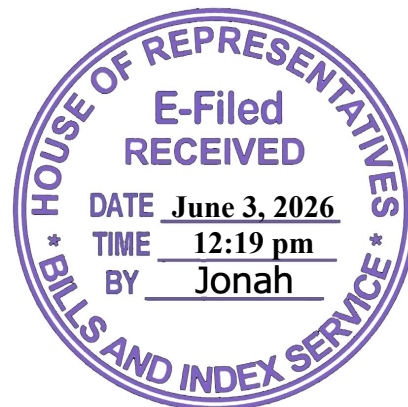




Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

TWENTIETH CONGRESS
First Regular Session



Committee Report No. 444

Submitted by the Committees on Higher and Technical Education and Appropriations on June 3, 2026

Re: House Bill No. 9705

Recommending its approval in substitution of House Bills Numbered 1596, 1597, 1598, and 1599

Sponsors: Representatives Jude A. Acidre, Mikaela Angela B. Suansing, and Alfredo A. Garbin, Jr.

Mr. Speaker:

The Committees on Higher and Technical Education and Appropriations, to which were referred House Bill No. 1596, introduced by Representative Alfredo A. Garbin, Jr., entitled:

“AN ACT
ESTABLISHING IN SAN MIGUEL ISLAND IN THE CITY OF
TABACO, PROVINCE OF ALBAY, A TECHNICAL EDUCATION
AND SKILLS DEVELOPMENT AUTHORITY TRAINING AND
ASSESSMENT CENTER, TO BE KNOWN AS THE SAN MIGUEL
ISLAND TESDA TRAINING AND ASSESSMENT CENTER, AND
APPROPRIATING FUNDS THEREFOR”;

House Bill No. 1597, introduced by Representative Alfredo A. Garbin, Jr., entitled:

“AN ACT
ESTABLISHING IN THE MUNICIPALITY OF RAPU RAPU,
PROVINCE OF ALBAY, A TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY TRAINING AND ASSESSMENT
CENTER, TO BE KNOWN AS THE RAPU RAPU, ALBAY TESDA
TRAINING AND ASSESSMENT CENTER, AND APPROPRIATING
FUNDS THEREFOR”;

House Bill No. 1598, introduced by Representative Alfredo A. Garbin, Jr., entitled:

“AN ACT
ESTABLISHING IN THE MUNICIPALITY OF MANITO, PROVINCE
OF ALBAY, A TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY TRAINING AND ASSESSMENT
CENTER, TO BE KNOWN AS THE MANITO, ALBAY TESDA
TRAINING AND ASSESSMENT CENTER, AND APPROPRIATING
FUNDS THEREFOR”;

House Bill No. 1599, introduced by Representative Alfredo A. Garbin, Jr., entitled:

“AN ACT
ESTABLISHING IN CAGRARAY ISLAND IN THE MUNICIPALITY
OF BACACAY, PROVINCE OF ALBAY, A TECHNICAL
EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
TRAINING AND ASSESSMENT CENTER, TO BE KNOWN AS THE
CAGRARAY ISLAND TESDA TRAINING AND ASSESSMENT
CENTER, AND APPROPRIATING FUNDS THEREFOR”

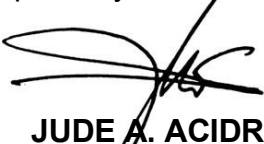
have considered the same and recommend that the attached House Bill No. 9705,
entitled:

