



Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

Twentieth Congress
First Regular Session



HOUSE BILL NO. 2308

Introduced by **Representative Ma. Victoria Co-Pilar**

EXPLANATORY NOTE

Republic Act No. 7796, or the Technical Education and Skills Development Act of 1994, declares it the 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.

In line with this national policy, this bill seeks to establish a TESDA Training and Assessment Center in the 6th Legislative District of Quezon City. The proposed center aims to offer free and accessible technical-vocational education and training (TVET) programs for the residents of the district and the broader Quezon City area, particularly targeting low-income families, out-of-school youth, and persons with disabilities (PWDs).

According to the 2016 data of the Philippine Statistics Authority (PSA), Quezon City was estimated to have between 45,000 to 60,000 out-of-school youth. Furthermore, the National Capital Region (NCR) had an unemployment rate of 10.3% in 2013, translating to approximately 138,900 unemployed persons in Quezon City alone. By the end of 2022, the city projected the registration of over 74,000 persons with disabilities.

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These figures point to a significant segment of the population in need of skills development, livelihood opportunities, and pathways to employment. This measure responds to that need by promoting inclusive and sustainable economic empowerment through technical education. The TESDA center shall serve as a hub for certified training, assessment, and job readiness, opening doors for lifelong learning, career progression, and social reintegration.

Ultimately, the establishment of this center is envisioned to foster self-reliance, enhance employability, and contribute to the development of a more vibrant and inclusive local economy—empowering individuals who have often been marginalized and providing them with the tools to participate meaningfully in nation-building.

In the 19th Congress, this bill was approved on third and final reading by the House of Representatives.

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

A handwritten signature in black ink, appearing to be "S. M. D. I." or similar, written in a cursive style.



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AN ACT

1 **ESTABLISHING A TECHNICAL EDUCATION AND SKILLS DEVELOPMENT**
2 **AUTHORITY TRAINING AND ASSESSMENT CENTER IN THE SIXTH**
3 **CONGRESSIONAL DISTRICT OF QUEZON CITY AND APPROPRIATING**
4 **FUNDS THEREFOR**
5

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

8 **SECTION 1. *Establishment of a Training and Assessment.*** – There is hereby
9 established a training and assessment center, under the supervision of the Technical
10 Education and Skills Development Authority (TESDA), to be known as the “District 6,
11 Quezon City TESDA Training and Assessment Center”. It shall be located in a highly
12 accessible area in the Sixth Congressional District of Quezon City, pursuant to the
13 purposes of this Act and the agreement between the TESDA and the concerned local
14 government units (LGUs).

15 **SEC. 2. *General Mandate.*** – The District 6, Quezon City TESDA Training and
16 Assessment Center, hereinafter referred to as the Center, shall primarily provide
17 technical-vocational education and training (TVET) programs to students and local
18 residents from low-income families and out-of-school youths, including persons with
19 disabilities and indigenous peoples, to help them become productive, self-reliant, and
20 globally competitive labor assets.

21 The Center shall provide effective employment interventions through training
22 programs on relevant skills in trade competencies, craftsmanship, and entrepreneurship
23 activities to help hasten the development of the host area and its adjacent localities into
24 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 District 6 and adjacent localities in the Quezon City.

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,

- 62 cosmetology, and health and wellness training;
- 63 (d) Basic business literacy training in financial management and marketing,
64 practical accountancy, bookkeeping and office procedures, business processes
65 and application procedures, including registration, licensing, documentation,
66 business patent and intellectual property regulation, business financing and
67 investment opportunities sourcing, import-export accreditation, online home-
68 based business operation and social media business marketing;
- 69 (e) Technical-vocational occupation and trades skills such as carpentry, masonry,
70 plumbing, welding, practical electricity and installation, automotive servicing,
71 electronics servicing, personal computer servicing, and such other relevant
72 practical skills courses;
- 73 (f) Computer literacy and information technology-related skills, digital
74 technology, web design, animation, photoshop or online photography,
75 computer design and advertising;
- 76 (g) Social communication skills and language proficiency courses in English and
77 other languages for business process outsourcing employment and overseas
78 job placement;
- 79 (h) (h) Personality development, career counseling, job placement, and work ethic
80 and values; and
- 81 (i) Other preferred skills and trades training that may be needed by the people of
82 the Sixth

83 Congressional District of Quezon City and of adjacent localities to enhance their
84 capacities for practical livelihood, gainful employment, and entrepreneurial activities.

85 **SEC. 4. *Compliance with TESDA Requirements.*** - The provisions of this Act
86 notwithstanding, the Center shall become operational only upon the issuance by the
87 TESDA of a formal recommendation and certificate of compliance attesting that the
88 Center has satisfactorily complied with the minimum standards of quality it has
89 prescribed governing the following: (a) standard procedures and guidelines for the
90 establishment and operation of a Center; (b) operational sustainability of the Center, in⁵
91 terms of licensed faculty-trainers and personnel, equipment, training and laboratory
92 facilities, instructional materials, and other standard requirements of a Center;
93 (c)sustainable funding source and allocation of the budgetary requirement; (d) full
94 alignment of the training programs offered with the minimum standards of competency-
95 based quality technical-vocational skills technology and the needs of the host area and
96 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. 34

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. ⁶

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,