

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

TWENTIETH CONGRESS
First Regular Session



HOUSE BILL NO. 3128

Introduced by Representative **JESUS R. MARQUEZ**

EXPLANATORY NOTE

This bill seeks to create a Technical Education and Skills Development Authority (TESDA) Training and Assessment Center in the Municipality of Balete, Province of Aklan. It aims to provide access to those who come from poor families in the district, where Balete is an ideal convergence point for services in the district. This measure aims to bring technical-vocational education closer to the people, particularly those from poor and marginalized families who aspire for gainful employment and upward mobility.

The Center will provide accessible and affordable skills development and certification programs, serving not only Balete but also its neighboring towns. By investing in technical and vocational education, this bill envisions a future where the youth, out-of-school individuals, and underprivileged workers are empowered with competencies that meet the demands of both local and global labor markets.

Anchored on the constitutional principle that “those who have less in life should have more in law,” this legislative proposal reinforces the State’s duty to promote social justice and defend the rights and welfare of labor. It is firmly grounded in Article II, Section 10 of the 1987 Philippine Constitution, which mandates the State to promote social justice in all phases of national development, and Article XIII, Section 3, which calls for the protection and advancement of labor.

Moreover, this bill draws inspiration from the Supreme Court’s landmark pronouncement in *Calalang v. Williams*, which defined social justice as “neither communism, nor despotism, nor atomism, nor anarchy, but the humanization of laws and the equalization of social and economic forces by the State so that justice in its rational and objectively secular conception may at least be approximated.” This definition demands active state intervention in uplifting disadvantaged sectors and ensuring fair access to the benefits of national growth.

To concretize this vision, the bill proposes the establishment of a TESDA Training and Assessment Center in Balete, Aklan, which will serve as a catalyst for transformation by enhancing technical capabilities, promoting innovation, safeguarding traditional knowledge, and generating sustainable economic opportunities. As a historic and economic hub for various traditional crafts and livelihood activities, Balete has preserved living traditions, from agricultural production to intricate handicrafts that define regional identity and support both local and global markets. These industries have significantly contributed to the country's creative sectors and national economy

Let this measure be more than a legislative act, recognizing the labor, artistry, and cultural heritage of the laborers and communities of the Municipality of Balete.

In view of the foregoing, my earnest prayer is for the immediate and favorable passage of this bill.


HON. JESUS “*Jess*” R. MARQUEZ

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

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

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

8
9 **SEC 2. *General Mandate.*** – The Aklan District TESDA Training and Assessment
10 Center, hereinafter referred to as the Center, shall primarily provide relevant and quality
11 technical-vocational education and training (TVET), including practical short-term specialty
12 courses and one (1) year to three (3) year TESDA registered technical-vocational skills training
13 programs and certificate courses, to out-of-school youths, high school students and graduates,
14 unemployed and underemployed adults, workers in the informal sector, persons with disabilities
15 and ethnic indigenous people, and, residents from low-income families in the Municipality of
16 Balete and adjacent municipalities in the Province of Aklan.

17
18 The Center shall play a pivotal role in helping the local residents become productive, self-
19 reliant and to develop into competitive middle-to high-level skilled labor force so as to hasten the
20 social and economic development of Aklan Province, as well as meet the needs of both local and
21 international labor markets. The Center shall consider, in the design of relevant TVET programs
22 to be offered therein, the preferred skills categories based on identified development targets to
23 propel the province to becoming a skilled human resource and economic productivity hub.

1 The Center shall also serve as TESDA-accredited Assessment Center for acquired
2 competencies in technical-vocational skills in the Province of Aklan.

3
4 The Center, in coordination with the Department of Education (DepEd) and the TESDA,
5 shall offer relevant teachers' training assistance and curriculum design to the secondary schools
6 providing the technical-vocational livelihood (TVL) track under the K to 12 Program of the DepEd
7 in the Municipality of Balete and neighboring localities in the Province of Aklan.

8
9 **SEC 3. Training Programs** – The Center, in consultation with the Department of
10 Labor and Employment (DOLE), Department of Trade and Industry (DTI), Department of
11 Agriculture (DA), Department of the Interior and Local Government (DILG), Department of
12 Science and Technology (DOST), National Economic and Development Authority (NEDA), locally
13 and internationally-based business industry partners, and other relevant agencies, shall offer
14 diverse short-term certificate courses and modular trainings in relevant technical-vocational
15 skills and trade specialization to comply with employment standards in preferred and emerging
16 market-driven labor opportunities. The Center shall spearhead training programs in new skills to
17 respond to market trends towards attaining a robust inclusive economy in the host sites and in
18 the adjacent localities and communities in the Province of Aklan.