“AN ACT
ESTABLISHING TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY TRAINING AND ASSESSMENT
CENTERS IN THE CITY OF TABACO AND IN THE
MUNICIPALITIES OF RAPU-RAPU, MANITO, AND BACACAY, ALL
LOCATED IN THE PROVINCE OF ALBAY, AND APPROPRIATING
FUNDS THEREFOR”

be approved in substitution of House Bills Numbered 1596, 1597, 1598, and 1599 and
with Representatives Alfredo A. Garbin, Jr., Jude A. Acidre, Henry “Indy” F. Oaminal,
Jr., Gloria Macapagal-Arroyo, Jaime R. Fresnedi, Antolin A. Oreta III, Janice Degamo,
Eulogio “Leo” R. Rodriguez, Charisse Ann C. Hernandez, Ustadz Yusop T. Alano,
Steve Chiongbian Solon, Edwin L. Cruzado, M.D., Jose Manuel Tadeo “Chel” I.
Diokno, Ciriaco B. Gato, Jr., M.D., FPSO-HNS, Mercedes K. Alvarez, Antonino B.
Roman III, Atty. Jennifer “Karen” A. Lagbas, and Mikaela Angela B. Suansing
as authors thereof.


MIKAELA ANGELA B. SUANSING
Chairperson
Committee on Appropriations

Respectfully submitted,


JUDE A. ACIDRE
Chairperson
Committee on Higher and Technical
Education

THE HONORABLE SPEAKER
House of Representatives
Quezon City

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

House Bill No. 9705

(In substitution of House Bills Numbered 1596, 1597, 1598, and 1599)

Introduced by Representatives Alfredo A. Garbin, Jr., Jude A. Acidre, Henry “Indy” F. Oaminal, Jr., Gloria Macapagal-Arroyo, Jaime R. Fresnedi, Antolin A. Oreta III, Janice Degamo, Eulogio “Leo” R. Rodriguez, Charisse Ann C. Hernandez, Ustadz Yusop T. Alano, Steve Chiongbian Solon, Edwin L. Cruzado, M.D., Jose Manuel Tadeo “Chel” I. Diokno, Ciriaco B. Gato, Jr., M.D., FPSO-HNS, Mercedes K. Alvarez, Antonino B. Roman III, Atty. Jennifer “Karen” A. Lagbas, and Mikaela Angela B. Suansing

AN ACT

ESTABLISHING TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY TRAINING AND ASSESSMENT CENTERS IN THE CITY OF TABACO AND IN THE MUNICIPALITIES OF RAPU-RAPU, MANITO, AND BACACAY, ALL LOCATED IN THE PROVINCE OF ALBAY, AND APPROPRIATING FUNDS THEREFOR

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

1 **SECTION 1. *Establishment of Training and Assessment Centers.*** - There are
2 hereby established training and assessment centers, under the supervision of the Technical
3 Education and Skills Development Authority (TESDA), in San Miguel Island in the City of
4 Tabaco and in the Municipalities of Rapu-Rapu, Manito, and Bacacay, all located in the
5 Province of Albay. They shall be known as the “San Miguel Island, Tabaco City, Albay TESDA
6 Training and Assessment Center”, “Rapu-Rapu, Albay TESDA Training and Assessment
7 Center”, “Manito, Albay TESDA Training and Assessment Center”, and “Cagraray Island,
8 Bacacay, Albay TESDA Training and Assessment Center”, respectively. They shall be
9 located in highly accessible areas San Miguel Island in the City of Tabaco and in the
10 Municipalities of Rapu-Rapu and Manito, and in Cagraray Island in the Municipality of
11 Bacacay, Province of Albay pursuant to the purposes of this Act and to the agreement
12 between the TESDA and the concerned local government units (LGUs).

13
14 **SEC. 2. *General Mandate.*** – The San Miguel Island, Tabaco City, Albay TESDA
15 Training and Assessment Center, Rapu-Rapu, Albay TESDA Training and Assessment
16 Center, Manito, Albay TESDA Training and Assessment Center, and Cagraray Island,
17 Bacacay, Albay TESDA Training and Assessment Center, hereinafter referred to as the
18 Centers, shall primarily provide technical-vocational education and training (TVET) programs
19 to students and local residents from low-income families and out-of-school youths, including
20 persons with disabilities and indigenous peoples, to help them become productive, self-
21 reliant, and globally competitive labor assets.

22
23 The Centers shall provide effective employment interventions through training
24 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.

