

Republic of the Philippines  
HOUSE OF REPRESENTATIVES  
Quezon City

TWENTIETH CONGRESS  
First Regular Session

HOUSE BILL NO. 1691



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Introduced by: Hon. Keith Micah "Atty. Mike" D.L. Tan

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**AN ACT  
ESTABLISHING TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY  
(TESDA) TRAINING AND ASSESSMENT CENTER IN THE MUNICIPALITY OF  
GUINAYANGAN, IN THE PROVINCE OF QUEZON, AND APPROPRIATING FUNDS  
THEREFOR**

**EXPLANATORY NOTE**

The 1987 Philippine Constitution declares that, "The State shall promote a just and dynamic social order that will ensure the prosperity and independence of the nation and free the people from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all" (Article II, Section 9).

Likewise, the fundamental law provides that "The Congress shall give highest priority to the enactment of measures that protect and enhance the right of all people to human dignity, reduce social, economic and political inequalities..." (Article XIII, Section 1) and that "The promotion of social justice shall include the commitment to create economic opportunities based on freedom and self-reliance" Article XIII, Section 2).

According to the Poverty Statistics conducted by the Philippine Statistics Authority (PSA) Region IV-A – CALABARZON, with an estimated 10.2 percent, as of 2023<sup>1</sup>, the Province of Quezon posted the highest poverty incidence among the population or the proportion of poor individuals whose per capita income is not sufficient to meet their basic food and non-food needs in CALABARZON. It is higher by 2.3 percentage points compared to the total poverty incidence of the region recorded at 7.9 percent.

Further it reports that people in Quezon are confronted with social and economic challenges and "they are often forced to accept whatever work is accessible and available." Accordingly, "Increasing their livelihood assets and productivity at the community and local government levels can help in the local economic development and peace building process."

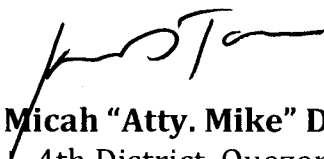
In this light, there is a need to facilitate the provision of adequate social and economic infrastructure services and reduce poverty and unemployment, particularly in the municipality of Guinayangan, Quezon, which lacks appropriate training institutions that will enable its residents to become productive partners in community and nation building.

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<sup>1</sup> <https://rso04a.psa.gov.ph/index.php/content/2023-full-year-poverty-statistics-calabarzon>

With this in mind, this measure, which was approved by the House and transmitted to the Senate during the 18th and 19th Congress, seeks to alleviate poverty in Guinayangan, Quezon through the establishment of a Technical Education and Skills Development Authority (TESDA) Training and Assessment Center for its poor residents thereby enabling them to become economically productive and self-reliant.

In view thereof, approval of this bill is earnestly sought.

A handwritten signature in black ink, appearing to read 'KMTan', is positioned above the printed name.

**Keith Micah "Atty. Mike" D.L. Tan**  
4th District, Quezon

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**THEREFOR**

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

**SECTION 1. *Short Title.*** – This Act shall be known as the “Guinayangan, Quezon Province TESDA Training and Assessment Center Act”.

**SEC. 2. *Establishment.*** – There is hereby established Technical Education and Skills Development Authority (TESDA) Training and Assessment Center in the island municipality of Guinayangan, in the Province of Quezon, under the supervision of the TESDA, to be known as Guinayangan, Quezon Training and Assessment Center;

**SEC. 3. *General Mandate.*** – The Guinayangan, Quezon Province 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 dropout and persons with disabilities, in the island municipality of Guinayangan, and the other adjacent localities in the Province of Quezon, 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 to high-level skilled 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 labor 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, presence of support structures, including the literacy level and skills readiness, and the overall development within the host areas and adjacent communities within the operational radius of the Center established herein. The Center shall also consider the relevant skills trade competencies, craftsmanship training programs, and entrepreneurship activities needed to deliver the effective employment and development interventions required to make these areas as human resource and productivity hubs.

The Center shall also serve as TESDA-accredited assessment centers for acquired competencies in technical-vocational skills. Preference in admission shall be given to the most disadvantaged citizens, including persons with disabilities, and to the most economically depressed areas of the municipality of Guinayangan and other adjacent localities in the Province of Quezon with the highest percentage of disadvantaged and indigent citizens.

The Center shall, in coordination with the Department of Education (DepEd) and the TESDA, offer relevant teachers' training assistance and curriculum design to the secondary schools providing the 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 trade specialization to comply with employment standards in preferred and emerging market-driven labor opportunities, and shall likewise give premium efforts to skills specialization for the local market employment requirements geared towards achieving the development of a robust inclusive economy within the host areas 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), the Department of Trade and Industry (DTI), the Department of Science and Technology (DOST), the Department of the Interior and Local Government (DILG), the National Economic and Development Authority (NEDA), business-industry partners, and such other relevant agencies, both local and international.

The Center may establish research and technology hubs, technology development farms, mobile training programs, and satellite or extension training centers in priority areas throughout the Province of Quezon within the service radius of the Center to strengthen linkages among the industry, the academe and the Center.

To address the development and manpower needs of the municipality of Guinayangan and the other adjacent localities in the Province of Quezon, 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 trade such as metal and steel works, 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 and aquaculture-related training and skills development in such areas as farming-fishing operations technology, backyard farming and home-based aquaculture and propagation innovation, mechanized farm and fishing tools and equipment operation, 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 employment such as call center and overseas job placement;
- (d) 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, health and wellness training;

- (e) Basic business literacy training in financial management and marketing, practical 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 social media business marketing;
- (f) Technical-vocational occupation and trade skills such as carpentry, masonry, plumbing, welding, practical electricity and installation, automotive servicing, electronics servicing, basic personal computer (PC) troubleshooting and 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 in personality development, career counseling and job placement, and work ethic and values; and
- (i) Other preferred priority skills and trade training that may be utilized by the people of the municipality of Guinayangan and the other localities in the Province of Quezon, to enhance their capacities for practical livelihood, gainful employment, and entrepreneurial activities.

SEC. 5. *Compliance with TESDA Requirements.* - The provisions of this Act notwithstanding, the Guinayangan 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 individually and 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 TESDA-accredited training and assessment center;
- (b) Operational sustainability of the Center established herein, such as licensed faculty-trainers and personnel, equipment, training and laboratory facilities, and instructional materials;
- (c) Sustainable funding source and allocation for the budgetary 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 site and adjacent localities served in the context of the Association of Southeast Asian Nations (ASEAN) and Philippine Qualifications Framework (PQF) for technical-vocational education; and
- (e) Compliance with such other TESDA conditionalities and standards, 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 of the Center shall be appointed by the

TESDA Director General in accordance with Civil Service Commission rules and regulation and the qualification requirements for such office.

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

SEC. 7. *Appropriations.* – The Director General of the TESDA shall include in the Authority's program the implementation of this Act, the funding of which shall be included in the annual General Appropriations Act. The LGUs concerned, 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 Center established herein.

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

SEC. 9. *Separability Clause.* – If, for any reason, any section or 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 Clause.* – All laws, executive orders, decrees, instructions, rules and regulations contrary to or inconsistent with any provision of this Act are hereby repealed or 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,*