



HOUSE OF REPRESENTATIVES

H. No. 6216

BY REPRESENTATIVES PUNO, GO (M.) AND UNGAB, PER COMMITTEE
REPORT NO. 221

AN ACT ESTABLISHING A TECHNICAL EDUCATION
AND SKILLS DEVELOPMENT AUTHORITY (TESDA)
TRAINING AND ASSESSMENT CENTER IN THE CITY
OF ANTIPOLO, PROVINCE OF RIZAL, TO BE KNOWN
AS THE ANTIPOLO 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:*

SECTION 1. *Short Title.* – This Act shall be known as the
“Antipolo City, Rizal TESDA Training and Assessment Center Act”.

SEC. 2. *Establishment.* – There is hereby established a
Technical Education and Skills Development Authority (TESDA)
Training and Assessment Center in the City of Antipolo, Province of
Rizal, under the supervision of the TESDA, to be known as the
Antipolo City TESDA Training and Assessment Center. It shall be
established in a highly accessible location in the First Legislative
District of Antipolo City, pursuant to the purposes of this Act and to
the mutual agreement between the TESDA and the concerned local
government units (LGUs).

SEC. 3. *General Mandate.* – The Antipolo City TESDA
Training and Assessment Center, hereinafter referred to as the
Center, shall primarily provide technical-vocational education
and training (TVET) programs to students, local residents from
low-income families, and out-of-school youths, including persons
with disabilities and indigenous peoples, in Antipolo City and
neighboring localities of the Province of Rizal, to help them become
productive, self-reliant and globally competitive labor assets.

The Center shall offer training programs on relevant skills
trade competencies, craftsmanship, and entrepreneurship activities
needed to deliver the effective employment interventions that will
hasten the development of the host area and adjacent localities in
the Province of Rizal into human resource and productivity hubs.

The Center shall also serve as TESDA-accredited Assessment
Center for acquired competencies in TVET programs in Antipolo
City and neighboring localities in the Province of Rizal. 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 (DepEd) and the TESDA.

SEC. 4. *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

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

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

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

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

21 (b) Agriculture and aquaculture-related trainings and skills
 22 development in such areas as farming technology, fishing operations
 23 technology, backyard farming and home-based aquaculture and
 24 propagation innovations, mechanized farm, fishing tools and
 25 equipment operation, agribusiness, agri-aqua trade technology and
 26 innovations, and relevant farmers and fisherfolk's trainings for
 27 increased productivity and entrepreneurship;

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

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

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

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

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

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

(i) Other preferred skills and trades training that may be needed by the people of Antipolo City and adjacent localities of the Province of Rizal 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 Center shall become operationally effective only upon the determination and certification by the TESDA, through the issuance of a formal recommendation and certificate of compliance, that the Center has satisfactorily complied with the minimum requirements for quality standards prescribed by the TESDA governing the following competency assessment:

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

(b) Operational sustainability of the Center, 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) Assurance that the training programs offered are fully aligned with the minimum standards of competency-based quality technical-vocational skills technology and the needs of the host area and adjacent communities served in the context of the Association of

Southeast Asian Nations (ASEAN) Integration and the Philippine Qualifications Framework (PQF) 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 Center shall be headed by a Technical-Vocational Administrator, under the supervision of the TESDA, who shall render full-time service and be responsible for its 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, subject to the approval of the TESDA Director General, for such assistance as may be necessary to effectively implement this Act.

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

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

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

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

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

Approved,

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