

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 1692



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

AN ACT
ESTABLISHING A TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
TRAINING AND ASSESSMENT CENTER IN THE MUNICIPALITY OF QUEZON,
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 2023¹, 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 island municipality of Quezon, Quezon, which lacks appropriate training institutions that will enable its residents to become productive partners in community and nation building.

¹ <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 19th Congress, seeks to alleviate poverty in Quezon, 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 'K. Tan' with a stylized flourish.

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

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

SECTION 1. *Establishment of a Training and Assessment Center.* – There is hereby established a training and assessment center, under the supervision of the Technical Education and Skills Development Authority (TESDA), to be known as the “Quezon, Quezon TESDA Training and Assessment Center”. It shall be located in a highly accessible area in the Municipality of Quezon, Province of Quezon, pursuant to the purposes of this Act and the agreement between the TESDA and the concerned local government units (LGUs).

SEC. 2. *General Mandate.* – The Quezon, Quezon TESDA Training and Assessment Center, hereinafter referred to as the Center, shall primarily provide technical-vocational education and training (TVET) programs to students and local residents from low-income families and out-of-school youths, including persons with disabilities and indigenous peoples, to help them become productive, self-reliant, and globally competitive labor assets.

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

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

SEC. 3. *Training Programs.* – The Center shall offer short-term certificate courses and modular trainings in preferred technical-vocational skills and trades specialization. To this end, the Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI), Department of Science and Technology (DOST), Department of Agriculture (DA), Department of the Interior and Local Government (DILG), National Economic and Development Authority (NEDA), business-industry partners, and other relevant agencies and instrumentalities, both local and international, shall provide the necessary assistance to enable the Center to develop skilled manpower to achieve a robust and inclusive economy

in the host area and its adjacent localities.

The Center may establish research and technology hubs, technology development farms, satellite or extension training centers, promote mobile training programs, and strengthen linkages among the industry partners, the academe, and the Center geared towards the acquisition by residents of practical livelihood, employable skills, gainful employment, and entrepreneurial capabilities in priority areas in the Municipality of Quezon and adjacent localities in the Province of Quezon.

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

- (a) Skills training in industrial technology and hard trades such as metal and steelwork, machine fabrication and operation, heavy equipment operation, automotive mechanical assembly, 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 trainings and skills development in such areas as farming technology, fishing operations technology, backyard farming and home-based aquaculture and propagation innovations, mechanized farming, fishing tools and equipment operation, agribusiness, agri-aqua trade technology and innovations, and relevant training seminars for farmers and fisherfolk to encourage entrepreneurship and thus increase their productivity;
- (c) Livelihood skills development courses for preferred skills employment and small-scale entrepreneurship, including practical skills education in arts and crafts, workmanship and design, 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 training;
- (d) 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;
- (e) Technical-vocational occupation and trades skills such as carpentry, masonry, plumbing, welding, practical electricity and installation, automotive servicing, electronics servicing, personal computer servicing, and such other relevant practical skills courses;
- (f) Computer literacy and information technology-related skills, digital technology, web design, animation, photoshop or online photography, computer design and advertising;
- (g) Social communication skills and language proficiency courses in English and other languages for business process outsourcing employment and overseas job placement;
- (h) Personality development, career counseling, job placement, and work ethic and values; and
- (i) Other preferred skills and trades training that may be needed by the people of the Municipality of Quezon and of adjacent localities to enhance their capacities for practical livelihood, gainful employment, and entrepreneurial activities.

SEC. 4. *Compliance with TESDA Requirements.* – The provisions of this Act notwithstanding, the Center shall become operational only upon the issuance by the TESDA of a formal recommendation and certificate of compliance attesting that the Center has satisfactorily complied with the minimum standards of quality it has prescribed governing the following: (a) standard procedures and guidelines for the establishment and operation of a Center; (b) operational sustainability of the Center, in terms of licensed faculty-trainers and personnel, equipment, training and laboratory facilities, instructional materials, and other standard requirements of a Center; (c) sustainable funding source and allocation of the budgetary requirement; (d) full alignment of the training programs offered with the minimum standards of competency-based quality technical-vocational skills technology and the needs of the host area and adjacent communities served within the context of the Association of Southeast Asian Nations integration and the Philippine Qualifications Framework for TVET; and (e) compliance with such other TESDA conditionalities and standards as may be necessary and applicable in establishing a Center.

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

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

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

SEC. 6. *Appropriations.* – The Director General of the TESDA shall include in the Authority's program the operation of the Center, the funding of which shall be included in the annual General Appropriations Act.

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

SEC. 7. *Implementing Rules and Regulations.* – Within ninety (90) days after the approval of this Act, the TESDA shall, in coordination with the DOLE, DTI, DOST, DA, Department of Budget and Management, DepEd, DILG, NEDA, the concerned LGUs, and such other relevant agencies and industry-business partners of the host locality, prepare and issue rules and regulations for the effective implementation of this Act.

SEC. 8. *Separability Clause.* – If, for any reason, any section or provision of this Act is declared unconstitutional or invalid, the other sections or provisions thereof shall not be affected and shall remain in force and in effect.

SEC. 9. *Repealing Clause.* – All laws, executive orders, decrees, instructions, rules and regulations contrary to or inconsistent with any provision of this Act are repealed or amended accordingly.

SEC. 10. *Effectivity.* – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,