

SENATE
S.B. No. 2285

23 JUN 20 P 4 :06

RECEIVED BY: 

Introduced by **SENATOR IMEE R. MARCOS**

AN ACT
ESTABLISHING THE ZAMBOANGA DEL SUR TECHNICAL EDUCATION AND
SKILLS DEVELOPMENT AUTHORITY (TESDA) PROVINCIAL TRAINING AND
ASSESSMENT CENTER TO BE LOCATED IN THE MUNICIPALITY OF
LABANGAN, PROVINCE OF ZAMBOANGA DEL SUR, AND APPROPRIATING
FUNDS THEREFOR

EXPLANATORY NOTE

The 1987 Philippine 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 the society. People can transcend the boundaries of oppression and overcome generational poverty when they have access to high-quality education.

The municipality of Labangan, a coastal municipality situated in the province of Zamboanga del Sur, encompasses a total land area of 157.90 square kilometres constituting 3.52% of the province's total geographical area. Considering the recent data reported by the Philippine Statistics Authority (PSA) in 2020, the municipality of Labangan serves as a home to 44, 262 residents.¹

The Zamboanga del Sur Schools Division is considered as the largest division in Region IX in terms of the number of elementary and secondary schools established in the region. The Division has 32 school districts where 17 of which are located in the 1st Congressional District while 15 are in the 2nd Congressional District. It has 669 public elementary schools, 127 public secondary schools, 6 integrated schools, 34 private elementary schools, 44 private secondary schools, and 6 private integrated schools duly recognized by the Department of Education (DepEd).²

¹ PhilAtlas. Labangan - Province of Zamboanga del Sur. Accessed on 31 May 2023 from <https://www.philatlas.com/mindanao/r09/zamboanga-del-sur/labangan.html>

² Official Website of the Department of Education - Zamboanga del Sur Division. Accessed on 31 May 2023 from https://suresasur.net/?page_id=10

The Constitution also 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."

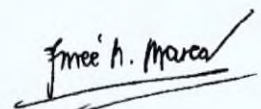
Republic Act No. 7796, otherwise known as the "Technical Education and Skills Development Act of 1994" or the "TESDA Act of 1994", declares that it is the policy of the State to provide relevant, accessible, high quality, and efficient technical education and skills development in support of the development of high quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities. This Act is 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, and recognize and encourage the complementary roles of learning institutions in technical education, skills development, and training systems in the modern society.

The province of Zamboanga del Sur is known primarily for its agri-fishery industry which explains the reason why majority of the employed residents belong to this industry. This prompted the provincial government to create employment and livelihood opportunities in the countryside and facilitate export employment. Among the occupational groups, agricultural fishery and forestry sectors posted the biggest group representing almost 50% of the total employed labor population. The slight reduction of these agricultural workers from 50.35% in 2004 to 49.58% in 2005 is attributed to the training offered by the Technical Education and Skills development Authority (TESDA) and other technical-vocational schools in order to produce competitive goods and services.

The purpose of this bill is to create a TESDA Training and Assessment Center in the municipality of Labangan, Province of Zamboanga del Sur to primarily cater to the needs of the constituents of the entire region in order for them to optimize their resources. 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.

This bill seeks to give outpouring opportunities to Filipino people, starting with the residents of Labangan, a chance for a brighter future for themselves and their families, for this bill is targeted to transform, equip, and preparing them to be skilled, competent, and globally competitive. Through the creation of this center, students will have access to fresh, practical knowledge and technical skills that can lead to a subsistence, fostering independence and a thriving local and national economy.

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



IMEE R. MARCOS

23 JUN 20 P4:07

SENATE
S.B. No. 2285

RECEIVED BY: 

Introduced by **SENATOR IMEE R. MARCOS**

AN ACT
ESTABLISHING THE ZAMBOANGA DEL SUR TECHNICAL EDUCATION AND
SKILLS DEVELOPMENT AUTHORITY (TESDA) PROVINCIAL TRAINING
AND ASSESSMENT CENTER TO BE LOCATED IN THE MUNICIPALITY OF
LABANGAN, PROVINCE OF ZAMBOANGA DEL SUR, 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 “*Zamboanga del*
2 *Sur TESDA Provincial Training and Assessment Center Act*”.

