



HOUSE OF REPRESENTATIVES

H. No. 6404

BY REPRESENTATIVES CASTELO, GO (M.) AND UNGAB, PER COMMITTEE
REPORT NO. 248

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
2 “Quezon City TESDA Training and Assessment Center Act”.

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

1 **SEC. 3. *General Mandate.*** – The Quezon City TESDA
2 Training and Assessment Center, hereinafter referred to as the
3 Center, shall primarily provide technical-vocational education
4 and training (TVET) programs to students, local residents from
5 low-income families, and out-of-school youths, including persons
6 with disabilities and indigenous peoples, in Quezon City and the
7 neighboring localities in the National Capital Region (NCR), to help
8 them become productive, self-reliant and globally competitive labor
9 assets.

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

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

22 **SEC. 4. *Training Programs.*** – The Center shall offer
23 short-term certificate courses and modular trainings in preferred
24 technical-vocational skills and trades specialization. To this end,
25 the Department of Labor and Employment (DOLE), Department of
26 Trade and Industry (DTI), Department of Science and Technology
27 (DOST), Department of Agriculture (DA), Department of the Interior

1 and Local Government (DILG), National Economic and Development
2 Authority (NEDA), business-industry partners, and other relevant
3 agencies and instrumentalities, both local and international, shall
4 provide the necessary assistance to enable the Center to develop
5 skilled manpower to achieve a robust and inclusive economy in the
6 host area and its adjacent localities.

7 The Center may establish research and technology hubs,
8 technology development farms, satellite or extension training
9 centers, and promote mobile training programs to strengthen
10 linkages among the industry partners, the academe, and the Center
11 geared towards the acquisition of practical livelihood, employable
12 skills, gainful employment, and entrepreneurship in priority areas
13 in Quezon City and neighboring cities in the NCR.

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

17 (a) Skills training in industrial technology and hard trades
18 such as metal and steelwork, machine fabrication and operation,
19 heavy equipment operation, automotive mechanic, refrigeration and
20 air conditioning, electronics, and operation of power tools and
21 equipment for both medium skills grade and industrial purposes;

22 (b) Agriculture and aquaculture-related trainings and skills
23 development in such areas as farming technology, fishing operations
24 technology, backyard farming and home-based aquaculture and
25 propagation innovations, mechanized farm, fishing tools and
26 equipment operation, agribusiness, agri-aqua trade technology

1 and innovations, and relevant farmers and fisherfolk's trainings for
2 increased productivity and entrepreneurship;

3 (c) Livelihood skills development courses for preferred skills
4 employment and small-scale entrepreneurship, including practical
5 skills education in arts and crafts, workmanship and design,
6 high-speed sewing, dressmaking and tailoring, horticulture,
7 livestock raising and breeding, food processing technology, home
8 technology, culinary arts and commercial cooking, cosmetology,
9 and health and wellness training;

10 (d) Basic business literacy training in financial management,
11 marketing, practical accountancy, bookkeeping, office procedures,
12 business processes and application procedures including
13 registration, licensing, documentation, business patent and
14 intellectual property regulation, business financing and
15 investment opportunities sourcing, import-export accreditation,
16 online home-based business operation, and use of social media
17 business marketing;

18 (e) Technical-vocational occupation and trades skills such as
19 carpentry, masonry, plumbing, welding, practical electricity and
20 installation, automotive servicing, electronics servicing, personal
21 computer servicing, and such other relevant practical skills courses;

22 (f) Computer literacy and information technology-related
23 skills, digital technology, web design, animation, photoshop/online
24 photography, computer design, and advertising;

25 (g) Social communication skills development and language
26 proficiency courses in English and other languages for business
27 process outsourcing employment and overseas job placement;

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2 (h) Seminars on personality development, career counseling
3 and job placement, and work ethic and values; and

4 (i) Other preferred skills and trades training that may be
5 needed by the people of Quezon City and the other cities in the
6 NCR to enhance their capacities for practical livelihood, gainful
7 employment, and entrepreneurial activities.

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

15 (a) Standard procedures and guidelines for the establishment
16 and operation of a Center;

17 (b) Operational sustainability of the Center, in terms of
18 licensed faculty-trainers and personnel, equipment, training and
19 laboratory facilities, instructional materials, and other standard
20 requirements of a Center;

21 (c) Sustainable funding source and allocation of the budgetary
22 requirement;

23 (d) Assurance that the training programs offered are fully
24 aligned with the minimum standards of competency-based quality
25 technical-vocational skills technology and the needs of the host area
26 and adjacent communities served in the context of the Association of
27 Southeast Asian Nations (ASEAN) Integration and the Philippine
28 Qualifications Framework for TVET; and

1 (e) Compliance with such other TESDA conditionalities and
2 standards, as may be necessary and applicable in establishing a
3 Center.

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

8 The Technical-Vocational Administrator shall be appointed
9 by the TESDA Director General in accordance with the rules and
10 regulations of the Civil Service Commission and the qualification
11 requirements for such office.

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

17 **SEC. 7. *Appropriations.*** – The TESDA Director General shall
18 include in the Authority's program the operation of the Center, the
19 funding of which shall be included in the annual General
20 Appropriations Act.

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

25 **SEC. 8. *Implementing Rules and Regulations.*** – Within
26 ninety (90) days after the approval of this Act, the TESDA
27 shall, in coordination with the DOLE, DTI, DOST, DA,

1 Department of Budget and Management, DILG, NEDA, concerned
2 LGUs, and such other relevant agencies and industry-business
3 partners of the host locality, prepare and issue the necessary
4 rules and regulations for the effective implementation of this Act.

5 SEC. 9. *Separability Clause.* – If, for any reason, any section
6 or provision of this Act shall be deemed unconstitutional or
7 invalid, the other sections or provisions hereof shall not be
8 affected and shall thereby remain in force and effect.

9 SEC. 10. *Repealing Clause.* – All laws, executive orders,
10 decrees, instructions, rules and regulations contrary to or
11 inconsistent with any provision of this Act are hereby repealed
12 or amended accordingly.

13 SEC. 11. *Effectivity.* – This Act shall take effect fifteen (15)
14 days after its publication in the *Official Gazette* or in a newspaper
15 of general circulation.

Approved,

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