

HOUSE OF REPRESENTATIVES

H. No. 6671

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BY REPRESENTATIVES RODRIGUEZ (R.), GO (M.), CO-PILAR, ADIONG, DAZA, BASCUG, MANUEL, RODRIGUEZ (E.), SUANSING (M.A.), MAGSINO, ACIDRE, GULLAS, KHONGHUN, EUDELA, GALEOS, AQUINO, HERNANDEZ, TUTOR, ABALOS, ALVAREZ (M.), QUIMBO, DUJALI, CARI, BUHAIN, SACDALAN, NAVA, ZAMORA (M.C.), PRIMICIAS-AGABAS, ORTEGA, SALO, CAOAGDAN, MARIANO-HERNANDEZ, VERZOSA, GASATAYA, PADIERNOS, MERCADO-REVILLA AND Co (E.), PER COMMITTEE REPORT No. 247

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AN ACT

**CONVERTING THE CAGAYAN DE ORO (BUGO) SCHOOL OF ARTS AND TRADES IN THE CITY OF CAGAYAN DE ORO, PROVINCE OF MISAMIS ORIENTAL, INTO A POLYTECHNIC INSTITUTION TO BE ADMINISTERED AND SUPERVISED BY THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY, TO BE KNOWN AS THE CAGAYAN DE ORO POLYTECHNIC INSTITUTE, AND APPROPRIATING FUNDS THEREFOR**

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

1           **SECTION 1. *Short Title.*** – This Act shall be known as the “Cagayan de Oro Polytechnic  
2 Institute (COPI) Act.”  
3

4           **SEC. 2. *Conversion.*** – The Cagayan de Oro School of Arts and Trades (COBSAT) located in  
5 the City of Cagayan de Oro, Province of Misamis Oriental, is hereby converted into a polytechnic  
6 institute under the supervision and administration of the Technical Education and Skills Development  
7 Authority (TESDA), to be known as the “Cagayan de Oro Polytechnic Institute (COPI)”.  
8

9           **SEC. 3. *General Mandate.*** – The COPI shall restructure its technical-vocational education and  
10 training (TVET) curricular programs to respond to the needs of the local and international labor  
11 markets for technical skills, and align curriculum with current international skill standards.  
12

13           To this end, the COPI shall upgrade its curricular standards as a post-secondary polytechnic  
14 skills educational institution and provide higher level competency qualifications for instructors in  
15 TESDA-registered TVET programs and certificate courses. It shall provide relevant skills trainings  
16 and trade specialization courses to facilitate the acquisition by the citizenry of the necessary technical  
17 skills that will enhance their access to gainful employment, practical livelihood, and entrepreneurial  
18 opportunities, and thus hasten the development of the host area and the adjacent localities in the  
19 Province of Misamis Oriental into human resource and productivity hubs.

1 Priority admission to the COPI, including availment of scholarships, grants-in-aid and other  
2 forms of student financial assistance, shall be given to the most economically-disadvantaged students,  
3 out-of-school youths, persons with disabilities, and indigenous peoples in Cagayan de Oro City and  
4 the adjacent localities in the Province of Misamis Oriental to ensure their development into productive  
5 and globally competitive skilled labor assets.

6  
7 The COPI shall serve as a TESDA-accredited assessment center, subject to the accreditation  
8 requirements under the Philippine TVET Competency Assessment and Certification System, for  
9 acquired competencies in TVET programs in the Province of Misamis Oriental. It shall also provide  
10 teachers' training and assistance to secondary schools offering the technical-vocational livelihood track  
11 under the K to 12 Program in the area of curriculum designing, in coordination with the Department  
12 of Education, the TESDA and the Department of Labor and Employment (DOLE).