3
4 **Sec. 2. Establishment.** – There is hereby established Zamboanga del Sur
5 Technical Education and Skills Development Authority (TESDA) Provincial Training
6 and Assessment Center to be located in the Municipality of Labangan, Province of
7 Zamboanga del Sur.

8
9 **Sec. 3. General Mandate.** – The Zamboanga del Sur TESDA Provincial
10 Training and Assessment Center, hereinafter referred to as the Center, shall
11 primarily provide relevant and quality technical-vocational education and training
12 (TVET), including practical short-term specialty courses and one (1) year to three
13 (3)-year TESDA-registered technical-vocational skills program and certificate
14 courses, to out-of-school youths, high school students and graduates, unemployed
15 and underemployed adults, other workers, other workers in the informal sector and
16 residents from low-income families, as well as persons with disabilities in the
17 Province of Zamboanga del Sur, to help them become self-reliant and globally
18 competitive labor assets. The Center shall also aim to meet the maximum
19 competency requirement under Level V of the Philippine Qualifications Framework
20 (PQF), as institutionalized by Republic Act No. 10968 (PQF Act), which is the
21 Diploma Level in technical-vocational education.

22
23 The Center shall help train local residents of the Province of Zamboanga del
24 Sur within the operational radius of the center to be developed into a globally
25 competitive middle to high-level skilled labor force to meet the manpower

1 placement demands of both local and international labor markets, as well as hasten
2 the social and economic development of the Province of Zamboanga del Sur. The
3 Center shall consider in the design of relevant technical-vocational training
4 programs to be offered therein. The preferred skills categories according to
5 identified development targets, thereby propelling the area in becoming a skilled
6 human resource and economic productivity hub.

7
8 The Center shall also serve as TESDA-Accredited Assessment Center for
9 acquired competencies in technical-vocational skills in the entire Province of
10 Zamboanga del Sur.

11
12 As deemed necessary and practicable, in coordination with the Department
13 of Education (DepEd) and TESDA, the Center shall render relevant teachers'
14 trainings assistance and curriculum design to the secondary schools offering
15 Technical-Vocational Livelihood (TVL) track under the K to 12 program of the DepEd
16 in the communities and areas in the Province of Zamboanga del Sur.

17
18 **Sec. 4. Curriculum Offerings/Training Programs.** – The Center, in
19 consultation with the Department of Labor and Employment (DOLE), the
20 Department of Trade and Industry (DTI), the Department of Agriculture (DA), and
21 the Department of the Interior and Local Government (DILG), the National
22 Economic and Development Authority (NEDA), business industry partners, and such
23 other relevant agencies, both local and international, shall offer diverse short-term
24 certificate courses and modular trainings in relevant technical-vocational skills and
25 trade specialization to comply with the employment standards in preferred and
26 emerging market-driver labor opportunities, but shall likewise give premium
27 requirements towards training a robust inclusive economy in the host area and the
28 adjacent localities and communities within the operational radius of the Center.

29
30 The Center may establish research and technological hubs, mobile training
31 programs, and satellite or extension training centers in priority areas throughout
32 the province of Zamboanga del Sur not only to serve the manpower needs of these
33 areas, but also to strengthen the linkages among industry, the academe, and the
34 Center.

35
36 The Center shall, as far as necessary and practicable, offer the following
37 TESDA-registered technical-vocational training programs with the competency's
38 assessment leading to at least National Certification Levels I – III, as applicable, to
39 increase the livelihood assets and competitive productivity in the entire Province of
40 Zamboanga del Sur in the following:

- 41
42 (a) Skills training in industry technology and hard trades such as metal
43 and steel works, machine fabrication and operation, heavy
44 equipment operation, automotive mechanic, refrigeration and air
45 conditioning, electronics, and operation of power tools and
46 equipment for both medium skills grade and industrial purposes;