SEC. 3. Training Programs. – The Centers 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), Department of Economy, Planning, and Development (DEPDev), 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 in the host area and its adjacent localities.

The Centers 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 City of Tabaco and in the Municipalities of Rapu-Rapu, Manito, and Bacacay and their adjacent localities.

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

- (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,

1 electronics servicing, personal computer servicing, and such other relevant
2 practical skills courses;

3
4 (f) Computer literacy and information technology-related skills, digital technology, web
5 design, animation, photoshop or online photography, computer design and
6 advertising;

7
8 (g) Social communication skills and language proficiency courses in English and other
9 languages for business process outsourcing employment and overseas job
10 placement;

11
12 (h) Personality development, career counseling, job placement, and work ethic and
13 values; and

14
15 (i) Other preferred skills and trades training that may be needed by the people of the
16 City of Tabaco and the Municipalities of Rapu-Rapu, Manito, and Bacacay and
17 adjacent localities to enhance their capacities for practical livelihood, gainful
18 employment, and entrepreneurial activities.

19
20 **SEC. 4. Compliance with TESDA Requirements.-** The provisions of this Act
21 notwithstanding, the Centers shall become operational only upon the issuance by the TESDA
22 of a formal recommendation and certificate of compliance attesting that the Centers have
23 satisfactorily complied with the minimum standards of quality it has prescribed governing the
24 following: (a) standard procedures and guidelines for the establishment and operation of a
25 Center; (b) operational sustainability of the Centers in terms of licensed faculty-trainers and
26 personnel, equipment, training and laboratory facilities, instructional materials, and other
27 standard requirements of a Center; (c) sustainable funding source and allocation of the
28 budgetary requirement; (d) full alignment of the training programs offered with the minimum
29 standards of competency-based quality technical-vocational skills technology and the needs
30 of the host area and adjacent communities served within the context of the Association of
31 Southeast Asian Nations integration and the Philippine Qualifications Framework for TVET;
32 and (e) compliance with such other TESDA conditionalities and standards as may be
33 necessary and applicable in establishing a Center.

34
35 **SEC. 5. Administration of the Centers.** – The Centers shall each be headed by a
36 Technical-Vocational Administrator who shall render full-time service and be responsible for
37 its administration and operation, under the supervision of the TESDA.

38
39 The Technical-Vocational Administrator of each Center shall be appointed by the
40 TESDA Director General in accordance with the rules and regulations of the Civil Service
41 Commission and the qualification requirements for such office.

42
43 The Technical-Vocational Administrator may enter into agreements with locally-based
44 private and public counterpart agencies, instrumentalities or persons, and seek such
45 assistance as may be necessary to effectively implement this Act, subject to the approval of
46 the TESDA Director General.

47
48 **SEC. 6. Appropriations.** - The Director General of the TESDA shall include in the
49 Authority's program the operation of the Centers, the funding of which shall be included in
50 the annual General Appropriations Act.

1 The LGUs concerned, in consultation with the TESDA, shall set aside from any
2 available local revenue an amount deemed appropriate as annual counterpart fund to support
3 the operation of the Center herein established.
4

5 **SEC. 7. Implementing Rules and Regulations.** – Within ninety (90) days after the
6 approval of this Act, the TESDA shall, in coordination with the DOLE, DTI, DOST, DA,
7 Department of Budget and Management, DILG, DEPDev, the concerned LGUs, and such
8 other relevant agencies and industry-business partners of the host locality, prepare and issue
9 rules and regulations for the effective implementation of this Act.
10

11 **SEC. 8. Separability Clause.** - If, for any reason, any section or provision of this Act
12 is declared unconstitutional or invalid, the other sections or provisions thereof shall not be
13 affected and shall remain in force and in effect.
14

15 **SEC. 9. Repealing Clause.** - All laws, executive orders, decrees, instructions, and
16 rules and regulations contrary to or inconsistent with any provision of this Act are repealed or
17 amended accordingly.
18

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

Approved,