13  
14 **SEC. 4. Curricular Offerings and Training Programs.** – The COPI shall offer TESDA-  
15 registered TVET programs, undergraduate certificate courses, and short-term courses and modular  
16 trainings on preferred technical-vocational skills. It shall aim to meet the competency requirements  
17 under Level V of the Philippine Qualifications Framework (PQF), which is the diploma level in TVET.  
18

19 To this end, the DOLE, Department of Trade and Industry (DTI), Department of Science and  
20 Technology (DOST), Department of Agriculture (DA), Department of the Interior and Local  
21 Government (DILG), National Economic and Development Authority (NEDA), business-industry  
22 partners, and other relevant agencies and instrumentalities, both local and international, shall provide  
23 the necessary assistance so the COPI can produce skilled manpower to supply the needs of a robust  
24 and inclusive economy.

25  
26 The COPI may establish research and technology hubs, technology development farms,  
27 satellite or extension training centers, promote mobile training programs, and strengthen linkages with  
28 industry partners and the academe.

29  
30 It shall also adopt the use of innovative training modes such as information technology-assisted  
31 instruction, dual learning system, open or distance education, community laboratory, and such other  
32 instructional programs that will allow local residents greater access to TVET program offerings of the  
33 COPI.

34  
35 Course completion at the COPI shall be credited after a skills competency assessment under  
36 National Certification Levels III to V. When applicable, TVET competency shall qualify a student for  
37 academic degree recognition under the ladderized interface system for tertiary education, provided that  
38 the requirements of the Commission on Higher Education are complied with.

39  
40 The COPI shall offer skills development for higher competency qualifications in areas relating  
41 to technical-industrial education, trade technology, tourism, agricultural technology, business literacy,  
42 and innovation in TESDA-registered skills courses as follows:

- 43  
44 (a) Skills training in industrial technology and hard trades such as metal and steelwork, machine  
45 fabrication and operation, heavy equipment operation, automotive mechanical assembly,  
46 refrigeration and air conditioning, electronics, and operation of power tools and equipment for  
47 both medium skills grade and industrial purposes;  
48  
49 (b) Tourism and hospitality-related courses relating to hotel, restaurant and tourism development  
50 management;

- 1 (c) Agriculture and aquaculture-related trainings and skills development in such areas as farming  
2 technology, fishing operations technology, backyard farming and home-based aquaculture and  
3 propagation innovations, mechanized farming, fishing tools and equipment operation,  
4 agribusiness and agri-aqua trade technology and innovations, and relevant training seminars  
5 for farmers and fisherfolk to encourage entrepreneurship and thus increase productivity;  
6
- 7 (d) Livelihood skills development courses for preferred skills employment and small-scale  
8 entrepreneurship, including practical skills education in arts and crafts, workmanship and  
9 design, high-speed sewing, dressmaking and tailoring, horticulture, livestock raising and  
10 breeding, food processing technology, home technology, culinary arts and commercial  
11 cooking, cosmetology, and health and wellness training;  
12
- 13 (e) Basic business literacy training in financial management, marketing, practical accountancy,  
14 bookkeeping, office procedures, business processes and application procedures, including  
15 registration, licensing, documentation, business patent and intellectual property regulation,  
16 business financing and investment opportunities sourcing, import-export accreditation, online  
17 home-based business operation, and use of social media business marketing;  
18
- 19 (f) Technical-vocational occupation and trades skills such as carpentry, masonry, plumbing,  
20 welding, practical electricity and installation, automotive servicing, electronics servicing,  
21 personal computer servicing, and such other relevant practical skills courses;  
22
- 23 (g) Computer literacy and information technology-related skills, basic computer operation, web  
24 development, digital animation, game development and computer aided design application;  
25
- 26 (h) Social communication skills development and language proficiency courses in English and  
27 other languages for business process outsourcing employment and overseas job placement;  
28
- 29 (i) Seminars on personality development, career counseling and job placement, and work ethic  
30 and values; and  
31
- 32 (j) Other preferred priority skills and trades training that may be needed by the people of Cagayan  
33 de Oro City and the adjacent localities to enhance their capacities for practical livelihood,  
34 gainful employment and entrepreneurship skills.  
35

