



HOUSE OF REPRESENTATIVES

H. No. 9151

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BY REPRESENTATIVES VARGAS, JAVIER, ANDAYA, HOFER, CASTRO (F.H.), ROA-PUNO, ORTEGA (V.N.), PALMA, NOEL, SALO, GONZALES (A.P.), PIMENTEL, SAVELLANO, GARIN (R.), GARCIA (J.E.), FORTUN, BRAVO (A.), BERTIZ, CAMPOS, SALON, BELARO, GULLAS, TEJADA, VIOLAGO, ZUBIRI, ALEJANO, GONZALES (A.D.), CHIPECO, BORDADO, GO (M.), MANGAOANG, CARI, TREÑAS, FERNANDO, NUÑEZ-MALANYAON, TUPAS, BATAOIL, CUARESMA, ROMUALDO, SILVERIO, DALIPE, CALDERON, MARCOLETA AND VERGARA, PER COMMITTEE REPORT NO. 1305

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AN ACT ESTABLISHING TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TRAINING AND ASSESSMENT CENTERS IN BARANGAYS PASONG PUTIK, BAGBAG, AND STA. MONICA IN NOVALICHES, QUEZON CITY, 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 “Pasong Putik, Bagbag, and Sta. Monica, Novaliches, Quezon City  
3 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 three (3) barangays of

1 Novaliches covering the Fifth (5<sup>th</sup>) Legislative District of Quezon  
2 City, under the supervision of the TESDA, to be known individually  
3 as follows: (a) Barangay Pasong Putik TESDA Training and  
4 Assessment Center; (b) Barangay Bagbag TESDA Training and  
5 Assessment Center; and (c) Barangay Sta. Monica TESDA Training  
6 and Assessment Center.

7       SEC. 3. *General Mandate.* – The three (3) TESDA Training  
8 and Assessment Centers, hereinafter referred to as the Centers,  
9 shall primarily provide technical-vocational training and skills  
10 development programs to students and residents from low-income  
11 families and out-of-school youths, including college dropouts and  
12 persons with disabilities (PWDs), in the three (3) barangays of  
13 Novaliches covering the 5<sup>th</sup> District of Quezon City and the adjacent  
14 barangays and districts in Quezon City geared towards the  
15 acquisition of practical livelihood, employable skills, gainful  
16 employment, and entrepreneurship.

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

23       The Centers shall consider in the design of relevant technical-  
24 vocational training programs to be offered thereat a competency  
25 assessment of the socioeconomic profile, employment conditions and  
26 opportunities, business climate, market and industry potentials,  
27 available resources and presence of support structures, including  
28 the literacy levels and skills readiness, and the overall development

1 within the host areas and adjacent communities. The Centers shall  
2 also consider the relevant skills trade competencies, craftsmanship  
3 training programs, and entrepreneurship activities needed to  
4 deliver the effective employment and development interventions  
5 required to make these areas as human resource and productivity  
6 hubs.

7 The Centers shall also serve as TESDA-accredited  
8 Assessment Centers for acquired competencies in technical-  
9 vocational skills. Preference in admission shall be given to the most  
10 disadvantaged citizens, including PWDs, and to the most  
11 economically depressed areas of barangays Pasong Putik, Bagbag,  
12 and Sta. Monica in Novaliches, and the adjacent barangays and  
13 districts in the entire Quezon City with the highest percentage of  
14 disadvantaged and indigent citizens.

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.

20 SEC. 4. *Training Programs.* – The Centers shall offer diverse  
21 short-term certificate courses and modular trainings in relevant  
22 technical-vocational skills and trades specialization to comply with  
23 employment standards in preferred and emerging market-driven  
24 labor opportunities, and shall likewise give premium efforts to  
25 skills specialization for local market employment requirements  
26 geared towards achieving the development of a robust inclusive  
27 economy within the host areas and each of the adjacent localities  
28 and communities, in consultation with the Department of Labor and

1 Employment (DOLE), Department of Trade and Industry (DTI),  
2 Department of Science and Technology (DOST), Department of the  
3 Interior and Local Government (DILG), National Economic and  
4 Development Authority (NEDA), business-industry partners, and  
5 such other relevant agencies, both local and international.

