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SENATE
S.B. No. 2024

RECEIVED BY: 

Introduced by **SENATOR IMEE R. MARCOS**

**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**

EXPLANATORY NOTE

A cornerstone of progress is high-quality education. People can transcend the boundaries of oppression and overcome generational poverty when they have access to high-quality education. The 1987 Constitution provides in Article XIV, Section 1 that *"the State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all."* For this reason, it is the responsibility of the state to create, support, and maintain a comprehensive, appropriate, and integrated system of education that is in line with the needs of the populace and society.

Pertinent to the current need for our educational authorities to place less focus on degree programs and more on the immediate upgrading of skills to meet the urgent demands of the business sector, the Constitution provides under Section 2 (5) of the same Article that *"the State shall 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 to provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills."*

Republic Act No. 7796, known as the Technical Education and Skills Development Act of 1994 or the TESDA Act of 1994, envisioned to promote and strengthen the quality of technical education and skills development programs to attain international competitiveness, focus technical education and skills development on meeting the changing demands for quality middle-level manpower, encourage critical and creative thinking, and recognize and encourage the complementary roles of learning institutions in technical education, skills development, and training systems.

Isulan, as the provincial capital of the Province of Sultan Kudarat, is a landlocked municipality constituting 10.18% of the entire province's total area which

encompasses 54,587,000 square meters of land covering the town. According to the data reported by the Philippine Statistics Authority (PSA) in 2020, Isulan serves as a home to 97, 490 Filipinos representing 11.41% of the entire population of Sultan Kudarat with 854, 052 residents and 1.99% of the overall population of the Soccsksargen region with 4, 901, 486 Filipinos. Considering the report reflecting data about the region's labor force in October 2021, a number of 3, 226 Filipinos aged 15 years old and above are already working - with a labor force participation rate of 62.5%, underemployment rate of 21.0%, unemployment rate of 6.3%. From the 93.7% employment rate, 54.3% of the 1, 194, 134 employed male residents of the Soccsksargen are wage and salary workers, 34.0% of which are self-employed, 6.7% are employers of their own family farm and/or business, and 5.1% are unpaid family workers. Similarly, 48.8% of the 695, 457 employed female residents are wage and salary workers, 34.3% are self-employed, 4.9% are employers of their own family farm or business, and 12.0% are unpaid family workers.¹

From the aforementioned provisions of the Philippine Constitution, it is essential to highlight, emphasize, and prioritize the importance of considering education as an instrument of growth, rather than being treated for its utilitarian factor, a tool that will equip and enable every Filipino to develop ample knowledge in communication, critical thinking, technical skills, and the like.

Hence, the purpose of this bill is to create a TESDA Training and Assessment Center in the municipality of Isulan, Province of Sultan Kudarat to primarily cater to the needs of the constituents of the entire region. The establishment of this Center was geared towards the provision of technical and vocational skills training and development programs to low-income families, out of school children and youth, persons with disabilities, and all other members of various sectors.

In view of aforementioned considerations, the passage of this bill is earnestly sought.


IMEE R. MARCOS

¹ Soccsksargen Region: Updates and Statistics. (2023). Philippine Statistics Authority. Accessed through <http://rso12.psa.gov.ph/sites/default/files/R12-QS2022-002.pdf>.



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

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

4
5 **Sec. 2. Establishment.** – There is hereby established a training and
6 assessment center, under the supervision of the Technical Education and Skills
7 Development Authority (TESDA), to be known as the Sultan Kudarat Technical
8 Education and Skills Development Authority (TESDA) Provincial Training Center. It
9 shall be located at Isulan, Province of Sultan Kudarat, pursuant to the purposes of
10 this Act and to the agreement between TESDA and the concerned local government
11 units (LGUs).

12
13 **Sec. 3. General Mandate.** – The Sultan Kudarat Technical Education and
14 Skills Development Authority (TESDA) Provincial Training Center shall strengthen
15 the province and regional technical-vocational education to immediately effect a
16 major shift towards the development of world-class Filipino workforce equipped
17 with practical technical skills of global competence and calibre, responsive to the
18 needs of both the domestic and global job market, and aligned with the
19 international integration framework for technical-vocational skills.

20
21 The Center shall endeavor to bring about greater industry-academe
22 collaboration and critical partnerships with local and international institutions to
23 forge mutual skills benchmarking standards, program exchange and internship
24 trainings to equip graduates with competencies and preferred job access.
25

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

8
9 The Center shall offer a wide array of TESDA-registered technical-vocational
10 skills training programs and certificate courses, and shall aim to meet, as a long-
11 term goal, the maximum competency requirements, which is the Diploma level in
12 technical-vocational education. It shall primarily provide tertiary undergraduate
13 technical-vocational education, and shall likewise ensure to provide the various
14 skills trainings and trade specialization relevant to the needs of the province,
15 specifically geared towards the acquisition of employable skills, gainful
16 employment, practical livelihood and entrepreneurship.

