



HOUSE OF REPRESENTATIVES

H. No. 9019

BY REPRESENTATIVES RODRIGUEZ (E.), TEVES, GO (M.), NAVA, CHATTO, CAGAS, TULFO (R.W.), MACAPAGAL-ARROYO, MERCADO-REVILLA, GONZALES (A.), ABUNDA, ORTEGA, RODRIGUEZ (R.), BORDADO, AQUINO, CARDEMA, ZAMORA (M.C.), SUANSING (M.A.), BUHAIN, OLIVAREZ, ABALOS, GUINTU, MARIANO-HERNANDEZ, ACIDRE, CARI, GALEOS, COLLANTES, DELOS SANTOS, DALOG, PADIERNOS, SUAN, VELOSO-TUAZON, BALINDONG, DOMINGO, VERGARA, KHONGHUN, VERZOSA, GULLAS AND Co (E.)

AN ACT

MODERNIZING AND CONVERTING THE CABUGAO SCHOOL OF HANDICRAFT AND COTTAGE INDUSTRIES IN THE MUNICIPALITY OF BATO, PROVINCE OF CATANDUANES, INTO A POLYTECHNIC INSTITUTE, TO BE ADMINISTERED AND SUPERVISED BY THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY 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 “Bicol Technical-Vocational
2 Institute (BTVI) Act.”
3

4 **SEC. 2. Conversion.** – The Cabugao School of Handicraft and Cottage Industries (CSHCI)
5 located in Barangay Cabugao in the Municipality of Bato, Province of Catanduanes, is hereby
6 modernized and converted into a polytechnic institute under the supervision and administration of the
7 Technical Education and Skills Development Authority (TESDA), to be known as the “Bicol
8 Technical-Vocational Institute (BTVI)”.
9

10 The existing campus of the CSHCI in Barangay Cabugao in the Municipality of Bato, Province
11 of Catanduanes shall serve as the main campus of the BTVI. The TESDA training centers in the
12 Province of Catanduanes, namely, the PAVIBA Training Center in the Municipality of Viga; the
13 PANCAR Training Center in the Municipality of Pandan; and the BOSSTE Training Center in the
14 Municipality of San Andres, are converted into extension campuses of the BTVI.
15

16 **SEC. 3. General Mandate.** – The BTVI shall restructure its technical-vocational education and
17 training (TVET) curricular programs to respond to the needs of the local and international labor
18 markets for technical skills, and align its curriculum with:

- 1 (a) The Philippine Qualifications Framework (PQF);
2
3 (b) The goals of economic integration of the Association of Southeast Asian Nations (ASEAN);
4 and
5
6 (c) The rapidly changing labor demands of local industries and the global market.
7

8 The BTVI shall continue to provide technical-vocational education and shall effect a major
9 curricular program shift towards the development of a world-class Filipino workforce equipped with
10 practical, analytical, and technical skills. It shall offer courses and programs that are aligned with the
11 goals of ASEAN integration, including practical specialty courses in tourism, entrepreneurship,
12 engineering, electrical and electronics, garments, agriculture, building and construction, and other
13 related trade industry, as well as higher level competency qualifications in technical industrial
14 education, and trade technology. It shall upgrade its curricular standards as a tertiary TESDA
15 supervised institution that caters to wide-ranging specialized technical skills courses and competency-
16 compliant practical knowledge application.
17

18 Likewise, it shall offer a wide array of one to three-year TESDA-registered TVET programs
19 and certificate-courses, and shall aim to meet, as a long-term goal, the maximum competency
20 requirement under Level V of the PQF, which is the diploma level in technical-vocational education.
21 It shall also provide tertiary undergraduate TVET and various skills trainings and trade specialization
22 geared towards the acquisition of employable skills, practical livelihood, and entrepreneurship relevant
23 to the needs of the province.
24

25 To promote inclusivity, BTVI shall provide programs that shall help out-of-school youth and
26 residents from low-income families, including persons with disabilities within the Bicol Region, to
27 become productive, self-reliant, and globally competitive middle to high-level skilled labor force that
28 will hasten the social and economic development of the Bicol region, in particular, as well as meet the
29 manpower placement need of both local and international labor market, in general.
30

31 To ensure that its programs and course offerings are relevant to the needs of the community, it
32 shall conduct an assessment of the socioeconomic profile, employment conditions and opportunities,
33 business climate, market and industry potentials, resources available and presence of support
34 structures, including the literacy level and skills readiness, and the overall development needs of the
35 host area and adjacent communities within the operational radius of the BTVI. Relatedly, it shall also
36 determine the relevant skills and trade competencies, craftsmanship training programs, and
37 entrepreneurship activities needed to deliver the effective employment and development interventions
38 required to make the Bicol Region as one of the prolific human resource capital and economic
39 productivity hubs of the Philippines.
40

