

S E N A T E

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COMMITTEE REPORT NO. 454 RECEIVED _____

Submitted by the Committees on Education, Arts and Culture and Finance on _____
SEP 17 2018

Re: House Bill No. 7264

Recommending its approval with amendments.

Sponsor: Senators Escudero

MR. PRESIDENT:

The Committees on Education, Arts and Culture and Finance to which was referred House Bill No. 7264, introduced by Rep. Go, *et. al.*, entitled:

“AN ACT ESTABLISHING THE CORDILLERA STATE POLYTECHNIC SKILLS INSTITUTE, INTEGRATING THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TRAINING CENTERS AND TESDA-SUPERVISED STATE-RUN TECHNICAL-VOCATIONAL INSTITUTIONS (TVIS) IN THE CORDILLERA ADMINISTRATIVE REGION AND APPROPRIATING FUNDS THEREFOR”

have considered the same and have the honor to report it back to the Senate with the recommendation that it be approved with the following amendment:


1. ON PAGE 1, LINE 2, SECTION 1, DELETE THE WORD “POLYTECHNIC” BETWEEN THE WORDS “STATE” AND “SKILLS”;
2. ON PAGE 2, LINE 2, SECTION 2, DELETE THE WORD “POLYTECHNIC” BETWEEN THE WORDS “STATE” AND “SKILLS”;
3. ON PAGE 2, LINE 10, DELETE THE WORD “POLYTECHNIC” AFTER THE WORD “STATE”;
4. ON PAGE 10, DELETE LINES 7 to 15.
5. IN THE TITLE, DELETE THE WORD “POLYTECHNIC” BETWEEN THE WORDS “STATE” AND “SKILLS” SO THE TITLE SHALL NOW READ AS FOLLOWS:

“AN ACT ESTABLISHING THE CORDILLERA STATE SKILLS INSTITUTE, INTEGRATING THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TRAINING CENTERS AND TESDA-SUPERVISED STATE-RUN TECHNICAL-VOCATIONAL INSTITUTIONS (TVIS) IN THE CORDILLERA ADMINISTRATIVE REGION AND APPROPRIATING FUNDS THEREFOR”

Respectfully submitted:



SEN. LOREN B. LEGARDA
Chairperson
Committee on Finance
Member, Committee on Education,
Arts and Culture

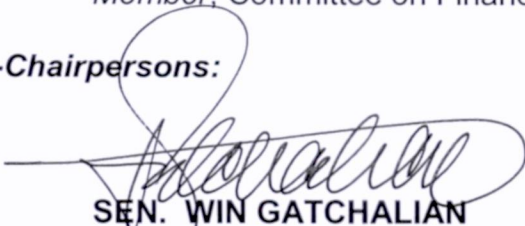


SEN. FRANCIS G. ESCUDERO
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Member, Committee on Finance

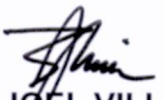
Vice-Chairpersons:




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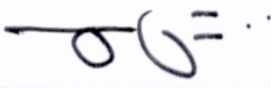
SEN. WIN GATCHALIAN
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SEN. PAOLO BENIGNO AQUINO IV
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SEN. PANFILO M. LACSON
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SEN. MARIA LOURDES NANCY S. BINAY
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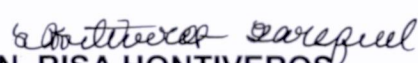


SEN. ANTONIO "SONNY" F. TRILLANES IV
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SEN. EMMANUEL "MANNY" D. PACQUIAO
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Senate Minority Floor Leader


