a long-term goal, the maximum competency requirements under Level V of the PQF, 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 CAR, as well as specifically geared towards the acquisition of employable skills, gainful employment, practical livelihood and entrepreneurship.

The Institute shall play a pivotal role in primarily helping the students and out-of-school youths and residents from low-income families, including persons with disabilities, in Baguio City and the adjacent provinces of Abra, Ifugao, Benguet, Kalinga, Mountain Province, Apayao,

and the rest of the CAR to become productive, self-reliant and to be developed into globally competitive middle to high-level skilled labor force to hasten the social and economic development of the entire CAR, in particular, as well as meet the manpower placement needs of both local and international labor market, in general.

The Institute shall consider in the design of relevant technical-vocational training programs and courses to be offered thereat the results of a competency assessment of the socioeconomic profile, employment conditions and opportunities, business climate, market and industry potentials, resources available and presence of support structures, including the literacy level and skills readiness, and the overall development needs of the host area, Baguio City, and the adjacent localities within the operational radius of the Institute.

It shall likewise consider the relevant skills and trade competencies, craftsmanship training programs and entrepreneurship activities needed to deliver the effective employment and development interventions required to make Baguio City and the rest of the integrated localities comprising CAR human resource capital and economic productivity hubs.

The Institute shall also serve as a TESDA-accredited Assessment Center for acquired competencies in technical-vocational skills in the entire CAR.

Admission to the Institute, including scholarships and grants-in-aid, shall be given to the most disadvantaged citizens of the most economically depressed areas in the region.

Further, as deemed necessary and practicable, in coordination with the Department of Education (DepEd) and TESDA, the Institute shall render relevant teachers' training assistance and curriculum design to the secondary schools offering technical-vocational livelihood (TVL) track

under the K to 12 Program of the DepEd in the communities and areas in CAR within the operational radius of the Institute.

SEC. 5. Curricular Offering/Training Programs. – The Institute 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 Institute to support the development needs for a robust inclusive economy of Baguio City and the rest of the integrated localities in the CAR within the operational radius of the Institute, 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 Institute may establish, as may be deemed necessary and practicable, research and technology hubs, mobile training programs, and satellite or extension training centers in priority areas throughout CAR 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 Institute 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 Institute shall qualify for academic recognition under the Ladderized Interface system for tertiary education if compliant with the requirements under said program.

The Institute 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 Institute and the whole CAR to enhance their capacities for livelihood, gainful employment and practical entrepreneurship skills.

SEC. 6. *Compliance with TESDA Requirements.* –

The provisions of this Act notwithstanding, the establishment of the Institute 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 Institute 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 state polytechnic institute 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 CAR in the context of the ASEAN and PQF 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 state polytechnic institute.

SEC. 7. *Administration.* – The Institute 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 Institute. The duties and responsibilities of the School 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 School 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 Institute shall be organized following the staffing pattern of the TESDA for such type of school pursuant to existing laws, rules and regulations.

SEC. 8. *Assets, Liabilities and Personnel.* – All fixed and movable assets, personnel, records and documents of the integrated institutions composed of the Baguio City School of Arts and Trades, the TESDA Regional Training Center-Baguio, the TESDA Provincial Training Centers in Abra, Ifugao, Benguet, Kalinga and Mountain Province, and the LGU-run Provincial Training Center in Apayao, as well as their liabilities or obligations shall be transferred to the Institute: *Provided*, That the positions, rights and security of tenure of faculty and personnel therein employed pursuant to existing laws prior to their merger into the Institute shall not be impaired in the new organizational structure and staffing pattern of the Institute.

All parcels of land belonging to the government occupied respectively by the above-captioned institutions are hereby declared property of the Institute and shall be titled under that name: *Provided, That*, should the Institute cease to exist or such aforementioned parcels of land be no longer needed by the Institute, the same shall revert to the respective individual institutions before their merger or integration under this Act, or to their respective LGUs.

SEC. 9. *Appropriations.* – The amount needed to initially implement the provisions of this Act shall be charged against the current year’s appropriations of the Baguio City School of Arts and Trades, TESDA, and the Apayao LGU. Thereafter, such amount as may be necessary for the continued operation of the Institute shall be included in the annual General Appropriations Act.

The respective LGUs concerned, in consultation with the TESDA, shall likewise set aside from any available local revenue an amount deemed appropriate as fund support to the operation of the State Polytechnic Institute established herein.

SEC. 10. *Implementing Rules and Regulations.* – 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, the concerned LGUs, and such other relevant agencies and industry-business partners of the host localities of the Institute established herein shall prepare and issue the necessary rules and regulations for the effective implementation of this Act.

SEC. 11. *Separability Clause.* – If, for any reason, any section of this Act shall be deemed unconstitutional or invalid, the other sections or provisions hereof shall not be affected and shall thereby remain in force and in effect.

SEC. 12. *Repealing Clause.* – All laws, executive orders, decrees, instructions, rules and regulations contrary to or inconsistent with any provision of this Act are hereby repealed or amended accordingly.

SEC. 13. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.


Approved,


VICENTE C. SOTTO III
President of the Senate


GLORIA MACAPAGAL-ARROYO
Speaker of the House of Representatives

This Act which originated in the House of Representatives was passed by the House of Representatives on March 14, 2018, amended by the Senate on October 10, 2018, and which amendments were concurred in by the House of Representatives on November 14, 2018.


MYRA MARIE D. VILLARICA
Secretary of the Senate


DANTE ROBERTO P. MALING
Acting Secretary General House of Representatives

Approved: JAN 18 2019


RODRIGO ROA DUTERTE
President of the Philippines

