



Republic of the Philippines

HOUSE OF REPRESENTATIVES

Quezon City, Metro Manila

Eighteenth Congress

First Regular Session

HOUSE BILL NO. 6062

Introduced by Honorable Roger G. Mercado

EXPLANATORY NOTE

The shortage of skilled workers nationwide is also being felt in Southern Leyte province. The only solution for this problem is to come up with a training program that will produce skilled workers in as short as six (6) months to two (2) years.

For this purpose, a training facility should be established in Maasin City to cater for the need of skilled workers in the whole Province of Southern Leyte.

Therefore, passage of this bill is hereby being earnestly sought.


ROGER GAVIOLA MERCADO



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**AN ACT ESTABLISHING A TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY (TESDA) TRAINING AND ASSESSMENT CENTER
IN THE CITY OF MAASIN, PROVINCE OF SOUTHERN LEYTE, TO BE KNOWN
AS THE MAASIN 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 “Maasin City TESDA
2 Training and Assessment Center Act”.

3 **SECTION 2.** *Establishment.* – There is hereby established a Technical Education and
4 Skills Development Authority (TESDA) Training and Assessment Center in a highly
5 accessible area in the City of Maasin, Province of Southern Leyte, under the supervision of the
6 TESDA, to be known as the Maasin City TESDA Training and Assessment Center.

7 **SECTION 3.** *General Mandate.* – The Maasin City TESDA Training and Assessment
8 Center, hereinafter referred to as the Center, shall primarily provide technical-vocational
9 training and skills development programs to students and residents from low-income families
10 and out-of-school youths, including college dropouts and persons with disabilities (PWDs), in

11 Maasin City and the neighboring communities in the Province of Southern Leyte, geared
12 towards the acquisition of practical livelihood, employable skills, gainful employment, and
13 entrepreneurship.

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

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

27 The Center shall also serve as a TESDA-accredited Assessment Center for acquired
28 competencies in technical vocational skills in Maasin City and other municipalities of the
29 Province of Southern Leyte.

30 Preference in admission, however, shall be given to the most disadvantaged citizens,
31 including PWDs, and to the most economically depressed areas of Maasin City, Province of
32 Southern Leyte, within the operational radius of the Center.

33 The Center shall, in coordination with the Department of Education (DepEd) and the
34 TESDA, render relevant teachers' training assistance and curriculum design to the secondary
35 schools offering technical-vocational livelihood (TVL) track under the K-to-12 program of the
36 DepEd in Maasin City and the other municipalities in the Province of Southern Leyte.

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

48 The Center may establish, as deemed necessary and practicable, research and
49 technology hubs, mobile training programs, and satellite or extension training centers in
50 priority areas throughout Maasin City within the service radius of the Center to strengthen
51 linkages among the industry, the academe, and the technology programs thereat.

52 To address the development and manpower needs of Maasin City and the other adjacent
53 localities of the Province of Southern Leyte, the Center shall offer the following TESDA-
54 registered technical-vocational training programs with the competencies assessment leading to
55 National Certification Levels I-III:

- 56 (a) Skills training in industrial technology and hard trades such as metal and steel
57 works, machine fabrication and operation, heavy equipment operation, automotive
58 mechanic, refrigeration and air conditioning, electronics, and operation of power
59 tools and equipment for both medium skills grade and industrial purposes;
- 60 (b) Agriculture-related trainings and farm skills development in such areas as farming
61 technology and farm operations, backyard farming and home-based aquaculture and
62 propagation innovations, mechanized farm tools and equipment operations,
63 agribusiness and agri-trade technology and innovations, and relevant farmers'
64 trainings for increased productivity and entrepreneurship;
- 65 (c) Livelihood skills development courses for preferred skills employment and small
66 scale entrepreneurship, including practical skills education in crafts and arts,
67 workmanship and designing (such as fabric, woodworks, jewelry and metal works)
68 high-speed sewing, dressmaking and tailoring, horticulture, livestock raising and
69 breeding, food processing technology, home technology, culinary arts and
70 commercial cooking (such as baking), beauty culture (including cosmetology and
71 hair and nail styling), and health and wellness training;
- 72 (d) Basic business literacy training in financial management and marketing, practical
73 accountancy, bookkeeping, and office procedures, business processes and
74 application procedures including registration, licensing, documentation, business
75 patent and intellectual property regulation, business financing and investment
76 opportunities sourcing, import-export accreditation, including online home-based
77 business operation and use of social media business marketing;
- 78 (e) Technical-vocational occupation and trade skills such as carpentry, masonry,
79 plumbing, welding, practical electricity and installation, automotive servicing,
80 electronics servicing, personal computer (PC) servicing, and such other relevant
81 practical skills courses;
- 82 (f) Computer Literacy and Information Technology (IT)-related skills, digital
83 technology, web design, animation, photoshop/online photography, computer
84 design, and advertising;
- 85 (g) Social communication skills development, language proficiency courses in English
86 and other language for business process outsourcing (call center) employment and
87 overseas job placement;
- 88 (h) Seminars in personality development, career counselling and job placement, work
89 ethic and values, and;
- 90 (i) Other preferred priority skills trades training that may be needed by the people of
91 Maasin City and relevant as well to the needs of the areas in the Province of
92 Southern Leyte to enhance their capacities for practical livelihood, gainful
93 employment, and entrepreneurship skills.

SECTION 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 hereto 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 Philippine Qualification Framework (PQF) for technical-vocational education; and (e) compliance with such other TESDA conditionality and standards in establishing a Center, as may be necessary and applicable.

SECTION 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 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 by the TESDA Director General, for such assistance as may be necessary to effectively implement this Act.

SECTION 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 unit (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 Maasin City TESDA Training and Assessment Center established herein.

SECTION 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, the 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.

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

135 **SECTION 10. *Repealing Clause.*** – All laws, executive orders, decrees, instructions,
136 rules and regulations contrary to or inconsistent with the provisions of this Act are hereby
137 repealed or amended accordingly.

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

Approved,