SEN. JUAN MIGUEL "MIGZ" F. ZUBIRI
Senate Majority Floor Leader

SEN. RALPH G. RECTO
Senate President Pro-Tempore

SEN. VICENTE C. SOTTO III
Senate President



HOUSE OF REPRESENTATIVES

H. No. 7264

BY REPRESENTATIVES GO (M.), HOFER, NOGRALES (K.A.), DALOG, ORTEGA (P.), AGGABAO, SINGSON, VARGAS-ALFONSO, CELESTE, ALBANO, BATAOIL, GO (A.C.), MANGAOANG, CUARESMA, BELARO, DE VERA, ESPINO, COSALAN, ROQUE (H.), LAZATIN, SY-ALVARADO, ROMERO, MARCOS, TY, TING, FARIÑAS, BERTIZ, VILLARIN, MARCOLETA, ATIENZA, MACAPAGAL-ARROYO, PINEDA, HERRERA-DY, PANGANIBAN, ACOSTA, SAVELLANO, BOLILIA, ALONTE, BILLONES, PANOTES, MATUGAS, PIMENTEL, GERON, BRAVO (A.), AGLIPAY-VILLAR, BAUTISTA-BANDIGAN, DIMAPORO (M.K.), MADRONA, BERNOS, GARCIA (J.E.), ROBES, DEL ROSARIO AND NOGRALES (J.J.), PER COMMITTEE REPORT No. 628

AN ACT ESTABLISHING THE CORDILLERA STATE POLYTECHNIC SKILLS INSTITUTE, INTEGRATING THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TRAINING CENTERS AND TESDA-SUPERVISED STATE-RUN TECHNICAL-VOCATIONAL INSTITUTIONS (TVIs) IN THE CORDILLERA ADMINISTRATIVE REGION 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
2 “Cordillera State Polytechnic Skills Institute Act”.

1 SEC. 2. *Establishment.* – There is hereby established a
2 State Polytechnic Skills Institute in the Cordillera Administrative
3 Region (CAR), under the supervision of the Technical Education
4 and Skills Development Authority (TESDA), integrating therewith
5 the Baguio City School of Arts and Trades, the TESDA Regional
6 Training Center-Baguio City, the TESDA Provincial Training
7 Centers in Abra, Ifugao, Benguet, Kalinga and Mountain Province,
8 the Local Government Unit (LGU) Provincial Training Center in
9 Apayao, and such other state-run technical-vocational institutions
10 (TVIs) in the region, to be known as the Cordillera State Polytechnic
11 Skills Institute (CSPSI), hereinafter referred to as the Institute.

12 SEC. 3. *Campus Sites.* – The merger of the Baguio City
13 School of Arts and Trades and the TESDA Regional Training
14 Center in Baguio City shall form the main campus of the
15 Institute. The TESDA Provincial Training Centers in Abra,
16 Ifugao, Benguet, Kalinga and Mountain Province, and the LGU-run
17 Provincial Training Center in Apayao shall be converted into
18 extension campuses of the Institute established hereto.

19 SEC. 4. *General Mandate.* – With the recent major
20 developments challenging the Philippine higher and
21 technical-vocational education priorities and mandates,
22 namely: (a) the adoption of the Philippine Qualifications
23 Framework (PQF); (b) the Association of Southeast Asian
24 Nations (ASEAN) economic integration; and (c) the rapidly
25 changing technical skills priorities, competency demands and key
26 employment generators under the Philippine Standards
27 Occupational Classification and the international
28 labor requirements and standards, it becomes imperative to

1 strengthen the country's technical-vocational education to
2 immediately effect a major shift towards the development of
3 world-class Filipino workforce equipped with practical technical
4 skills of global competence and caliber responsive to the
5 needs of both the domestic and global job market, and aligned
6 with the ASEAN integration framework and such other mutual
7 international exchange agreements for technical-vocational skills.

8 The Institute shall endeavor to bring about greater
9 industry-academe collaboration and critical partnerships with
10 local and international institutions to forge mutual skills
11 benchmarking standards, program exchange and internship
12 trainings to equip graduates with competencies and preferred
13 job access.

14 The Institute shall offer practical short-term specialty
15 courses, as well as higher level competency in technical-industrial
16 education and trade technology. It shall continue to upgrade its
17 curricular standards as a tertiary TESDA-polytechnic institution
18 that provides quality technical-vocational education and skills
19 training at the technical diploma and national certificate levels
20 that would develop technically competent, innovative and skilled
21 workforce for the Cordillera Region, as well as for any preferred
22 local and international employment.