41 In support of the aforementioned development goals, BTVI shall serve as a TESDA-accredited
42 assessment center, subject to the accreditation requirements under the Philippine TVET Competency
43 Assessment and Certification System, for acquired competencies in technical-vocational skills in the
44 Bicol Region. It shall likewise conduct admission examinations and prioritize the rural poor in the
45 grant of technical-vocational scholarships and grants-in-aid.
46

47 Finally, it shall render relevant teacher's training assistance and curriculum design to the
48 secondary schools offering technical-vocational livelihood track under the K to 12 Program of the
49 Department of Education (DepEd) in the communities within the Bicol Region.
50

51 **SEC. 4. Curriculum Offerings and Training Programs.** – The BTVI shall offer one to three-
52 year technical-vocational courses, including short-term courses and modular trainings in diverse

1 relevant technical-vocational and industrial technology education to comply with employment
2 standards in preferred market-driven labor opportunities, but shall give premium efforts to skills
3 specialization for local employment requirements geared towards achieving the development needs
4 for a robust inclusive economy of the Bicol Region within the operational radius of the BTVI, in
5 consultation with the Department of Labor and Employment (DOLE), Department of Trade and
6 Industry (DTI), Department of the Interior and Local Government (DILG), National Economic and
7 Development Authority, business-industry partners, and such other relevant agencies, both local and
8 international.

9
10 The BTVI may establish, as necessary and practicable, research and technology hubs, mobile
11 training programs, and satellite or extension training centers in priority areas throughout the Bicol
12 Region to strengthen linkages among the industry, the academe, and the technology programs thereat.

13
14 The BTVI may offer the following TESDA-registered technical-vocational courses and short-
15 term training programs and shall conduct the necessary competencies assessment to appropriately
16 qualify graduates to National Certification Levels I to V, as applicable:

- 17
18 (a) Agriculture and aquaculture-related trainings and skills development in such areas as farming-
19 fishing operations technology, backyard farming and home-based aquaculture and
20 propagation innovations, mechanized farm and fishing tools and equipment operation,
21 agribusiness, agri-aqua trade technology and innovations, and relevant farmers and fisher folk
22 continuing trainings for increased productivity and entrepreneurship;
- 23
24 (b) Skills training in industrial technology and hard trades such as metal and steel works, machine
25 fabrication and operation, heavy equipment operation, automotive mechanic, refrigeration and
26 air conditioning, electronics, and operation of power tools and equipment for both medium
27 skills grade and industrial preferred skills;
- 28
29 (c) Tourism and hospitality-related courses relating to hotel, restaurant and tourism development
30 and management, including personality development and social communication skills training,
31 language proficiency courses in English and other language competence for business
32 outsourcing or call center employment and overseas job placement;
- 33
34 (d) Livelihood skills development courses for preferred skills employment, small-scale income
35 generating opportunities, and entrepreneurship training, including practical skills education in
36 crafts and arts, workmanship and designing such as fabric, woodwork, jewelry, and metalwork,
37 high-speed sewing, dressmaking, and tailoring, horticulture, livestock raising, and breeding,
38 food processing technology, home technology, and culinary arts;
- 39
40 (e) Commercial cooking, including baking, beauty culture including cosmetology, hair and nail
41 styling, health and wellness trainings, basic business literacy training in - financial management
42 and marketing, practical accountancy, bookkeeping and office procedures, business processes
43 and application procedures including registration, licensing, documentation, business patent
44 and intellectual property regulation, business financing on investment opportunities sourcing,
45 import-export accreditation, including online home-based business operation and use of social
46 media for business marketing;
- 47
48 (f) Technical-vocational occupation and trade skills such as carpentry, masonry, plumbing,
49 practical electricity and installation, automotive technician and servicing, electronics
50 technician and servicing, welding technician, personal computer servicing, and such other
51 relevant practical technical skills courses;

- 1 (g) Computer literacy on information technology-related skills, digital technology, web design,
2 animation, photoshop and online photography, computer design and advertising;
3
4 (h) Personality development, career counseling and job placement, work ethics and values; and
5
6 (i) Other preferred priority skills and trades training courses relevant to the needs of the Bicolano
7 people.
8

