



HOUSE OF REPRESENTATIVES

H. No. 9018

BY REPRESENTATIVES SUANSING (E.), JAVIER, ANDAYA,
ZAMORA (M.C.) AND HOFER, PER COMMITTEE REPORT
No. 1187

AN ACT ESTABLISHING TECHNICAL EDUCATION
AND SKILLS DEVELOPMENT AUTHORITY (TESDA)
TRAINING AND ASSESSMENT CENTERS IN THE
MUNICIPALITIES OF NAMPICUAN, CUYAPO, STO.
DOMINGO, ALIAGA, LICAB AND QUEZON, ALL IN THE
PROVINCE OF NUEVA ECIJA, 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
2 “Nampicuan, Cuyapo, Sto. Domingo, Aliaga, Licab, and Quezon,
3 Nueva Ecija TESDA Training and Assessment Centers Act”.
- 4 SEC. 2. *Establishment.* – There are hereby established
5 Technical Education and Skills Development Authority (TESDA)
6 Training and Assessment Centers in the six (6) municipalities of
7 Nampicuan, Cuyapo, Sto. Domingo, Aliaga, Licab, and Quezon, all
8 in the First Congressional District of the Province of Nueva Ecija,
9 under the supervision of the TESDA, to be known individually as
10 follows: (a) Nampicuan Training and Assessment Center; (b)
11 Cuyapo Training and Assessment Center; (c) Sto. Domingo Training
12 and Assessment Center; (d) Aliaga Training and Assessment

1 Center; (e) Licab Training and Assessment Center; and (f) Quezon
2 Training and Assessment Center.

3 SEC. 3. *General Mandate.* - The six (6) TESDA Training
4 and Assessment Centers, hereinafter referred to as the Centers,
5 shall primarily provide technical-vocational training and skills
6 development programs to students and residents from low-income
7 families and out-of-school youths, including college dropouts and
8 persons with disabilities, in the six (6) municipalities of Nampicuan,
9 Cuyapo, Sto. Domingo, Aliaga, Licab, and Quezon of the First
10 Congressional District and the adjacent localities of the Province of
11 Nueva Ecija geared towards the acquisition of practical livelihood,
12 employable skills, gainful employment, and entrepreneurship.

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

18 The Centers shall consider in the design of relevant
19 technical-vocational training programs to be offered thereat a
20 competency assessment of the socioeconomic profile, employment
21 conditions and opportunities, business climate, market and industry
22 potentials, resources available and presence of support structures,
23 including the literacy level and skills readiness, and the overall
24 development within the host areas and adjacent communities
25 within the operational radius of the Centers established herein.
26 The Centers shall also consider the relevant skills
27 trade competencies, craftsmanship training programs, and

1 entrepreneurship activities needed to deliver the effective
2 employment and development interventions required to make these
3 areas as human resource and productivity hubs.

4 The Centers shall also serve as TESDA-accredited
5 Assessment Centers for acquired competencies in
6 technical-vocational skills in the municipalities of Nampicuan,
7 Cuyapo, Sto. Domingo, Aliaga, Licab, and Quezon, and in the
8 adjacent areas and localities in the Province of Nueva Ecija.

9 Preference in admission shall be given to the most
10 disadvantaged citizens, including persons with disabilities, and to
11 the most economically depressed areas of the municipalities of
12 Nampicuan, Cuyapo, Sto. Domingo, Aliaga, Licab, and Quezon of
13 the First Congressional District, and of the adjacent localities of the
14 Province of Nueva Ecija within the service area of the Centers.

15 The Centers shall, in coordination with the Department of
16 Education (DepEd) and the TESDA, offer relevant teachers' training
17 assistance and curriculum design to the secondary schools providing
18 the technical-vocational livelihood (TVL) track under the K to 12
19 Program of the DepEd in the municipalities of Nampicuan, Cuyapo,
20 Sto. Domingo, Aliaga, Licab, and Quezon, respectively, and in the
21 adjacent areas and localities in the Province of Nueva Ecija within
22 the service area of the Centers.

23 *SEC. 4. Training Programs.* – The Centers shall offer
24 diverse short-term certificate courses and modular trainings in
25 relevant technical-vocational skills and trade specialization to
26 comply with employment standards in preferred and emerging
27 market-driven labor opportunities, and shall likewise give premium

1 efforts to skills specialization for local market employment
2 requirements geared towards achieving the development of a robust
3 inclusive economy within the host areas and each of the adjacent
4 localities and communities within the operational radius of the
5 Centers, in consultation with the Department of Labor and
6 Employment (DOLE), Department of Trade and Industry (DTI),
7 Department of Science and Technology (DOST), Department of the
8 Interior and Local Government (DILG), National Economic and
9 Development Authority (NEDA), business-industry partners, and
10 such other relevant agencies, both local and international.