23 The Institute shall offer a wide-array of one (1)-year
24 to three (3)-year TESDA-registered technical-vocational skills
25 training programs and certificate courses, and shall aim
26 to meet, as a long-term goal, the maximum competency
27 requirements under Level V of the PQF, which is the
28 Diploma Level in technical-vocational education. It shall

1 primarily provide tertiary undergraduate technical-vocational
2 education, and shall likewise ensure to provide the various
3 skills trainings and trade specialization relevant to the needs
4 of the CAR, as well as specifically geared towards the acquisition
5 of employable skills, gainful employment, practical livelihood
6 and entrepreneurship.

7 The Institute shall play a pivotal role in primarily
8 helping the students and out-of-school youths and residents
9 from low-income families, including persons with disabilities,
10 in Baguio City and the adjacent provinces of Abra, Ifugao,
11 Benguet, Kalinga, Mountain Province, Apayao, and the rest of the
12 CAR to become productive, self-reliant and to be developed into
13 globally competitive middle to high-level skilled labor force to
14 hasten the social and economic development of the entire CAR,
15 in particular, as well as meet the manpower placement needs
16 of both local and international labor market, in general.

17 The Institute shall consider in the design of relevant
18 technical-vocational training programs and courses to be
19 offered thereat the results of a competency assessment of the
20 socioeconomic profile, employment conditions and opportunities,
21 business climate, market and industry potentials, resources
22 available and presence of support structures, including the literacy
23 level and skills readiness, and the overall development needs
24 of the host area, Baguio City, and the adjacent localities within
25 the operational radius of the Institute.

26 It shall likewise consider the relevant skills and
27 trade competencies, craftsmanship training programs and
28 entrepreneurship activities needed to deliver the effective

1 employment and development interventions required to make
2 Baguio City and the rest of the integrated localities comprising
3 CAR human resource capital and economic productivity hubs.

4 The Institute shall also serve as a TESDA-accredited
5 Assessment Center for acquired competencies in
6 technical-vocational skills in the entire CAR.

7 Admission to the Institute, including scholarships and
8 grants-in-aid, shall be given to the most disadvantaged
9 citizens of the most economically depressed areas in the
10 region.

11 Further, as deemed necessary and practicable, in coordination
12 with the Department of Education (DepED) and TESDA, the
13 Institute shall render relevant teachers' training assistance
14 and curriculum design to the secondary schools offering
15 technical-vocational livelihood (TVL) track under the K to 12
16 Program of the DepED in the communities and areas in CAR
17 within the operational radius of the Institute.

18 *SEC. 5. Curricular Offering/Training Programs.* - The
19 Institute shall offer TESDA-registered undergraduate certificate
20 programs, one (1)-year to three (3)-year technical-vocational
21 courses, including short-term courses and modular trainings in
22 diverse relevant technical-vocational and industrial technology
23 education, and livelihood productivity, to comply with technical
24 skills priorities, competency demands and key employment
25 generator targets under the Philippine Standard Occupational
26 Classification and of international labor requirements and
27 standards.

1 Skills and trades specialization for local employment
2 requirements shall, however, be prioritized in technical-vocational
3 education at the Institute to support the development needs for a
4 robust inclusive economy of Baguio City and the rest of the
5 integrated localities in the CAR within the operational radius
6 of the Institute, in consultation with the Department of Labor
7 and Employment (DOLE), the Department of Trade and Industry
8 (DTI), the Department of the Interior and Local Government
9 (DILG), the National Economic and Development Authority
10 (NEDA), business-industry partners, and such other relevant
11 agencies, both local and international.

12 The Institute may establish, as may be deemed necessary
13 and practicable, research and technology hubs, mobile training
14 programs, and satellite or extension training centers in priority
15 areas throughout CAR to strengthen linkages between the industry,
16 the academe, and the technology programs thereat. It shall
17 likewise adopt the use of innovative training modes such as
18 information technology-assisted instruction, dual learning system,
19 open or distance education, and community laboratory and such
20 other instructional programs to afford the community greater
21 access to technical-vocational education and skills training.