6 The Centers may establish, as deemed necessary and  
7 practicable, research and technology hubs, technology development  
8 farms, mobile training programs, and satellite or extension training  
9 centers in priority areas throughout barangays Pasong Putik,  
10 Bagbag, and Sta. Monica, and in the entire Novaliches, and in the  
11 adjacent barangays and districts in Quezon City within the service  
12 access of the Centers.

13 To address the development and manpower needs of the three  
14 (3) host barangays and the other adjacent barangays and districts in  
15 Quezon City within the Centers' service access, the Centers shall  
16 offer the following TESDA-registered technical-vocational training  
17 programs with competencies assessment leading to National  
18 Certification Levels I-III:

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

24 (b) Agriculture-related trainings and farm skills development  
25 in such areas as farming technology and farm operations, backyard  
26 farming and home-based aquaculture and propagation innovation,  
27 mechanized farm tools and equipment operations, agribusiness and

1 agri-trade technology and innovations, and relevant trainings in  
2 urban agriculture for increased productivity and entrepreneurship;

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

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

18 (e) Technical-vocational occupation and trades skills such as  
19 carpentry, masonry, plumbing, welding, practical electricity and  
20 installation, automotive servicing, electronics servicing, basic  
21 personal computer (PC) troubleshooting and servicing, and such  
22 other relevant practical skills courses;

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

26 (g) Social communication skills development, language  
27 proficiency courses in English and other language for business

1 process outsourcing employment such as call center and overseas  
2 job placement;

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

5 (i) Other preferred priority skills and trades training that are  
6 relevant to the diverse needs of the three (3) host barangays, in  
7 particular, and the entire Novaliches area and Quezon City, in  
8 general, to enhance their capacities for practical livelihood, gainful  
9 employment, and entrepreneurial activities.

10 SEC. 5. *Compliance with TESDA Requirements.* – The  
11 provisions of this Act notwithstanding, the establishment of the  
12 TESDA Training and Assessment Centers in the three (3)  
13 barangays of Pasong Putik, Bagbag and Sta. Monica in Novaliches,  
14 in the Fifth District of Quezon City, shall become operationally  
15 effective only upon the determination and declaration of the  
16 TESDA, through the issuance of a formal recommendation and  
17 certificate of compliance, that the Centers have satisfactorily  
18 complied with the minimum requirements for quality standards  
19 prescribed by the TESDA governing the following competency  
20 assessment: (a) standard procedures and guidelines (SPGs) for the  
21 establishment and operation of a TESDA-accredited training center;  
22 (b) operational sustainability of each of the Centers established  
23 herein, such as licensed faculty-trainers and personnel, equipment,  
24 training and laboratory facilities, instructional materials, and other  
25 standard requirements as TESDA-accredited training centers;  
26 (c) sustainable funding source and allocation of budget requirement  
27 of each of the Centers herein established; (d) assurance that the  
28 training programs offered in the Centers are fully aligned with the

1 minimum standards of competency-based quality technical-  
2 vocational skills technology and the needs of the host sites and  
3 adjacent communities within the service area of the Centers;  
4 (e) program alignment of the curricular offerings of the Centers in  
5 the context of the Association of Southeast Asian Nations (ASEAN)  
6 and the Philippine Qualifications Framework (PQF) for technical-  
7 vocational education; and (f) compliance with such other TESDA  
8 conditionalities and standards in establishing a TESDA-accredited  
9 training and assessment center under this Act, as may be necessary  
10 and applicable.

11       SEC. 6. *Administration.* – Each of the three (3) Centers shall  
12 be headed by a Technical-Vocational Administrator under the  
13 supervision of the TESDA who shall render full-time service and  
14 be responsible for the administration and operation of each of the  
15 Centers.

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

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

25       SEC. 7. *Appropriations.* – The Director General of the  
26 TESDA shall include in the Authority's program the  
27 implementation of this Act, the funding of which shall be included  
28 in the annual General Appropriations Act. The LGUs concerned, in

1 consultation with the TESDA, shall likewise set aside from any  
2 available local revenue an amount deemed appropriate as annual  
3 counterpart fund to support the operation of the Centers established  
4 herein.

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

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

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

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

Approved,

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