

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

Nineteenth Congress
First Regular Session

House Bill No. **1885**



Introduced by: HON. MA. THERESA V. COLLANTES

EXPLANATORY NOTE

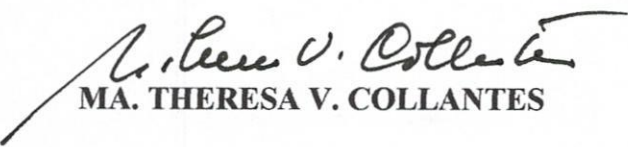
This bill seeks for the establishment of a Technical Education and Skills Development Authority (TESDA) training and assessment center in Tanauan City, Batangas to be known as Tanauan City TESDA training and assessment center.

The Republic Act No. 7796, otherwise known as the Technical Education and Skills Development Act of 1994 states that "*it is the declared 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 the Philippine development goals and priorities.*"

The establishment of Tanauan City TESDA Training and Assessment center will serve the eleven (11) municipalities and one (1) city of the 3rd district of Batangas and its neighboring towns.

This training and assessment center will provide the right skills and knowledge not only to grade 11 and 12 students, out-of-school youths but also to ordinary citizens who seeks to equip themselves with skills and technical expertise which will empower them to be self-reliant, productive and employable. The 3rd District of Batangas alone is surrounded by five (5) Economic Zones and Industrial Parks which would be beneficial to our people who seeks for immediate employment.

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


MA. THERESA V. COLLANTES

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AN ACT
ESTABLISHING A TECHNICAL EDUCATION AND SKILLS DEVELOPMENT
AUTHORITY (TESDA) TRAINING AND ASSESSMENT CENTER IN TANAUAN CITY,
BATANGAS, TO BE KNOWN AS TANAUAN CITY TESDA TRAINING AND
ASSESSMENT CENTER AND APPROPRIATING FUNDS THEREFOR

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

SECTION 1. *Short Title.* - This Act shall be known as the "Tanauan City TESDA Training and Assessment Center Act."

SEC. 2. *Establishment.* - There is hereby established a Technical Education and Skills Development Authority (TESDA) Training and Assessment Center in a highly accessible area in Tanauan City, Batangas under the supervision of the TESDA, to be known as the Tanauan City TESDA Training and Assessment Center.

SEC. 3. *General Mandate.* - The Tanauan City TESDA Training and Assessment Center, hereinafter referred to as the Center, shall primarily provide technical-vocational training and skills development programs to students and residents from low-income families and out-of-school youths, including college dropouts and persons with disabilities (PWDs) in third district of Batangas, geared towards the acquisition of practical livelihood, employable skills, gainful employment and entrepreneurship.

The Center shall help train local residents to become productive, self-reliant and globally competitive middle and high-level skills labor force to hasten the social and economic

development of these areas, in particular, and to meet the manpower needs of both local and international local markets, in general.

The Center shall consider in the design of relevant technical-vocational training programs to be offered thereat a competency assessment of the socioeconomic profile, employment conditions and opportunities, business climate, market and industry potentials, available resources and presence of support structures, including the literacy level and skills readiness, and the overall development needs of the host area and adjacent communities within the operational radius of the Center established herein. The Center shall also consider the relevant skills and trade competencies, craftsmanship training programs, and entrepreneurship activities needed to deliver the effective employment and development interventions required to make the area a human resource and economic productivity hub.

The Center shall also serve as a TESDA-accredited assessment center for acquired competencies in technical-vocational skills. Preference in admission, however, shall be given to the most disadvantaged citizens, including PWDs, and to the most economically depressed areas of the 3rd district of Batangas.

The Center shall, in coordination with the Department of Education (DepEd) and the TESDA, render relevant teachers' training assistance and curriculum design to the secondary schools offering technical-vocational livelihood (TVL) track under the K to 12 Program of the DepEd.

