



HOUSE OF REPRESENTATIVES

H. No. 5840

BY REPRESENTATIVES VIOLAGO, GO (M.) AND UNGAB, PER COMMITTEE  
REPORT NO. 143

AN ACT ESTABLISHING THE TECHNICAL EDUCATION  
AND SKILLS DEVELOPMENT AUTHORITY (TESDA)  
TRAINING AND ASSESSMENT CENTERS IN SAN JOSE  
CITY, SCIENCE CITY OF MUÑOZ AND IN THE  
MUNICIPALITY OF RIZAL, PROVINCE OF NUEVA ECIJA,  
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 “San Jose City, Science City of Muñoz and Rizal TESDA  
Training and Assessment Centers Act”.

SEC. 2. *Establishment.* – There is hereby established  
Technical Education and Skills Development Authority (TESDA)  
Training and Assessment Centers in highly accessible areas  
in San Jose City, Science City of Muñoz and in the Municipality  
of Rizal in the Province of Nueva Ecija, under the supervision  
of the TESDA, to be known as the San Jose City TESDA Training  
and Assessment Center, Science City of Muñoz TESDA Training  
and Assessment Center, and Rizal TESDA Training and  
Assessment Center, respectively.

SEC. 3. *General Mandate.* – The San Jose City TESDA  
Training and Assessment Center, Science City of Muñoz  
TESDA Training and Assessment Center, and Rizal TESDA  
Training and Assessment Center, hereinafter referred to as  
the Centers, shall primarily provide technical-vocational  
education and training (TVET) programs to students and  
residents from low-income families and out-of-school youths,  
persons with disabilities, and indigenous peoples, and serve as  
TESDA-accredited Assessment Centers for acquired competencies  
in TVET in San Jose City, Science City of Muñoz, the Municipality  
of Rizal, and in adjacent areas in the Province of Nueva Ecija,  
in order for them to be more productive, self-reliant and globally  
competitive.

The Centers 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 areas and the  
adjacent localities into human resource and productivity hubs.

The Centers shall provide teachers’ training assistance  
and curriculum design to the secondary schools offering  
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 Centers shall offer  
short-term certificate courses and modular trainings in  
preferred technical-vocational skills and trades specialization.  
Towards this end, the Department of Labor and Employment

(DOLE), Department of Trade and Industry (DTI), Department of the Interior and Local Government (DILG), Department of Science and Technology (DOST), National Economic and Development Authority (NEDA), business-industry partners, and such other relevant agencies and instrumentalities, both local and international, shall provide the necessary assistance to enable the Centers to develop skilled manpower to achieve a robust inclusive economy in the host areas and the adjacent localities.

The Centers may establish research and technology hubs, mobile training programs, and satellite or extension training centers to strengthen linkages among the industry, the academe, and the Centers geared towards the acquisition of practical livelihood, employable skills, gainful employment, and entrepreneurship in priority areas throughout San Jose City, Science City of Muñoz, the Municipality of Rizal, and in adjacent areas in the Province of Nueva Ecija.

The Centers shall offer the following TVET programs with competencies assessment leading to at least National Certification Levels I-III:

(a) Skills training in industrial technology and hard trades such as metal and steelwork, 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 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 arts and crafts, workmanship and design, high-speed sewing, dressmaking and tailoring, horticulture, livestock raising and breeding, food processing technology, home technology, culinary arts and commercial cooking, including baking, 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 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 and language proficiency courses in English and other languages for business process outsourcing employment and overseas job placement;

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

(i) Other preferred priority skills and trades training that may be needed by the people of San Jose City, Science City of Muñoz, Municipality of Rizal and in adjacent areas in the Province of Nueva Ecija 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 Centers shall become operational only upon the determination and certification by the TESDA, through the issuance of a formal recommendation and certificate of compliance, that the Centers have satisfactorily complied with the minimum requirements for quality standards it has prescribed for the following:

(a) Procedures and guidelines 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 budget requirement of each of the Centers;

(d) Training programs that 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 Centers shall each 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 each of the Centers.

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 mutual 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 amount necessary to implement the provisions of this Act, and its continued

1 implementation thereafter, shall be included in the annual  
2 General Appropriations Act.

3 The concerned local government unit (LGU), in consultation  
4 with the TESDA, shall set aside from any available local revenue  
5 an amount deemed appropriate as annual counterpart fund to  
6 support the operation of the Centers established herein.

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

14 SEC. 9. *Separability Clause.* - If, for any reason, any  
15 section of this Act shall be deemed unconstitutional or invalid,  
16 the other sections or provisions hereof shall not be affected  
17 and shall remain in force and effect.

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

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

Approved,