



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



TWENTIETH CONGRESS
Second Regular Session

Committee Report No. 529

Submitted by the Committees on Higher and Technical Education and Appropriations on July 30, 2026

Re: House Bill No. 10432

Recommending its approval in substitution of House Bill No. 2819

Sponsors: Representatives Jude A. Acidre, Mikaela Angela B. Suansing, and Ferdinand Alexander A. Marcos

Mr. Speaker:

The Committees on Higher and Technical Education and Appropriations, to which was referred House Bill No. 2819, introduced by Representative Ferdinand Alexander A. Marcos, entitled:

“AN ACT
ESTABLISHING A TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY (TESDA) TRAINING AND
ASSESSMENT CENTER IN THE MUNICIPALITY OF BACARRA,
PROVINCE OF ILOCOS NORTE, TO BE KNOWN AS THE BACARRA,
ILOCOS NORTE TESDA TRAINING AND ASSESSMENT CENTER,
AND APPROPRIATING FUNDS THEREFOR”

have considered the same and recommend that the attached House Bill No. 10432, entitled:

“AN ACT
ESTABLISHING A TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY PROVINCIAL TRAINING AND
ASSESSMENT CENTER IN THE MUNICIPALITY OF BACARRA,
PROVINCE OF ILOCOS NORTE, TO BE KNOWN AS THE
“BACARRA, ILOCOS NORTE TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY PROVINCIAL TRAINING AND
ASSESSMENT CENTER”, AND APPROPRIATING FUNDS
THEREFOR”

be approved in substitution of House Bill No. 2819 and with Representatives Ferdinand Alexander A. Marcos, 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.

Respectfully submitted,


MIKAELA ANGELA B. SUANSING
Chairperson
Committee on Appropriations


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
Second Regular Session

House Bill No. 10432
(In substitution of House Bill No. 2819)

Introduced by Representatives Ferdinand Alexander A. Marcos, 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 A TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY PROVINCIAL TRAINING AND ASSESSMENT CENTER IN THE MUNICIPALITY OF BACARRA, PROVINCE OF ILOCOS NORTE, TO BE KNOWN AS THE “BACARRA, ILOCOS NORTE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY PROVINCIAL TRAINING AND ASSESSMENT CENTER”, AND APPROPRIATING FUNDS THEREFOR

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

SECTION 1. *Establishment of a Provincial Training and Assessment Center.* -

There is hereby established a provincial training and assessment center, under the supervision of the Technical Education and Skills Development Authority (TESDA), in the Municipality of Bacarra, Province of Ilocos Norte. It shall be known as the “Bacarra, Ilocos Norte TESDA Provincial Training and Assessment Center”. It shall be located in a highly accessible area in the Municipality of Bacarra, Province of Ilocos Norte pursuant to the purposes of this Act and to the agreement between the TESDA and the concerned local government units (LGUs).

SEC. 2. *General Mandate.* – The Bacarra, Ilocos Norte TESDA Provincial Training

and Assessment Center, hereinafter referred to as the Center, shall primarily provide technical-vocational education and training (TVET) programs to students and local residents from low-income families and out-of-school youths, including persons with disabilities and indigenous peoples, to help them become productive, self-reliant, and globally competitive labor assets.

The Center shall provide effective employment interventions through training 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 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), 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 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 the Municipality of Bacarra and its adjacent localities.

The Center 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, electronics servicing, personal computer servicing, and such other relevant practical skills courses;

- 1 (f) Computer literacy and information technology-related skills, digital technology, web
2 design, animation, photoshop or online photography, computer design and
3 advertising;
4
5 (g) Social communication skills and language proficiency courses in English and other
6 languages for business process outsourcing employment and overseas job
7 placement;
8
9 (h) Personality development, career counseling, job placement, and work ethic and
10 values; and
11
12 (i) Other preferred skills and trades training that may be needed by the people of the
13 Municipality of Bacarra and adjacent localities to enhance their capacities for
14 practical livelihood, gainful employment, and entrepreneurial activities.
15

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

31 **SEC. 5. Administration of the Center.** – The Center shall be headed by a Center
32 Administrator who shall render full-time service and be responsible for its administration and
33 operation, under the supervision of the TESDA.
34

35 The Technical-Vocational Administrator shall be appointed by the TESDA Director
36 General in accordance with the rules and regulations of the Civil Service Commission and
37 the qualification requirements for such office.
38

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

44 **SEC. 6. Appropriations.** - The Director General of the TESDA shall include in the
45 Authority's program the operation of the Center, the funding of which shall be included in the
46 annual General Appropriations Act.
47

48 The LGUs concerned, in consultation with the TESDA, shall set aside from any
49 available local revenue an amount deemed appropriate as annual counterpart fund to support
50 the operation of the Center herein established.
51

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

7 **SEC. 8. *Separability Clause.*** - If, for any reason, any section or provision of this Act
8 is declared unconstitutional or invalid, the other sections or provisions thereof shall not be
9 affected and shall remain in force and in effect.
10

11 **SEC. 9. *Repealing Clause.*** - All laws, executive orders, decrees, instructions, and
12 rules and regulations contrary to or inconsistent with any provision of this Act are repealed or
13 amended accordingly.
14

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

Approved,