9 **SEC. 5. Compliance with TESDA Requirements.** – The provisions of this Act notwithstanding,
10 the BTVI shall become operationally effective only upon the determination and declaration of the
11 TESDA, through the issuance of a formal recommendation and certificate of compliance that the BTVI
12 has satisfactorily complied with the minimum requirements and quality standards prescribed by
13 TESDA governing the following:
14

- 15 (a) Standard procedures and guidelines for the establishment, or conversion and operation of
16 TESDA polytechnic institute and TESDA technology institution;
17
18 (b) Operational sustainability of the polytechnic institute including licensed faculty-trainers and
19 personnel, equipment, training and laboratory facilities, instructional materials, and other
20 standard requirements;
21
22 (c) Sustainable funding source and allocation of budget requirement of the BTVI;
23
24 (d) Assurance that the training programs offered are fully aligned with the minimum standards of
25 competency-based quality technical-vocational skills and technology needs of the host
26 municipality and adjacent areas in the Bicol Region in the context of the ASEAN and PQF
27 framework for technical-vocational education; and
28
29 (e) Compliance with such other conditions as may be necessary and applicable.
30

31 The BTVI shall not offer undergraduate higher-education courses without prior approval of the
32 Commission on Higher Education (CHED) and must comply with the minimum requirements
33 stipulated in the CHED Memorandum Order No. 46, Series of 2012, to operate as a college or higher
34 education institution. The BTVI shall remain under the supervision and administration of the TESDA
35 and shall continue to offer one to three-year technical-vocational course in the fields of tourism,
36 entrepreneurship, engineering, electrical technology and electronics, garments, agriculture, building
37 and construction, other related trade industries, and such other relevant TVET programs and other
38 related courses to meet the needs of the Province as a whole.
39

40 **SEC. 6. Administration.** – The BTVI shall be headed by a School Superintendent under the
41 supervision of the TESDA and appointed by the TESDA Director General in accordance with civil
42 service rules and regulations and the qualification requirements and standards for such office.
43

44 The School Superintendent shall render full-time service and shall be responsible for the
45 administration and operation of the BTVI. The duties and responsibilities of the School Superintendent
46 shall follow the position qualification standards of the TESDA for such office.
47

48 Subject to approval by the TESDA Director General, the School Superintendent herein
49 appointed may enter into mutual agreements with local-based counterpart agencies or instrumentalities
50 and persons, both private and government, for such assistance as may be necessary to effectively
51 implement this Act.

1 The academic and administrative staff of the BTVI shall be organized according to the staffing
2 pattern of the TESDA for such type of schools pursuant to existing laws, rules, and regulations.
3

4 **SEC. 7. *Assets, Liabilities, and Personnel.*** – All assets, fixed and movable, personnel records,
5 and documents of the CSHCI, as well as its liabilities or obligations, are transferred to the BTVI. The
6 positions, rights, and security of tenure of faculty and personnel therein employed pursuant to existing
7 laws prior to its conversion into the BTVI shall not be impaired.
8

9 All parcels of land belonging to the government occupied by the CSHCI, including its three
10 extension campuses in the Municipalities of Viga, Pandan, and San Andres, are declared property of
11 the BTVI and shall be titled under the name of the BTVI. In case the BTVI ceases to exist or such
12 aforementioned parcels of lands be no longer needed by the BTVI, the same shall revert to the
13 concerned local government units (LGUs) in the municipalities or cities within the Bicol Region.
14

15 **SEC. 8. *Appropriations.*** – The amount needed to initially implement the provisions of this Act
16 shall be charged against the current year's appropriations of the CSHCI. Thereafter, such amount
17 necessary for the continued operation of the BTVI shall be included in the annual General
18 Appropriations Act.
19

20 **SEC. 9. *Implementing Rules and Regulations.*** – Within ninety (90) days after the approval of
21 this Act, the TESDA shall, in coordination with the DOLE, DTI, Department of Agriculture, DILG,
22 Department of Budget and Management, DepEd, the concerned LGUs, and such other relevant
23 agencies and industry-business partners of any applicable host municipality or local government unit,
24 prepare and issue rules and regulations for the effective implementation of this Act.
25

26 **SEC. 10. *Separability Clause.*** – If any part or provision of this Act is declared invalid or
27 unconstitutional, the remaining provisions or parts hereof shall not be affected and shall remain in
28 force and in effect.
29

30 **SEC. 11. *Repealing Clause.*** – All laws, executive orders, decrees, instructions, rules and
31 regulations contrary to or inconsistent with any provision of this Act are hereby repealed or amended
32 accordingly.
33

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

Approved,