17
18 The Center shall also serve as a TESDA-accredited Assessment Center for
19 acquired competencies in technical-vocational skills.

20
21 The Center shall also render relevant teachers' training assistance and
22 curriculum design to the secondary schools offering technical-vocational livelihood
23 (TVL) track under the K to 12 Program of the Department of Education in the
24 communities and areas of operation.

25
26 **Sec. 4. Curricular Offering/Training Programs.** – The Center shall offer
27 TESDA-registered undergraduate certificate programs, one (1)-year to three (3)-
28 year technical-vocational courses, including short-term courses and modular
29 trainings in diverse relevant technical-vocational and industrial technology
30 education, and livelihood productivity, to comply with technical skills priorities,
31 competency demands and key employment generator targets under the Philippine
32 Standard Occupational Classification and of International Labor Requirements and
33 Standards.

34
35 Skills and trades specialization for local employment requirements shall,
36 however, be prioritized in technical-vocational education at the Center to support
37 the development needs for a robust inclusive economy of Sultan Kudarat and the
38 Soccsksargen region within the operational radius of the Center, in consultation
39 with the Department of Labor and Employment (DOLE), the Department of Trade
40 and Industry (DTI), the Department of the Interior and Local Government (DILG),
41 the National Economic and Development Authority (NEDA), business-industry
42 partners, and such other relevant agencies, both local and international.

43
44 The Center may establish, as maybe deemed necessary and practicable,
45 research and technology hubs, mobile training programs, and satellite or extension
46 training centers in priority areas throughout Soccsksargen to strengthen linkages

1 between the industry, the academe, and the technology programs thereat. It shall
2 likewise adopt the use of innovative training modes such as information technology-
3 assisted instruction, dual learning system, open or distance education, and
4 community laboratory and such other instructional programs to afford the
5 community greater access to technical-vocational education and skills training.
6

7 The Center shall, as far as necessary and practicable, offer TESDA-registered
8 technical-vocational courses for competency assessment and skills certification of
9 the TESDA: *Provided*, that course completion shall be credited through skills
10 competency assessment leading to National Certification (NC) Levels I to V:
11 *Provided, further*, that the technical-vocational courses completed at the Center
12 shall qualify for academic recognition under the Ladderized Interface System for
13 tertiary education if compliant with the requirements under the said program.
14

15 The Center shall, as necessary and practicable, offer courses from the
16 following TESDA-registered technical-vocational and short-term training programs:
17

- 18 (a) Agriculture-related trainings and skills development in such areas as
19 farming operations technology, backyard farming and home-based
20 aquaculture and propagation innovations, mechanized farm tools
21 and equipment operation, agribusiness, agri-aqua trade technology
22 and innovations, and relevant farmers continuing trainings for
23 increased productivity and entrepreneurship;
- 24 (b) Skills training in industrial technology and hard trades such as metal
25 and steel works, machine fabrication and operation, heavy
26 equipment operation, automotive mechanic, refrigeration and air
27 conditioning, electronics, and operation of power tools and
28 equipment for both medium skills grade and industrial preferred
29 skills;
- 30 (c) Tourism and hospitality-related courses relating to hotel, restaurant,
31 and tourism development and management, including personality
32 development and social communication skills training, language
33 proficiency courses in English and other language competence for
34 business process outsourcing employment and overseas job
35 placement;
- 36 (d) Livelihood skills development courses for preferred skills
37 employment, small-scale income generating opportunities and
38 entrepreneurship training, including practical skills education in
39 crafts and arts, workmanship and designing (fabric, woodworks,
40 jewelry and metal works), high speed sewing, dressmaking and
41 tailoring, horticulture, livestock raising and breeding, food
42 processing technology, home technology, culinary arts and
43 commercial cooking, including baking, beauty culture (includes
44 cosmetology, hair and nail styling), health and wellness trainings;