11 The Centers may establish, as deemed necessary and
12 practicable, research and technology hubs, technology development
13 farms, mobile training programs, and satellite or extension training
14 centers in priority areas throughout the Province of Nueva Ecija
15 within the service radius of the Centers to strengthen linkages
16 among the industry, the academe and the Centers.

17 To address the development and manpower needs of the six
18 (6) host municipalities and the adjacent localities and communities
19 in the Province of Nueva Ecija within the Centers' service
20 access, the Centers shall offer the following TESDA-registered
21 technical-vocational training programs with competencies
22 assessment leading to National Certification Levels I-III:

23 (a) Skills training in industrial technology and hard trade
24 such as metal and steel works, machine fabrication and operation,
25 heavy equipment operation, automotive mechanic, refrigeration and
26 air conditioning, electronics, and operation of power tools and
27 equipment for both medium skills grade and industrial purposes;

1 (b) Agriculture-related trainings and farm skills
2 development in such areas as farming technology and farm
3 operations, backyard farming and home-based aquaculture and
4 propagation innovations, mechanized farm tools and equipment
5 operations, agribusiness and agri-trade technology and innovations,
6 and relevant farmers trainings for increased productivity and
7 entrepreneurship;

8 (c) Livelihood skills development courses for preferred skills
9 employment and small-scale entrepreneurship, including practical
10 skills education in crafts and arts, workmanship and designing,
11 high-speed sewing, dressmaking and tailoring, horticulture,
12 livestock raising and breeding, food processing technology, home
13 technology, culinary arts and commercial cooking, cosmetology,
14 health and wellness training;

15 (d) Basic business literacy training in financial management
16 and marketing, practical accountancy, bookkeeping and office
17 procedures, business processes and application procedures including
18 registration, licensing, documentation, business patent and
19 intellectual property regulation, business financing and investment
20 opportunities sourcing, import-export accreditation, including online
21 home-based business operation and use of social media business
22 marketing;

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

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

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

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

10 (i) Other preferred priority skills and trade training that
11 may be needed by the people of the six (6) municipalities of
12 Nampicuan, Cuyapo, Sto. Domingo, Aliaga, Licab, and Quezon, and
13 the adjacent localities of the Province of Nueva Ecija to enhance
14 their capacities for practical livelihood, gainful employment, and
15 entrepreneurial activities.

16 SEC. 5. *Compliance with TESDA Requirements.* - The
17 provisions of this Act notwithstanding, the establishment of the
18 TESDA Training and Accreditation Centers in each of the six (6)
19 municipalities of Nampicuan, Cuyapo, Sto. Domingo, Aliaga, Licab,
20 and Quezon, respectively, all in the First Congressional District of
21 the Province of Nueva Ecija, shall become effective only upon the
22 determination and declaration of the TESDA through the issuance
23 of a formal recommendation and certificate of compliance that
24 the Centers have individually complied with the minimum
25 requirements prescribed by TESDA governing the following
26 competency assessment: (a) standard procedures and guidelines
27 (SPGs) for the establishment and operation of a TESDA-accredited

1 training and assessment center; (b) operational sustainability of the
2 Centers established herein, such as licensed faculty-trainers and
3 personnel, equipment, training and laboratory facilities, and
4 instructional materials; (c) sustainable funding source and
5 allocation for the budgetary requirement of the Centers herein
6 established; (d) assurance that the training programs offered are
7 fully aligned with the minimum standards of competency-based
8 quality technical-vocational skills technology and the needs of the
9 host sites and adjacent localities served in the context of the
10 Association of Southeast Asian Nations (ASEAN) and Philippine
11 Qualifications Framework (PQF) for technical-vocational education;
12 and (e) compliance with such other TESDA conditionalities and
13 standards in establishing a TESDA-accredited Center as may be
14 necessary and applicable.

15 SEC. 6. *Administration.* – Each of the six (6) Centers shall
16 be headed by a Technical-Vocational Administrator, under the
17 supervision of the TESDA, who shall render full-time services and
18 be responsible for the administration and operation of each of
19 the Centers.

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

24 The Technical-Vocational Administrator of each of the Centers
25 shall enter into mutual agreements with locally-based private and
26 public counterpart agencies or instrumentalities and persons,

1 subject to approval by the TESDA Director General, for such
2 assistance as may be necessary to effectively implement this Act.

3 SEC. 7. *Appropriations.* – The Director General of the
4 TESDA shall include in the Authority's program the
5 implementation of this Act, the funding of which shall be included
6 in the annual General Appropriations Act. The local government
7 units (LGUs) concerned, in consultation with the TESDA, shall
8 likewise set aside from any available local revenue an amount
9 deemed appropriate as annual counterpart fund to support the
10 operation of the Centers established herein.

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

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

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

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

Approved,

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