

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

Eighteenth Congress
First Regular Session

HOUSE BILL NO. 4617



Introduced by Honorable Romulo "Kid" V. Peña, Jr.


EXPLANATORY NOTE

Makati City continues to grow and expand as the Philippine's leading financial center with its numerous and diversified businesses and economic opportunities. However, it is evident that there is an uneven growth pattern in terms of personal and professional development especially among the District's poor and marginalized sectors. Moreover, economic restraints, such as the increasing value of obtaining a formal education, have therefore lessened the chances of the underprivileged and poverty-stricken to seek proper and appropriate employment.

It is in this light that this bill seeks to create a TESDA Training and Accreditation Center in Barangay Santa Cruz, Makati City.

Through this bill, we urge the government to encourage and allow students and residents with disadvantaged backgrounds to elevate their living situations through practical and necessary technical education and skills training. An accessible, high quality, and efficient center will definitely ensure that there will be a continuous production of self-reliant and skilled individuals who will eventually contribute to the advancement of Makati City and to the overall progress of our beloved country.

In view of this foregoing, approval of this bill is earnestly sought.


ROMULO "KID" V. PEÑA, JR.

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

Seventeenth Congress
First Regular Session

HOUSE BILL NO. 4617

Introduced by Honorable Romulo “Kid” V. Peña, Jr.

AN ACT ESTABLISHING TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TRAINING AND ASSESSMENT CENTER IN BARANGAY SANTA CRUZ, MAKATI CITY AND APPROPRIATING FUNDS THEREFOR

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

SECTION 1. Short title - The act shall be known as the “Makati First District 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 Barangay Santa Cruz, Makati City, which shall be under the supervision of TESDA, to be known as the Makati City First District TESDA Training and Assessment Center.

SEC. 3. General Mandate. — The Makati City First District TESDA Training and Assessment Center, hereinafter referred to as the Center, shall primarily provide technical-vocational training and skills development programs to students and residents from low-income families and out-of-school youths, including college dropouts and persons with disabilities (PWDs) in the First Congressional District of Makati City, geared towards

acquisition of practical livelihood, enjoyable skills, gainful employment, and entrepreneurship.

The Center shall help train local residents to become productive, self-reliant and globally competitive middle to high-level skilled labor force to hasten the social and economic development and to meet the manpower needs of both local and international markets, in general.

The Center shall consider in the design of relevant technical-vocational training programs to be offered thereat a competency assessment of the socioeconomic profile, employment conditions and opportunities, business climate, market and industry potentials, available resources, and presence of support structures, including the literacy level and skills readiness, and the overall development needs of the host area and adjacent communities within the operational radius of the Center established herein. The Center shall also consider the relevant skills and trade competencies, craftsmanship training programs, and entrepreneurship activities needed to deliver effective employment and development interventions required to make the area a human resource and economic productivity hub.

The Center shall also serve as a TESDA-accredited assessment center for acquired competencies in technical-vocational skills. Preference in admission, however, shall be given to the most disadvantaged citizens, including PWDs, and to the most economically depressed areas of Makati City.

The Center shall, in coordination with the Department of Education (DepEd) and TESDA, render relevant teachers' training assistance and curriculum design to the secondary schools offering technical-vocational livelihood (TVL) track under the K to 12 Program of the DepEd.

SEC. 4. Training Programs – The Center shall offer diverse short-term certificate courses and modular trainings in relevant technical-vocational skills and trades specialization to comply with the employment standards in preferred market-driven labor opportunities, and shall likewise give premium efforts to skills specialization for local market employment requirements geared towards achieving the developing of a robust inclusive economy within the host area and each of the adjacent localities and communities within the operational radius of the Center, in consultation with the Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI), Department of Science and Technology (DOST), Department of the Interior and Local Government (DILG), National Economic and Development Authority (NEDA), business-industry partners and such other relevant agencies, both local and international.

The Center may establish, as deemed necessary and practicable, research and technology hubs, mobile training programs, and satellite or extension training centers in priority areas to strengthen linkages among the industry, the academe, and the technology programs thereat.

To address the development and manpower needs the First District of Makati City, the Center shall offer the following TESDA-registered technical-vocational training programs with competencies assessment leading to National Certification Levels I-III:

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

(b) Agriculture-related training and farm skills development in such areas as farming technology and farm operations, backyard farming and home-based aquaculture and propagation innovations, mechanized farm tools and equipment operations, agribusiness and

agri-trade technology and innovations, and relevant farmers' trainings for increased productivity and entrepreneurship;

(c) Livelihood skills development courses for preferred skills employment and small-scale entrepreneurship, including practical skills education in crafts and arts, workmanship and designing, 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 and intellectual property regulation, business financing and investment opportunities sourcing, import-export accreditation, online home-based business operation and use of social media business marketing;

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

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

(g) Social communication skills development, language proficiency courses in English and other languages for business process outsourcing employment such as call center and overseas job placement;

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

(i) Other preferred priority skills and trade training that may be needed by the people of Makati City to enhance their capacities for practical livelihood, gainful employment, and entrepreneurship skills.

SEC. 5. Compliance with TESDA Requirements. -The provisions of this Act notwithstanding, the Center established herein shall become operationally effective only upon the determination and declaration of 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 established herein, in terms of licensed faculty-trainers and personnel, equipment, training and laboratory facilities, instructional materials, and other standard requirements as a Center; (c) sustainable funding source and allocation of budget requirement of the Center herein established; (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) and the Philippine Qualifications Framework (PQF) for technical-vocational education; and (e) compliance with such other TESDA conditionalities and standards in establishing a Center as may be necessary and applicable.

SEC. 6. Administration. - The Center shall be headed by a Technical-Vocational Administrator, under the supervision of the TESDA, who shall render full-time services and be responsible for the administration and operation of the Center.

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

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

SEC 7. Appropriations. — The amount necessary to implement the provisions of this Act, and its continued implementation thereafter, shall be included in the annual General Appropriations Act.

The concerned local government units (LGUs), in consultation with the TESDA, shall likewise set aside from any available local revenue an amount deemed appropriate as annual counterpart fund to support the operation of the Centers established herein.

SEC. 8. Implementing Rules and Regulations - Within ninety (90) days after the approval of this Act, the TESDA shall, in coordination with the DOLE, DTI, Department of Budget and Management (DBM), DILG, concerned LGUs, and such other relevant agencies and industry-business partners of the host locality, prepare and issue the necessary rules and regulations for the implementation of this Act.

SEC. 9. Separability Clause. - If, for any reason, any part or provision of this Act is declared invalid or unconstitutional, the remaining parts or provisions not affected thereby shall remain in full force and effect.

SEC. 10. Repealing Clause. - Any law, presidential decree or issuance, executive order, administrative order, rule or regulation contrary to, or inconsistent with the provisions of this Act is hereby repealed, modified or amended accordingly.

SEC. 11. Effectivity. - This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in at least two (2) newspapers of general circulation.

Approved,