22 The Institute shall, as far as necessary and practicable,
23 offer TESDA-registered technical-vocational courses for competency
24 assessment and skills certification of the TESDA: *Provided, That,*
25 course completion shall be credited through skills competency
26 assessment leading to National Certification (NC) Levels I to V:
27 *Provided, further, That,* the technical-vocational courses completed
28 at the Institute shall qualify for academic recognition under the

1 Ladderized Interface system for tertiary education if compliant
2 with the requirements under said program.

3 The Institute shall, as necessary and practicable, offer
4 courses from the following TESDA-registered technical-vocational
5 and short-term training programs:

6 (a) Agriculture-related trainings and skills development in
7 such areas as farming operations technology, backyard farming
8 and home-based aquaculture and propagation innovations,
9 mechanized farm tools and equipment operation, agribusiness,
10 agri-aqua trade technology and innovations, and relevant
11 farmers continuing trainings for increased productivity and
12 entrepreneurship;

13 (b) Skills training in industrial technology and hard
14 trades such as metals and steel works, machine fabrication
15 and operation, heavy equipment operation, automotive mechanic,
16 refrigeration and air conditioning, electronics, and operation of
17 power tools and equipment for both medium skills grade and
18 industrial preferred skills;

19 (c) Tourism and hospitality-related courses relating to
20 hotel, restaurant and tourism development and management,
21 including personality development and social communication
22 skills training, language proficiency courses in English and
23 other language competence for business process outsourcing (call
24 center) employment and overseas job placement;

25 (d) Livelihood skills development courses for preferred
26 skills employment, small-scale income generating opportunities
27 and entrepreneurship training, including practical skills
28 education in crafts and arts, workmanship and designing

1 (fabric, woodworks, jewelry and metal works), high speed sewing,
2 dressmaking and tailoring, horticulture, livestock raising and
3 breeding, food processing technology, home technology, culinary
4 arts and commercial cooking, including baking, beauty culture
5 (includes cosmetology, hair and nail styling), health and wellness
6 trainings;

7 (e) Basic business literacy training in financial management
8 and marketing, practical accountancy, bookkeeping and office
9 procedures, business processes and application procedures including
10 registration, licensing, documentation, business patent and
11 intellectual property regulation, business financing and investment
12 opportunities sourcing, import-export accreditation, including
13 online home-based business operation and use of social media
14 for business marketing;

15 (f) Technical-vocational occupation and trades skills such
16 as carpentry, masonry, plumbing, practical electricity and
17 installation, automotive technician and servicing, electronics
18 technician and servicing, welding technician, personal computer
19 (PC) servicing, and such other relevant practical technical
20 skills courses;

21 (g) Computer literacy and information technology (IT)-related
22 skills, digital technology, web design, animation, photoshop/online
23 photography, computer design and advertising;

24 (h) Seminars in personality development, career counseling
25 and job placement, work ethics and values, business project
26 development; and

27 (i) Other preferred priority skills and trades training
28 courses relevant to the needs of the localities served within

1 the operational radius of the Institute and the whole CAR to
2 enhance their capacities for livelihood, gainful employment and
3 practical entrepreneurship skills.

4 SEC. 6. *Compliance with TESDA Requirements.* – The
5 provisions of this Act notwithstanding, the establishment of the
6 Institute shall become operationally effective only upon the final
7 determination and declaration of the TESDA, through the issuance
8 of a formal recommendation and certificate of compliance, that the
9 Institute has satisfactorily complied with the minimum
10 requirements and quality standards prescribed by the TESDA
11 governing the following:

12 (a) Standard procedures and guidelines (SPGs) for the
13 establishment and operation of a TESDA state polytechnic
14 institute, or of a state technical education and the TESDA
15 technology institution as herein contemplated;

16 (b) Operational sustainability of the state polytechnic
17 institute established herein, such as, but not limited to, appropriate
18 TESDA-approved site or location, licensed faculty-trainers and
19 personnel, equipment, training and laboratory facilities, including
20 industrial-grade requirements for hard metal trainings, updated
21 instructional materials, and such other standard requirements
22 TESDA may apply for a state polytechnic institute;

23 (c) Sustainable funding source and allocation of budget
24 requirement to support the TESDA state polytechnic institute
25 hereto established;

26 (d) Assurance that the training programs offered are fully
27 aligned with the minimum standards of competency-based quality
28 technical-vocational skills technology and needs of the CAR in the

1 context of the ASEAN and PQF for technical-vocational education,
2 and the Philippine Standards Occupational Classification and the
3 international labor requirements and standards; and

4 (e) Compliance with such other TESDA conditionalities as
5 may be necessary and applicable in establishing the herein TESDA
6 state polytechnic institute.