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43

- (b) Agriculture and aquaculture-related trainings and skills development in such areas, but not limited to, farming-fishing operations technology, backyard farming and home-based aquaculture and propagation innovations, mechanized farm and fishing tools and equipment operations, agribusiness, agri-aqua trade technology and innovations, and relevant farmers and fisherfolks continuing training for increased productivity and entrepreneurship;
- (c) Social communication skills development, language proficiency courses in English and other languages for business process outsourcing (call center) employment and overseas job placement;
- (d) Livelihood skills development courses for preferred skills employment and small-scale entrepreneurship, including practical skills education in arts and crafts, workmanship and design (fabric, wood works, jewellery, and metal works), 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 in 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 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 and personal computer (PC) servicing, and such other relevant practical 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 on personality development, career counselling and job placement, work ethic and values; and

- 1 (i) Other preferred priority skills and trades training that may be utilized
2 and needed by the people of Zamboanga del Sur to enhance their
3 capacities for practical livelihood purposes, gainful employment, and
4 entrepreneurial activities.

5
6 **Sec. 5. Compliance with TESDA Requirements.** – The provisions of this Act
7 notwithstanding, the Center established herein shall become operationally effective
8 only upon the determination and declaration of the TESDA, through the issuance
9 of a formal recommendation and certificate of compliance, that the Center has
10 satisfactorily complied with the minimum requirements for quality standards
11 prescribed by TESDA governing the following competency assessment:
12

- 13 (a) standard procedures and guidelines (SPGs) for the establishment and
14 operation of a TESDA-accredited training center;
15
16 (b) operational sustainability of the Center established herein, such as
17 licensed faculty-trainers and personnel, equipment, training and
18 laboratory facilities, its structural materials, and other standard
19 requirement as TESDA-accredited training center;
20
21 (c) sustainable funding source and allocation of the budgetary
22 requirement of the Center hereto established;
23
24 (d) assurance that the training programs offered are fully aligned with
25 the minimum standards of competency-based quality technical-
26 vocational skills technology and the needs of the host area and
27 adjacent communities within the service area of the Center;
28
29 (e) program alignment and benchmarking in the context of the ASEAN
30 framework and the PQF for TVET; and
31
32 (f) compliance with such other TESDA conditionalities and standards, as
33 may be necessary and applicable in establishing a TESDA-accredited
34 training center.

35
36 **Sec. 6. Administration.** – The Center shall be headed by a Technical-
37 Vocational Administrator, who shall be appointed by the TESDA Director-General in
38 accordance with civil service rules and regulations and the qualification
39 requirements for such office.
40

41 The Technical-Vocational Administrator shall render full-time services and
42 shall be responsible for the administration and operation of the Center. As far as
43 necessary and practicable, and subject to existing procedures and the approval of

1 the TESDA Director General, the Technical Vocational Administrator shall enter into
2 mutual agreement with local-based counterpart agencies, or instrumentalities and
3 persons, both private and government, for such assistance as may be necessary to
4 effectively implement this Act.

5
6 **Sec. 7. Appropriations.** – The Secretary General of TESDA shall include in
7 the authority’s program implementation of this Act, the funding of which shall be
8 included in the Annual General Appropriations Act. The LGUs concerned, in
9 consultation with TESDA, shall likewise set aside from any available local revenue
10 an amount deemed appropriate as annual counterpart fund to support the
11 operation of the Center established herein.

12
13 **Sec. 8. Implementing Rules and Regulations.** – Within ninety (90) days after
14 the approval of this Act, the TESDA shall, in coordination with the DOLE, the DTI,
15 the DA, the Department of Budget and Management (DBM), the DILG, the NEDA,
16 the concerned LGUs, and such other relevant agencies and industry-business
17 partners of the host locality, prepare and issue the necessary rules and regulations
18 for the effectivity of the implementation of this Act.

19
20 **Sec. 9. Separability Clause.** - If, for any reason, any section or provision of
21 this Act is declared unconstitutional or invalid, other sections or provisions which are
22 not affected thereby shall continue to be in full force and effect.

23
24 **Sec. 10. Repealing Clause.** - Any law, presidential decree or issuance,
25 executive order, letter of instruction, administrative order, proclamation, charter,
26 rule or regulation and/or parts thereof contrary to or inconsistent with the provisions
27 of this Act is hereby repealed, modified or amended accordingly.

28
29 **Sec. 11. Effectivity Clause.** - This Act shall take effect fifteen (15) days
30 following its publication in the Official Gazette or in two (2) newspapers of general
31 circulation.

Approved,