19
20 The Center may establish research and technology hubs, technology development farms,
21 mobile training programs, and satellite or extension training centers in priority areas throughout
22 the Municipality of Balete and neighboring localities in the Province of Aklan to serve the
23 manpower needs of the area and strengthen the linkages among the industry, the academe, and
24 the Center.

25
26 The Center shall offer the following TESDA-registered technical-vocational training
27 programs with competencies assessment leading to National Certification Levels I-III to increase
28 the livelihood assets and competitive productivity of the Municipality of Balete, and the
29 neighboring localities in the Province of Aklan:

- 30
31 (a) Skills training in industrial technology and hard trades such as metal and steel works,
32 machine fabrication and operation, heavy equipment operation, automotive
33 mechanic, refrigeration and air conditioning, electronics, and operation of power tools
34 and equipment for both medium skills grade and industrial purposes;
35 (b) Agriculture and aquaculture-related training and skills development in such areas as
36 farming-fishing operations technology, backyard farming and homebased aquaculture
37 and propagation innovation, mechanized farm and fishing tools and equipment
38 operation, agribusiness, agri-aqua trade technology and innovation, and relevant
39 farmers' and fisher folk's continuing training for increased productivity and
40 entrepreneurship;

- (c) Social communication skills development, language proficiency courses in English and other languages for business process outsourcing (call center) employment 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 (such as fabric, woodworks, jewelry, and metal works), high-speed sewing, dressmaking, and tailoring, agriculture and farm technology, horticulture, livestock raising and breeding, food processing technology, home technology, culinary arts and commercial cooking (including baking), beauty culture (such as cosmetology, hair and nail styling) and 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, including online home-based business operation and use of 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, personal computer servicing, and 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 ethics and values; and
- (i) Other preferred priority skills and trade trainings that may be utilized by the people of the Province of Aklan for practical livelihood, gainful employment, and entrepreneurial activities.

SEC 6. 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

1 other TESDA conditionalities and standards as may be necessary and applicable in establishing a
2 Center.

3
4 **SEC 7. Administration** – The Center shall be headed by a Technical Vocational
5 Administrator who shall render full-time service and be responsible for its administration and
6 operation, under the supervision of the TESDA.

7
8 The Technical-Vocational Administrator shall be appointed by the TESDA Director
9 General in accordance with the rules and regulations of the Civil Service Commission and the
10 qualification requirements for such office.

11
12 The Technical-Vocational Administrator may enter into agreements with locally-based
13 private and public counterpart agencies, instrumentalities or persons, and seek such assistance as
14 may be necessary to effectively implement this Act, subject to the approval of the TESDA Director
15 General.

16
17 **SEC 8. Appropriations.** – The Director-General of the TESDA shall include in the
18 Authority's program the implementation of this Act, the funding of which shall be included in the
19 annual General Appropriations Act.

20
21 The LGUs concerned, in consultation with the TESDA, shall set aside from any available
22 local revenue an amount deemed appropriate as annual counterpart fund to support the operation
23 of the Center herein established.

24
25 **SEC 9. Implementing Rules and Regulations.** - Within sixty (60) days after the
26 effectivity of this Act, the TESDA, in coordination with the DOLE, DTI, DA Department of Budget
27 and Management (DBM), DILG, DOST, NEDA, the concerned LGUs, and such other relevant
28 agencies and industry-business partners of the host localities, and the provincial government shall
29 formulate and issue the necessary rules and regulations for the implementation of this Act.

30
31 **SEC 10. Separability Clause.** - If, for any reason, any section or provision of this Act
32 shall be declared unconstitutional or invalid, the other sections or provisions thereof shall not be
33 affected and shall remain in force and in effect.

34
35 **SEC 11. Repealing clause.** -All laws, executive orders, presidential decrees, rules and
36 regulation or parts thereof inconsistent with any provisions of this Act are hereby repealed,
37 amended, or modified accordingly.

38
39 **SEC 12. Effectivity.** -This Act shall take effect fifteen (15) days after its publication in
40 the official Gazette or in a newspaper of general circulation.

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Approved,