



HOUSE OF REPRESENTATIVES

H. No. 9495

BY REPRESENTATIVES CAGAS, YAP (E.), GO (M.), TAMBUNTING, CUARESMA, LUSOTAN, SUANSING (E.), CASTRO (F.L.), ELAGO, BROSAS, BELMONTE, ESCUDERO, LOYOLA, MARIANO-HERNANDEZ, REYES, RODRIGUEZ, ROMULO AND GONZALEZ, PER COMMITTEE REPORT NO. 1009

AN ACT

ESTABLISHING IN THE CITY OF DIGOS, PROVINCE OF DAVAO DEL SUR, A PROVINCIAL TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY TRAINING AND ASSESSMENT CENTER, TO BE KNOWN AS THE DAVAO DEL SUR TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY PROVINCIAL TRAINING AND ASSESSMENT CENTER, 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 “*Davao del Sur Technical*
2 *Education and Skills Development Authority (TESDA) Training and Assessment Center Act*”.

3 **SEC. 2. Establishment.** – There is hereby established a training and assessment
4 center, under the supervision of the TESDA, to be known as the Davao del Sur TESDA
5 Training and Assessment Center. It shall be located in a highly accessible area in the
6 Municipality of Digos, Province of Davao del Sur, pursuant to the purposes of this Act and
7 the agreement between the TESDA and the concerned local government units (LGUs).

8 **SEC. 3. General Mandate.** – The Davao del Sur TESDA Training and Assessment
9 Center, hereinafter referred to as the Center, shall primarily provide technical-vocational
10 education and training (TVET) programs to students and local residents from low-income
11 families and out-of-school youth, including persons with disabilities and indigenous peoples,
12 to help them become productive, self-reliant and globally competitive labor assets.

13 The Center shall provide effective employment interventions through training
14 programs on relevant skills in trade competencies, craftsmanship, and entrepreneurship
15 activities that will help hasten the development of the host area and the adjacent localities
16 into human resource and productivity hubs.

1 The Center shall serve as TESDA-accredited Assessment Center for acquired
2 competencies in TVET programs. It shall also provide technical-vocational training for
3 teachers and curriculum design assistance to the secondary schools in the province offering
4 the technical-vocational livelihood track under the K to 12 Program, in coordination with the
5 Department of Education and the TESDA.

6 **SEC. 4. Training Programs** – The Center shall offer short-term certificate courses
7 and modular training courses in preferred technical-vocational skills and trades
8 specialization. To this end, the Department of Labor and Employment (DOLE), Department
9 of Trade and Industry (DTI), Department of Science and Technology (DOST), Department of
10 Agriculture (DA), Department of the Interior and Local Government (DILG), National
11 Economic and Development Authority (NEDA), business-industry partners, and other
12 relevant agencies and instrumentalities, both local and international, shall provide the
13 necessary assistance to enable the Center to develop skilled manpower necessary for the
14 achievement of a robust and inclusive economy.

15 The Center may establish research and technology hubs, technology development
16 farms, satellite or extension training centers, and promote mobile training programs, and
17 strengthen linkages among the industry partners, the academe, and the Center geared towards
18 the acquisition by residents of practical livelihood, employable skills, gainful employment,
19 and entrepreneurship capabilities.

20 The Center shall offer the following TVET programs with competencies assessment
21 leading to National Certification Levels I-III:

- 22 (a) Skills training in industrial technology and hard trades such as metal and
23 steelwork, machine fabrication and operation, heavy equipment operation,
24 automotive mechanic assembly, refrigeration and air conditioning, electronics,
25 and operation of power tools and equipment for both medium skills grade and
26 industrial purposes;
- 27 (b) Agriculture and aquaculture-related trainings and skills development in such areas
28 as farming technology, fishing operations technology, backyard farming and
29 home-based aquaculture and propagation innovations, mechanized farming,
30 fishing tools and equipment operation, agribusiness, agri-aqua trade technology
31 and innovations, and relevant training seminars for farmers and fisherfolk to
32 encourage entrepreneurship and thus increase their productivity;
- 33 (c) Livelihood skills development courses for preferred skills employment and small-
34 scale entrepreneurship, including practical skills education in arts and crafts,
35 workmanship and design, high-speed sewing, dressmaking and tailoring,
36 horticulture, livestock raising and breeding, food processing technology, home