36 **SEC. 5. Compliance with TESDA Requirements.** – The provisions of this Act notwithstanding,  
37 the conversion of the COBSAT into the COPI shall become operational only upon the issuance by the  
38 TESDA of a formal recommendation and certificate of compliance attesting that the COPI has  
39 satisfactorily complied with the minimum standards of quality it has prescribed governing the  
40 following: a) standard procedures and guidelines for the conversion and operation of a TESDA  
41 polytechnic institute; b) operational sustainability of the COPI in terms of licensed faculty-trainers and  
42 personnel, equipment, training and laboratory facilities, instructional materials, and other standard  
43 requirements of a TESDA-accredited and supervised school; c) sustainable funding source and regular  
44 allocation of budgetary requirement for TESDA-operated schools; d) full alignment of the training  
45 programs offered with the minimum standards of competency-based quality technical-vocational  
46 technology skills and the needs of the host area and adjacent localities served within the context of the  
47 Association of Southeast Asian Nations integration and the PQF for TVET; and e) compliance with  
48 such other TESDA conditionalities and standards, as may be necessary and applicable, on the  
49 conversion of the COBSAT.  
50

51 **SEC. 6. Administration.** – The COPI shall be headed by a School Superintendent under the  
52 supervision of the TESDA, who shall render full-time service and be responsible for its administration

1 and operation. The School Superintendent shall be appointed by the TESDA Director General in  
2 accordance with the rules and regulations of the Civil Service Commission (CSC) and the qualification  
3 requirements for such office.  
4

5 The School Superintendent shall pursue cooperative undertakings and partnerships with  
6 locally-based private and public institutions, counterpart agencies or instrumentalities, and other  
7 persons as may be necessary to effectively implement this Act, subject to the approval of the TESDA  
8 Director General.  
9

10 The academic and administrative staff of the COPI shall be organized following the staffing  
11 pattern of the TESDA for such type of schools, pursuant to existing laws, rules and regulations of the  
12 CSC.  
13

14 **SEC. 7. Assets, Liabilities and Personnel.** – All assets, fixed and movable, personnel, records  
15 and documents, as well as the liabilities or obligations of the COBSAT, shall be transferred to the  
16 COPI: *Provided*, That the positions, rights and security of tenure of faculty and personnel therein  
17 employed prior to its conversion into the COPI, shall not be impaired, pursuant to existing laws.  
18

19 All parcels of land belonging to the government occupied by the COBSAT are henceforth  
20 declared as property of the COPI and shall be titled under that name: *Provided*, That should the COPI  
21 cease to exist or such aforementioned parcels of land be no longer needed by the COPI, the same shall  
22 revert to the local government unit (LGU) concerned, or to the City of Cagayan de Oro, Province of  
23 Misamis Oriental.  
24

25 **SEC. 8. Appropriations.** – The amount necessary for the initial funding of the operations of  
26 the COPI shall be charged against the current year's appropriations of the COBSAT. Thereafter, the  
27 funding of which shall be included in the annual General Appropriations Act.  
28

29 **SEC. 9. Implementing Rules and Regulations.** – Within ninety (90) days after the approval of  
30 this Act, the TESDA shall, in coordination with the DOLE, DTI, DOST, DA, DBM, DILG, NEDA,  
31 the concerned LGUs, and such other relevant agencies and industry-business partners of the host  
32 locality, prepare and issue rules and regulations for the effective implementation of this Act.  
33

34 **SEC. 10. Separability Clause.** – If, for any reason, any section or provision of this Act shall  
35 be deemed unconstitutional or invalid, the other sections or provisions hereof shall not be affected and  
36 shall remain in force and in effect.  
37

38 **SEC. 11. Repealing Clause.** – All laws, executive orders, decrees, instructions, rules and  
39 regulations contrary to or inconsistent with any provision of this Act are repealed or amended  
40 accordingly.  
41

42 **SEC. 12. Effectivity.** – This Act shall take effect fifteen (15) days after its publication in the  
43 *Official Gazette* or in a newspaper of general circulation.

Approved,