7 The Institute, however, shall not offer undergraduate higher
8 education courses without prior approval of the CHED and until it
9 fully complies with the minimum requirements of the CHED
10 stipulated in CMO 46, series of 2012, to operate as a college or
11 higher education institution (HEI): *Provided*, That, the Institute
12 shall remain under the supervision and administration of TESDA
13 and shall continue to offer one (1) to three (3)-year relevant
14 technical-vocational courses to meet the needs of the CAR as a
15 whole.

16 *SEC. 7. Administration.* – The Institute shall be headed by
17 a School Superintendent under the supervision of the TESDA, and
18 appointed by the TESDA Director General in accordance with civil
19 service rules and regulations and the qualification requirements
20 and standards for such office.

21 The School Superintendent shall render full-time service
22 and shall be responsible for the administration and operation
23 of the Institute. The duties and responsibilities of the School
24 Superintendent, including the appropriate compensation schedule,
25 shall follow the position qualification standard of TESDA for
26 such office, in consultation with the DBM.

27 As necessary and practicable, and subject to approval by
28 the TESDA Director General, the School Superintendent herein

1 appointed shall enter into mutual agreements with local-based
2 counterpart agencies or instrumentalities and persons, both private
3 and government, for such assistance as may be necessary to
4 effectively implement this Act.

5 The academic and administrative staff of the Institute
6 shall be organized following the staffing pattern of the TESDA
7 for such type of school pursuant to existing laws, rules and
8 regulations.

9 SEC. 8. *Assets, Liabilities and Personnel.* – All fixed and
10 movable assets, personnel, records and documents of the
11 integrated institutions composed of the Baguio City School of
12 Arts and Trades, the TESDA Regional Training Center-Baguio,
13 the TESDA Provincial Training Centers in Abra, Ifugao, Benguet,
14 Kalinga and Mountain Province, and the LGU-run Provincial
15 Training Center in Apayao, as well as their liabilities or obligations
16 shall be transferred to the Institute: *Provided*, That the positions,
17 rights and security of tenure of faculty and personnel therein
18 employed pursuant to existing laws prior to their merger into the
19 Institute shall not be impaired in the new organizational structure
20 and staffing pattern of the Institute.

21 All parcels of land belonging to the government occupied
22 respectively by the above-captioned institutions are hereby
23 declared property of the Institute and shall be titled under that
24 name: *Provided*, That, should the Institute cease to exist or such
25 aforementioned parcels of land be no longer needed by the Institute,
26 the same shall revert to the respective individual institutions before
27 their merger or integration under this Act, or to their respective
28 LGUs.

1 SEC. 9. *Appropriations.* – The amount needed to initially
2 implement the provisions of this Act shall be charged against
3 the current year's appropriations of the Baguio City School of
4 Arts and Trades, TESDA, and the Apayao LGU. Thereafter, such
5 amount as may be necessary for the continued operation of
6 the Institute shall be included in the annual General
7 Appropriations Act.

8 The respective LGUs concerned, in consultation with the
9 TESDA, shall likewise set aside from any available local revenue an
10 amount deemed appropriate as fund support to the operation
11 of the State Polytechnic Institute established herein.

12 SEC. 10. *Implementing Rules and Regulations.* – Within
13 ninety (90) days from the approval of this Act, the TESDA, in
14 coordination with the DOLE, the DTI, the Department of
15 Agriculture, the Department of Budget and Management (DBM),
16 the DILG, the concerned LGUs, and such other relevant agencies
17 and industry-business partners of the host localities of the Institute
18 established herein shall prepare and issue the necessary rules and
19 regulations for the effective implementation of this Act.

20 SEC. 11. *Separability Clause.* – If, for any reason, any
21 section of this Act shall be deemed unconstitutional or invalid,
22 the other sections or provisions hereof shall not be affected
23 and shall thereby remain in force and in affect.

24 SEC. 12. *Repealing Clause.* – All laws, executive orders,
25 decrees, instructions, rules and regulations contrary to or
26 inconsistent with any provision of this Act are hereby repealed
27 or amended accordingly.