SEC. 4. *Training Programs.* - The Center shall offer diverse short-term certificate courses and modular trainings in relevant technical-vocational skills and trades specialization to comply with employment standards in preferred market-driven labor opportunities, and shall likewise give premium efforts to skills specialization for local market employment requirements geared towards achieving the development of a robust inclusive economy within the host area and each of the adjacent localities and communities within the operational radius of the Center, in consultation with the Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI), Department of Science and Technology (DOST), Department of Interior and Local Government (DILG), National Economic and Development Authority (NEDA), business-industry partners, and such other relevant agencies, both local and international.

The Center may establish, as deemed necessary and practicable, research and technology hubs, mobile training programs, and satellite or extension training centers in priority areas to strengthen linkages among the industry, the academe and the technology programs thereat.

To address the development and manpower needs of the 3rd District of Batangas, the Center shall offer the following TESDA-registered technical-vocational training programs with competencies assessment leading to National Certification levels I-III:

- (a) Skills training in industrial technology and hard trades such as metal and steelworks, machine fabrication and operation, heavy equipment operation, automotive mechanic, refrigeration and air conditioning, electronics and operation of power tools and equipment for both medium skills grade and industrial purposes;
- (b) Agriculture-related trainings and farm skills development in such areas as farming technology and farm operations, backyard farming and home-based aquaculture and propagation innovations, mechanized farm tools and equipment operations, agribusiness and agri-trade technology and innovations, and relevant farmers' trainings for increased productivity and entrepreneurship;
- (c) Livelihood skills development courses for preferred skills employment and small-scale entrepreneurship, including practical skills education in crafts and arts, workmanship and designing, high-speed sewing, dressmaking and tailoring, horticulture, livestock raising and breeding, food processing technology, home technology, culinary arts and commercial cooking, cosmetology, and health and wellness trainings;
- (d) Basic business literacy trainings in financial management and marketing, practically accountancy, bookkeeping and 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, online home-based business operation, and use of social media business marketing;

- (e) Technical-vocational occupation and trades skills such as carpentry, masonry, plumbing, welding, practical electricity and installation, automotive servicing, electronics servicing, personal computer (PC) servicing, and such other relevant practical skills courses;
- (f) Computer literacy and information technology (IT)-related skills, digital technology, web design, animation, photoshop/online photography, computer design and advertising;
- (g) Social communication skills development, language proficiency courses in English and other languages for business process outsourcing employment such as call center and overseas job placement;
- (h) Seminar in personality development, career counselling and job placement, and work ethic and values; and
- (i) Other preferred priority skills and trades training that may be needed by the people of the 3rd district of Batangas to enhance their capacities for practical livelihood, gainful employment and entrepreneurship skills.

SEC. 5. *Compliance with TESDA Requirements.* - The provisions of this Act notwithstanding, the Center established herein shall become operationally effective only upon the determination and declaration of the TESDA, through the issuance of a formal recommendation and certificate of compliance, that the Center has satisfactorily complied with the minimum requirements for quality standards prescribed by the TESDA governing the following competency assessment: (a) standard procedures and guidelines (SPGs) for the establishment and operation of a Center; (b) operational sustainability of the Center established herein, in terms of licensed faculty-trainers and personnel, equipment, training and laboratory facilities, instructional materials, and other standard requirements as a Center; (c) sustainable funding sources and allocation of budget requirement of the Center herein established; (d) assurance that the training programs offered are fully aligned with the minimum standards of competency-based quality technical-vocational skills technology and the needs of the host area and adjacent communities served in the context of the Association of Southeast Asian Nations

(ASEAN) and Philippine Qualification Framework (PQF) for technical-vocational education; and (e) compliance with such other TESDA conditionalities and standards in establishing a Center as may be necessary and applicable.

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

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

The Technical-Vocational Administrator shall enter into mutual agreements with locally-based private and public counterpart agencies or instrumentalities and persons, subject to approval of TESDA Director General, for such assistance as may be necessary to effectively implement this Act.

SEC. 7. *Appropriations.* - The amount necessary to implement the provision of this Act, and its continued implementation thereafter, shall be included in the Annual General Appropriations Act.

The concerned local government unit (LGU), in consultation with the TESDA, shall likewise set aside from any available local revenue an amount deemed appropriate as annual counterpart fund to support the operation of the Tanauan City TESDA Training and Assessment Center established herein.

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

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

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

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

Approved.