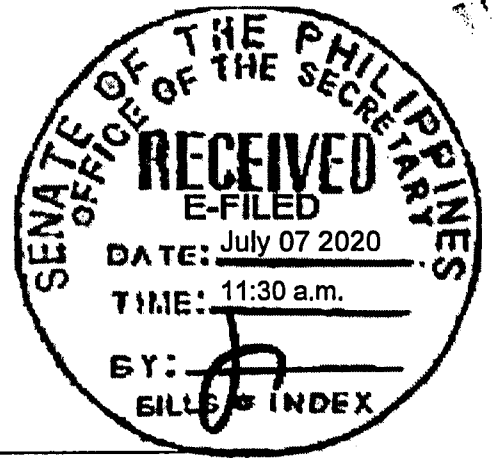


EIGHTEENTH CONGRESS OF THE)  
REPUBLIC OF THE PHILIPPINES )  
Second Regular Session )



SENATE

S.B. No. **1659**

Introduced by **SENATOR IMEE R. MARCOS**

**AN ACT ESTABLISHING A TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TRAINING AND ASSESSMENT CENTER IN QUEZON CITY, TO BE KNOWN AS THE QUEZON CITY TESDA TRAINING AND ASSESSMENT CENTER, AND APPROPRIATING FUNDS THEREFOR**

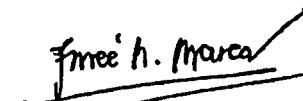
**EXPLANATORY NOTE**

Article XIV, Section 1 of the Constitution provides that "*the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.*" The Constitution further mandates that the State establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people and society.

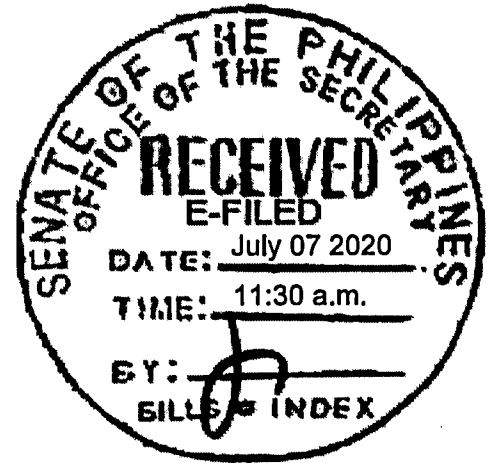
The availability or access to education is the foundation of the development of the human capital of any country. The quality of a country's human capital, which is nurtured through education, determines the course of its national development. Likewise, access to education should be inclusive and should be afforded to the residents of Quezon City to enhance and to formalize their skills to be used for their livelihood and for their locality's economic growth.

This bill seeks to establish a Technical Education and Skills Development Authority (TESDA) Training and Assessment Center in Quezon City. This measure will ensure that residents and most especially out-of-school youths in Quezon City are provided access to technical and vocational education for employment.

Given the abovementioned circumstances, the immediate passage of this bill is earnestly sought.

  
**IMEE R. MARCOS**  
Senator

EIGHTEENTH CONGRESS OF THE)  
REPUBLIC OF THE PHILIPPINES )  
Second Regular Session )



SENATE

S.B. No. **1659**

Introduced by **SENATOR IMEE R. MARCOS**

**AN ACT ESTABLISHING A TECHNICAL EDUCATION AND SKILLS  
DEVELOPMENT AUTHORITY (TESDA) TRAINING AND ASSESSMENT  
CENTER IN QUEZON CITY, TO BE KNOWN AS THE QUEZON CITY TESDA  
TRAINING AND ASSESSMENT CENTER, AND APPROPRIATING FUNDS  
THEREFOR**

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

1           **Section 1. Short Title.** – This Act shall be known as the “Quezon City TESDA  
2 Training and Assessment Center Act”.

3  
4           **Sec. 2. Establishment.** – There is hereby established a Technical Education and  
5 Skills Development Authority (TESDA) Training and Assessment Center in Quezon City,  
6 under the supervision of the TESDA, to be known as the Quezon City TESDA Training  
7 and Assessment Center. It shall be established in a highly accessible location in Quezon  
8 City, pursuant to the purposes of this Act and to the mutual agreement between the  
9 TESDA and the concerned local government units (LGUs).

10  
11           **Sec. 3. General Mandate.** – The Quezon City TESDA Training and Assessment  
12 Center, hereinafter referred to as the Center, shall primarily provide technical-  
13 vocational education and training (TVET) programs to students, local residents from  
14 low-income families, and out-of-school youths, including persons with disabilities and  
15 indigenous peoples, in Quezon City and the neighboring localities in the National  
16 Capital Region (NCR), to help them become productive, self-reliant and globally  
17 competitive labor assets.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32

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

The Center shall serve as TESDA-accredited Assessment Center for acquired competencies in TVET programs in Quezon City and neighboring cities in the NCR. It shall also provide teachers' training and curriculum design assistance to the secondary schools offering the technical-vocational livelihood (TVL) track under the K to 12 Program in coordination with the Department of Education and the TESDA.

**Sec. 4. Training Programs.**

*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), 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 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, and promote mobile training programs to strengthen linkages among the industry partners, the academe, and the Center geared towards the acquisition of practical livelihood, employable skills, gainful employment, and entrepreneurship in priority areas in Quezon City and neighboring cities in the NCR.