- 1 (e) Basic business literacy training in financial management and
2 marketing, practical accountancy, bookkeeping and office
3 procedures, business processes and application procedures including
4 registration, licensing, documentation, business patent and
5 intellectual property regulation, business financing and investment
6 opportunities sourcing, import-export accreditation, including online
7 home-based business operation and use of social media for business
8 marketing;
- 9 (f) Technical-vocational occupation and trades skills such as carpentry,
10 masonry, plumbing, practical electricity and installation, automotive
11 technician and servicing, electronics technician and servicing,
12 welding technician, personal computer servicing, and such other
13 relevant practical technical skills courses.
- 14 (g) Computer literacy- and information technology-related skills, digital
15 technology, web design, animation, photoshop or online
16 photography, computer design and advertising;
- 17 (h) Seminars in personality development, career counselling and job
18 placement, work ethics and values, business project development;
19 and
- 20 (i) Other preferred priority skills and trades training courses relevant to
21 the needs of the localities served within the operational radius of the
22 Center and the whole Soccsksargen to enhance their capacities for
23 livelihood, gainful employment and practical entrepreneurship skills.

24
25 **Sec. 5. Compliance with TESDA Requirements.** – The provisions of this Act
26 notwithstanding the establishment of the Center shall become operationally
27 effective only upon the final determination and declaration of the TESDA, through
28 the issuance of a formal recommendation and certificate of compliance, that the
29 Center has satisfactorily complied with the minimum requirements and qualify
30 standards prescribed by the TESDA governing the following:

- 31
32 (a) Standard procedures and guidelines (SPGs) for the establishment and
33 operation of a TESDA state polytechnic institute, or of a state
34 technical education and the TESDA technology institution as herein
35 contemplated;
- 36 (b) Operational sustainability of the state polytechnic institute established
37 herein, such as, but not limited to, appropriate TESDA-approved site
38 or location, licensed faculty-trainers and personnel, equipment,
39 training and laboratory facilities, including industrial-grade
40 requirements for hard metal trainings, updated instructional
41 materials, and such other standard requirements TESDA may apply
42 for a state polytechnic institute;

- 1 (c) Sustainable funding source and allocation of budget requirement to
2 support the TESDA Center hereto established;
- 3 (d) Assurance that the training programs offered are fully aligned with
4 the minimum standards of competency-based quality technical-
5 vocational skills technology and needs of the region in the context of
6 the ASEAN and PQF for technical-vocational education, and the
7 Philippine Standards Occupational Classification and the International
8 Labor Requirements and Standards; and
- 9 (e) Compliance with such other TESDA conditionalities as may be
10 necessary and applicable in establishing the herein TESDA Center.

11
12 **Sec. 6. Administration.** – The Center shall be headed by an Executive
13 Director under the supervision of the TESDA, and appointed by the TESDA Director
14 General in accordance with civil service rules and regulations and the qualification
15 requirements and standards for such office.

16
17 The School Superintendent shall render full-time service and shall be
18 responsible for the administration and operation of the Center. The duties and
19 responsibilities of the Center Superintendent, including the appropriate
20 compensation schedule, shall follow the position qualification standard of TESDA
21 for such office, in consultation with the DBM.

22
23 As necessary and practicable, and subject to approval by the TESDA Director
24 General, the Center Superintendent herein appointed shall enter into mutual
25 agreements with local-based, counterpart agencies or instrumentalities and
26 persons, both private and government, for such assistance as may be necessary to
27 effectively implement this Act.

28
29 The academic and administrative staff of the Center shall be organized
30 following the staffing pattern of the TESDA for such type of school pursuant to
31 existing laws, rules and regulations.

32
33 **Sec. 7. Appropriations.** – The Director General of the TESDA shall include in
34 the Authority's Program the operation of the Center, the funding of which shall be
35 included in the Annual General Appropriation Act.

36
37 **Sec. 8. Implementing Rules and Regulations.** – Within ninety (90) days from
38 the approval of this Act, the TESDA, in coordination with the DOLE, the DTI, the
39 Department of Agriculture, the DBM, the DILG, and such other relevant agencies
40 and industry-business partners of the host localities of the Center established herein
41 shall prepare and issue the necessary rules and regulations for the effective
42 implementation of this Act.

1 **Sec. 9. Separability Clause.** – If, for any reason, any section or provision of
2 this Act is declared unconstitutional or invalid, other sections or provisions which are
3 not affected thereby shall continue to be in full force and effect.
4

5 **Sec. 10. Repealing Clause.** – Any law, presidential decree or issuance,
6 executive order, letter of instruction, administrative order, proclamation, charter,
7 rule or regulation and/or parts thereof contrary to or inconsistent with the provisions
8 of this Act is hereby repealed, modified or amended accordingly.
9

10 **Sec. 11. Effectivity Clause.** – This Act shall take effect fifteen (15) days
11 following its publication in the Official Gazette or in two (2) newspapers of general
12 circulation.

Approved,