1 technology, culinary arts and commercial cooking, cosmetology, and health and
2 wellness training;

- 3 (d) Basic business literacy training in financial management and marketing, practical
4 accountancy, bookkeeping and office procedures, business processes and
5 application procedures, including registration, licensing, documentation, business
6 patent and intellectual property regulation, business financing and investment
7 opportunities sourcing, import-export accreditation, online home-based business
8 operation and social media business marketing;
- 9 (e) Technical-vocational occupation and trades skills such as carpentry, masonry,
10 plumbing, welding, practical electricity and installation, automotive servicing,
11 electronics servicing, personal computer servicing, and such other relevant
12 practical skills courses;
- 13 (f) Computer literacy and information technology-related skills, basic computer
14 operation, web development, digital animation, game development, and computer-
15 aided design application;
- 16 (g) Social communication skills and language proficiency courses in English and
17 other languages for business process outsourcing employment and overseas job
18 placement;
- 19 (h) Seminars on personality development, career counseling, job placement, and work
20 ethic and values; and
- 21 (i) Other preferred skills and trades training that may be needed by the people of the
22 Province of Davao del Sur, and of adjacent localities to enhance their capacities
23 for practical livelihood, gainful employment, and entrepreneurial activities.

24 **SEC. 5. Compliance with TESDA Requirements.** – The provisions of this Act
25 notwithstanding, the Center shall become operational only upon the issuance by the TESDA
26 of a formal recommendation and certificate of compliance, attesting that the Center has
27 satisfactorily complied with the minimum standards of quality it has prescribed governing the
28 following: (a) standard procedures and guidelines for the establishment and operation of a
29 Center; (b) operational sustainability of the Center, in terms of licensed faculty-trainers and
30 personnel, equipment, training and laboratory facilities, instructional materials, and other
31 standard requirements of a Center; (c) sustainable funding source and allocation of the
32 budgetary requirement; (d) full alignment of the training programs offered with the
33 minimum standards of competency-based quality technical-vocational skills technology and
34 the needs of the host area and adjacent communities served within the context of the
35 Association of Southeast Asian Nations (ASEAN) integration and the Philippine

1 Qualifications Framework for TVET; and (e) compliance with such other TESDA
2 conditionalities and standards as may be necessary and applicable in establishing a Center.

3 **SEC. 6. Administration.** – The Center shall be headed by a Technical-Vocational
4 Administrator who shall render full-time service and be responsible for its administration and
5 operation, under the supervision of the TESDA.

6 The Technical-Vocational Administrator shall be appointed by the TESDA Director
7 General in accordance with the rules and regulations of the Civil Service Commission and the
8 qualification requirements for such office.

9 The Technical-Vocational Administrator may enter into agreements with locally-
10 based private and public counterpart agencies or instrumentalities or persons, and seek such
11 assistance as may be necessary to effectively implement the provisions of this Act, subject to
12 the approval of the TESDA Director General,

13 **SEC. 7. Appropriations.** – The Director General of the TESDA shall include in the
14 Authority's programs the operation of the Center, the funding of which shall be included in
15 the annual General Appropriations Act.

16 The LGUs concerned, in consultation with the TESDA, shall set aside from any
17 available local revenue an amount deemed appropriate as annual counterpart fund to support
18 the operation of the Center herein established.

19 **SEC. 8. Implementing Rules and Regulations.** – Within ninety (90) days after the
20 approval of this Act, the TESDA shall, in coordination with the DOLE, DTI, DOST, DA,
21 Department of Budget and Management, DILG, NEDA, concerned LGUs, and such other
22 relevant agencies and industry-business partners of the host locality, prepare and issue the
23 necessary rules and regulations for the effective implementation of this Act.

24 **SEC. 9. Separability Clause.** – If, for any reason, any section or provision of this Act
25 shall be deemed unconstitutional or invalid, the other sections or provisions hereof shall not
26 be affected and shall remain in force and in effect.

27 **SEC. 10. Repealing Clause.** – All laws, executive orders, decrees, instructions, rules
28 and regulations contrary to or inconsistent with any provision of this Act are repealed or
29 amended accordingly.

30 **SEC. 11. Effectivity.** – This Act shall take effect fifteen (15) days after its publication
31 in the *Official Gazette* or in a newspaper of general circulation.

Approved,