

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Constitution Hills, Quezon City



EIGHTEENTH CONGRESS
First Regular Session

House Bill No. 5050

Introduced by REPRESENTATIVE ERIC L. OLIVAREZ

EXPLANATORY NOTE

The Technical Education and Skills Development Authority (TESDA for brevity) is the governmental agency tasked to implement the policy declared in the Technical Education and Skills Development Act of 1994. It is primarily responsible for formulating, continuing, coordinated and fully integrated technical education and skills development policies, plans and programs. The programs of TESDA focus on technical education and skills development with the goal of attaining international competitiveness. Thus, TESDA Training and Assessment Centers are established in order to effectively attain such goal.

This Bill intends to create a TESDA Training and Assessment Center in a highly accessible area in Parañaque City. This way, local residents of Parañaque city who come from low income families or who are college drop-outs or are persons with disabilities will be able enter in vocational training skills development programs geared towards the acquisition of practicable livelihood, enjoyable skills, gainful employment and entrepreneurship. Furthermore, the establishment of a TESDA Training and Assessment Center in Parañaque City will promote the maintenance of a proper economic

and social equilibrium in the members of the city. As such, the passage of this Bill is earnestly sought.

A handwritten signature in dark ink, appearing to read "Eric Olivarez", written in a cursive style.

ERIC OLIVAREZ

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**AN ACT ESTABLISHING A TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY (TESDA) TRAINING AND
ASSESSMENT CENTER IN PARANAQUE CITY, TO BE KNOWN AS
THE PARANAQUE 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
“Paranaque City 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 a highly accessible area in
Paranaque City, under the supervision of the TESDA, to be known
as the Paranaque City TESDA Training and Assessment Center.

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

the acquisition of practical livelihood, employable 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 of these areas, in particular, and to meet the manpower needs of both local and international labor markets, in general.

The Center shall consider in the design of relevant technical-vocational training program to be offered thereat a competency assessment of the socio-economic 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 the 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 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 Paranaque City.

The Center shall, in coordination with the Department of Education (DepEd) and the 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 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 development 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 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 of Paranaque, 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 steel works, 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 trainings and farm skills development in such areas as farming technology and farm operation, 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 course 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 patent 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 trades 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 trades training that may be needed by the people of Paranaque City to enhance their capacities for practical livelihood, gainful employment, and entrepreneurial skills.

SEC. 5. *Compliance with TESDA Requirement.* – 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 or 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 requirements 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 ASEAN and Philippines 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 the Civil Service Commission rules and regulations and the qualification requirements for such office.

The 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 General Appropriations Act.

The concerned LGU, 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 Paranaque City TESDA Training and Assessment Center 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, DOST, NEDA, 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 provision of this Act shall be deemed unconstitutional or invalid, the other sections or provisions hereof shall not be affected and shall remain in force and in effect.

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

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

Approved.