

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

TWENTIETH CONGRESS
1st Regular Session

House Bill No. 4346



Introduced by Representative ERIC G. YAP

EXPLANATORY NOTE

Technical-Vocational Education and Training (TVET) is a vital tool in empowering communities, especially in rural and developing areas, by means of equipping individuals with employable skills that can directly uplift their socio-economic status. The Technical Education and Skills Development Authority (TESDA) has been at the forefront of this mission, bridging the gap between education and industry needs, and ensuring that Filipinos are prepared for both domestic and global labor demands.

This bill seeks to establish Technical Education and Skills Development Authority (TESDA) Training and Assessment Centers in the municipalities of Mankayan, Kibungan, Kabayan, Atok, Itogon, and Tuba in the Province of Benguet. The proposed measure is filed in recognition of the need to bring accessible, high-quality skills training closer to communities, especially in geographically isolated areas where access to education and employment opportunities remains limited.

The proposed measure will allow each municipality to operate a dedicated TESDA Training and Assessment Center that offers industry-relevant programs tailored to the specific needs and potential of its locality. These programs include skills training in industrial technology, agriculture, entrepreneurship, information technology, and trades, alongside support for marginalized groups such as out-of-school youth, indigenous peoples, and persons with disabilities. It will also enable the Centers to collaborate with local schools, government agencies, and business partners to ensure alignment with economic and development priorities.

The establishment of these Centers is expected to accelerate rural development by expanding access to skills training, increasing local employability, and promoting grassroots entrepreneurship. It will significantly contribute to bridging the urban-rural opportunity gap and lay the groundwork for a more self-reliant and resilient labor force in Benguet. The passage of this bill, therefore, holds great promise in transforming lives, building strong local economies, and supporting the national goals for inclusive and sustainable development.

In view of the foregoing, consideration of the passage of this bill is respectfully urged.



HON. ERIC G. YAP

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**AN ACT ESTABLISHING A TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY (TESDA) TRAINING AND ASSESSMENT
CENTERS IN THE MUNICIPALITIES OF MANKAYAN, KIBUNGAN,
KABAYAN, ATOK, ITOGON, AND TUBA, PROVINCE OF BENGUET, AND
APPROPRIATING FUNDS THEREFOR**

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

SECTION 1. *Short Title.* - This Act shall be known as the "Mankayan Kibungan, Kabayan, Atok, Itogon and Tuba, Benguet TESDA Training and Assessment Centers Act"

SEC. 2. *Establishment.* - There are hereby established training and assessment centers, under the supervision of TESDA, to be known individually as follows:

- a. Mankayan, Benguet TESDA Training and Assessment Center;
- b. Kibungan, Benguet TESDA Training and Assessment Center;
- c. Kabayan, Benguet TESDA Training and Assessment Center;
- d. Atok, Benguet TESDA Training and Assessment Center;
- e. Itogon, Benguet TESDA Training and Assessment Center; and
- f. Tuba, Benguet TESDA Training and Assessment Center.

They shall be located in highly accessible areas in the Municipalities of Mankayan, Kibungan, Kabayan, Atok, Itogon, and Tuba in the Province of Benguet, pursuant to the purposes of this Act, and to the agreement between the TESDA and the concerned local government units (LGUs).

SEC. 3. *General Mandate.* - The Mankayan, Kibungan, Kabayan, Atok, Itogon, and Tuba, Benguet TESDA Training and Assessment Centers, hereinafter referred to as the Centers, shall primarily provide technical-vocational education and training (TVET) programs to students and local residents from low-income families and out-

of-school youth, including persons with disabilities and indigenous peoples to help them become productive, self-reliant and globally competitive labor assets.

The Centers shall provide effective employment interventions through training programs on relevant skills trade competencies, craftsmanship, and entrepreneurship activities that will help hasten the development of the host areas and the adjacent localities into human resource and productivity hubs.

The Centers shall each serve as TESDA-accredited Assessment Center for acquired competencies in TVET programs. They shall also provide technical-vocational training for teachers and curriculum design assistance to the secondary schools offering the technical-vocational livelihood track under the K to 12 Program in coordination with the Department of Education and the TESDA.

SEC. 4. *Training Programs.* - The Centers shall offer short-term certificate courses and modular training courses 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 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 Centers to develop skilled manpower to achieve a robust and inclusive economy.

The Centers may establish research and technology hubs, technology development farms, satellite or extension training centers, and promote mobile training programs to strengthen linkages among the industry partners, the academe, and the Centers geared towards the acquisition of practical livelihood, employable skills, gainful employment, and entrepreneurship capabilities.

The Centers 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 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 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 use of 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, web development, animation (3D Digital), game development, and computer-aided design application;
- g. Social communication skills and language proficiency courses in English and other languages for business process outsourcing employment and overseas job placement;
- h. Seminars in 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 Municipalities of Mankayan, Kibungan, Kabayan, Atok, Itogon, and Tuba, and of adjacent localities 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 Centers shall become operational only upon the issuance by the TESDA of a formal recommendation and certificate of compliance attesting that the Centers have 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 Centers, 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 areas and adjacent communities served within the context of the Association of

Southeast Asian Nations (ASEAN) integration and the Philippine Qualification Framework for TVET; and

- e. Compliance with such other TESDA conditionalities and standards, as may be necessary and applicable in establishing a Center.

SEC. 6. *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 Centers' respective administration and operation.

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

SEC. 7. *Appropriations.* - The Director General of the TESDA shall include in the Authority's program the operation of the Centers, 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 Centers herein established.

SEC. 5. *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, DILG, NEDA, the concerned LGUs, and such other relevant agencies and industry-business partners of the host localities, prepare and issue the necessary rules and regulations for the effective implementation of this Act.

SEC. 6. *Separability Clause.* - If, for any reason, any section or provision of this Act shall be deemed unconstitutional or invalid, the other sections or provisions thereof shall not be affected and shall remain in force and in effect.

SEC. 7. *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. 8. *Effectivity.* - This Act shall take effect fifteen (15) days after publication in the Official Gazette or in a newspaper of general circulation.

Approved,