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

- 1
- 2 (a) Skills training in industrial technology and hard trades such as metal and
- 3 steelwork, machine fabrication and operation, heavy equipment operation,
- 4 automotive mechanic, refrigeration and air conditioning, electronics, and
- 5 operation of power tools and equipment for both medium skills grade and
- 6 industrial purposes;
- 7 (b) Agriculture and aquaculture-related trainings and skills development in
- 8 such areas as farming technology, fishing operations technology, backyard
- 9 farming and home-based aquaculture and propagation innovations,
- 10 operations, agribusiness, agri-aqua trade technology and innovations, and
- 11 relevant farmers and fisherfolk's training for increased productivity and
- 12 entrepreneurship;
- 13 (c) Livelihood skills development courses for preferred skills employment and
- 14 small-scale entrepreneurship, including practical skills education in arts and
- 15 crafts, workmanship and design, high-speed sewing, dressmaking and
- 16 tailoring, horticulture, livestock raising and breeding, food processing
- 17 technology, home technology, culinary arts and commercial cooking,
- 18 cosmetology, and health and wellness training;
- 19 (d) Basic business literacy training in financial management, marketing,
- 20 practical accountancy, bookkeeping, office procedures, business processes
- 21 and application procedures including registration, licensing, documentation,
- 22 business patent and intellectual property regulation, business financing and
- 23 investment opportunities sourcing, import-export accreditation, online
- 24 home-based business operation, and use of social media business
- 25 marketing;
- 26 (e) Technical-vocational occupation and trade skills such as carpentry, masonry,
- 27 plumbing, welding, practical electricity and installation, automotive
- 28 servicing, electronics servicing, and such other relevant practical skills
- 29 courses;
- 30 (f) Computer literacy and information technology-related skills, digital
- 31 technology, web design, animation, photoshop/online photography,
- 32 computer design, and advertising;

- 1 (g) Social communication skills development and language proficiency courses  
2 in English and other languages for business process outsourcing  
3 employment and overseas job placement;
- 4 (h) Seminars on personality development, career counseling and job placement,  
5 and work ethic and values; and
- 6 (i) Other preferred skills and trades training that may be needed by the people  
7 of Quezon City and the other cities in the NCR to enhance their capacities  
8 for practical livelihood, gainful employment, and entrepreneurial activities.

9 **Sec. 5. Compliance with TESDA Requirements.** – The provisions of this Act  
10 notwithstanding, the Center shall become operational only upon the determination and  
11 certification by the TESDA, through the issuance of a formal recommendation and  
12 certificate of compliance, that the Center has satisfactorily complied with the minimum  
13 standards of quality prescribed by the TESDA governing the following;

- 14 (a) Standard procedures and guidelines for the establishment and operation of  
15 the Center;
- 16 (b) Operational sustainability of the Center, in terms of licensed faculty-trainers  
17 and personnel, equipment, training and laboratory facilities, instructional  
18 materials, and other standard requirements of a Center;
- 19 (c) Sustainable funding source and all allocation of the budgetary requirement;
- 20 (d) Assurance that the training programs offered are fully aligned with the  
21 minimum standards of competency-based quality technical-vocational skills  
22 technology and the needs of the host area and adjacent communities served  
23 in the context of the Association of Southeast Asian Nations (ASEAN)  
24 Integration and the Philippine Qualifications Framework for TVET; and
- 25 (e) Compliance with such other TESDA conditionalities and standards, as may  
26 be necessary and applicable in establishing a Center.

27 **Sec. 6. Administration.** – The Center shall be headed by a Technical-Vocational  
28 Administrator under the supervision of the TESDA, who shall render full-time service,  
29 and be responsible for its administration and operation.

1 The Technical-Vocational Administrator shall be appointed by the TESDA  
2 Director General in accordance with the rules and regulations of the Civil Service  
3 Commission and the qualification requirements for such office.  
4

5 The Technical-Vocational Administrator shall enter into agreements with locally-  
6 based private and public counterpart agencies or instrumentalities and persons,  
7 subject to the approval of the TESDA Director General, for such assistance as may be  
8 necessary to effectively implement this Act.  
9

10 **Sec. 7. Appropriations.** – The TESDA Director General shall include in the  
11 Authority's program the operation of the Center, the funding of which shall be included  
12 in the annual General Appropriations Act.  
13

14 The LGUs concerned, in consultation with the TESDA, shall set aside from any  
15 available local revenue an amount deemed appropriate as annual counterpart fund to  
16 support the operation of the Center herein established.  
17

18 **Sec. 8. Implementing Rules and Regulations.** – Within ninety (90) days after  
19 the approval of this Act, the TESDA shall, in coordination with the DOLE, DTI, DOST,  
20 DA, Department of Budget and Management, DILG, NEDA, concerned LGUs, and such  
21 other relevant agencies and industry-business partners of the host locality, prepare  
22 and issue the necessary rules and regulations for the effective implementation of this  
23 Act.  
24

25 **Sec. 9. Separability Clause.** – If, for any reason, any section or provision of this  
26 Act shall be deemed unconstitutional or invalid, the other sections or provisions hereof  
27 shall not be affected and shall thereby remain in force and effect.  
28

29 **Sec. 10. Repealing Clause.** – All laws, executive orders, decrees, instructions,  
30 rules and regulations contrary to or inconsistent with any provision of this Act are  
31 hereby repealed or amended accordingly.

1           **Sec. 11. Effectivity.** This Act shall take effect fifteen (15) days after its  
2 publication in the *Official Gazette* or in a newspaper of general circulation.

3

*Approved,*