

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

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 3925



Introduced by Representative Loreto S. Amante

EXPLANATORY NOTE

This bill seeks to establish Technical and Skills Development Authority (TESDA) training and assessment centers in the city of San Pablo and the municipalities of Alaminos, Calauan, Liliw, Nagcarlan, Rizal and Victoria, all in the Province of Laguna.

A practical way of improving the livelihood and economic status of less fortunate Filipino people, especially those in the rural areas, is by providing them with training in technical-vocational skills, entrepreneurship, trade and industry and agri-business ventures.

Bringing the TESDA training and assessment centers closer to the people such as those residents in the named city and municipalities in the Province of Laguna will empower the people to engage in gainful employment, and help them become socially, politically, and economically stable, and productive members of society.

Thus, the approval of this bill is earnestly sought.

LORETO S. AMANTE
Representative
Third District, Laguna

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**AN ACT ESTABLISHING TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY (TESDA) TRAINING AND ASSESSMENT
CENTERS IN THE CITY OF SAN PABLO AND THE MUNICIPALITIES OF
ALAMINOS, CALAUAN, LILIW, NAGCARLAN, RIZAL AND VICTORIA, ALL
IN THE PROVINCE OF LAGUNA AND APPROPRIATING FUNDS THEREFOR**

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

Section 1. Establishment. - There are hereby established Technical Education and Skills Development Authority (TESDA) training and assessment centers, hereinafter referred to as Centers, in highly accessible areas in each of the city of San Pablo and the municipalities of Alaminos, Calauan, Liliw, Nagcarlan, Rizal and Victoria, all in the Province of Laguna, under the supervision of TESDA, to be known individually as follows: a) San Pablo City TESDA Training and Assessment Center; b) Alaminos TESDA Training and Assessment Center; c) Calauan TESDA Training and Assessment Center; d) Liliw TESDA Training and Assessment Center; e) Nagcarlan TESDA Training and Assessment Center; f) Rizal Training and Assessment Center; and g) Victoria TESDA Training and Assessment Center, respectively.

Section 2. General Mandate - The Centers 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 in the city of San Pablo and the municipalities of Alaminos, Calauan, Liliw, Nagcarlan, Rizal and Victoria in the Province of Laguna, geared towards the acquisition of practical livelihood, employable skills, gainful employment and entrepreneurship.

The Centers shall train local residents of Laguna and adjacent province to become productive, self-reliant and globally competitive 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 Centers shall offer technical-vocational training programs based on the socioeconomic profile, employment conditions and opportunities, business climate, market and industry potentials, available resources and presence of support, structures, literacy level and skills readiness, and the overall development needs of the host area and adjacent provinces. The Centers 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 economic productivity hubs.

The Centers 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 in the Province of Laguna.

The Centers 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 track under the K to 12 Program of the DepEd in Laguna and adjacent provinces.

Section 3. - Training Programs. - The Centers shall offer diverse short-term certificate courses and modular trainings in relevant technical-vocational skill and trade specialization to comply with employment standards in preferred market-driven labor opportunities. The Centers shall likewise give premium efforts to skills specialization for local market employment requirements geared towards achieving the development needs for a robust inclusive economy of the host area and each of the adjacent localities and communities within their operational radius, in consultation with the Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI), Department of the Interior and Local Government (DILG), National Economic and Development Authority (NEDA), business-industry partners, and such other relevant agencies, both local and international.

The Centers may establish, as deemed and practicable, research and technology hubs, mobile training programs, and satellite or extension training centers in priority areas throughout the city of San Pablo and the municipalities of Alaminos, Calauan, Liliw, Nagcarlan, Rizal and Victoria, and in adjacent areas in the Province of Laguna to strengthen linkages among the industry, the academe and the technology centers of the province.

To address the development and manpower needs of the host municipalities and adjacent areas in the Province of Laguna, the Centers 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 farm technology and 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 training for increased productivity and entrepreneurship;

c) Livelihood skills development course 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, commercial cooking baking, beauty culture, health and wellness training;

d) Basic business literacy training in financial management and marketing, practical accountancy, bookkeeping and office procedures, business processes and application procedure 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;

e) Technical-vocational occupation and trade skills such as carpentry, masonry, plumbing, practical electricity and installation, automotive technician and servicing, electronics technician and servicing, welding technician, 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 advertising;

g) Social communication skills development, language proficiency course in English and other languages for business process outsourcing employment, such as call center and overseas job placement;

h) Seminars in personality development, career counseling, job placement, work ethics and values; and

i) Other preferred priority skills and trades training that may be needed by the people of the host municipalities and adjacent areas in the Province of Laguna to enhance their capability for practical livelihood, gainful employment and entrepreneurship skills.

Section 4. Compliance with TESDA Requirements. - The Centers 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 Centers have satisfactorily complied with the minimum requirements for quality standards prescribed by the TESDA governing the following competency assessment: a) standard procedures and guidelines for the establishment and operation of a Center; b) operational sustainability in terms of licensed faculty-trainers and personnel, equipment, training and laboratory facilities, instructional materials, and the other standards requirements as a Center; c) sustainable funding source and allocation of budget requirement of the Centers hereto established; d) assurance that the training programs offered are fully aligned with the minimum standards of competency-based quality technical-vocational skills technology and needs of the host area and adjacent communities served in the context of the Association of Southeast Asia Nations (ASEAN) and the Philippine Qualifications Framework for technical-vocational education; and e) compliance with such other TESDA conditionalities and standards as may be necessary and applicable in establishing a Center.

Section 5. Administration. - The Centers shall each be headed by a technical-vocational administrator, under the supervision of the TESDA, who shall render full-time service and be responsible for the administration and operation of the Centers.

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

The technical-vocational administrator of each of the Centers shall enter into mutual agreements with locally-based private and public counterpart agencies or instrumentalities and persons, subject to approval by the TESDA director general, for such assistance as may be necessary to effectively implement this Act.

Section 6. Appropriations. - The amount necessary to implement the provisions of this Act, and its continued implementation thereafter, shall be included in the annual General Appropriations Act.

The concerned local government units, 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 operations of the Centers established herein.

Section 7. Implementing Rules and Regulations. - Within ninety (90) days after the approval of this Act, the TESDA shall, in coordination with the Department of Labor and Employment, Department of Trade and Industry, Department of Budget and Management, Department of the Interior and Local Government, concerned local government units, 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.

Section 8. 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.

Section 9. Effectivity. – This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,