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NINETEENTH CONGRESS OF THE)
REPUBLIC OF THE PHILIPPINES)
First Regular Session)

RECEIVED BY

SENATE
S.B. No. 1902

Introduced by **SENATOR IMEE R. MARCOS**

AN ACT
ESTABLISHING A TECHNICAL EDUCATION AND SKILLS DEVELOPMENT
AUTHORITY (TESDA) TRAINING AND ASSESSMENT CENTER IN QUEZON
CITY, TO BE KNOWN AS THE QUEZON CITY TESDA TRAINING AND
ASSESSMENT CENTER, AND APPROPRIATING FUNDS THEREFOR

EXPLANATORY NOTE

A cornerstone of progress is high-quality education. People can transcend the boundaries of oppression and overcome generational poverty when they have access to high-quality education. In the context of the Philippine setting, The 1987 Constitution provides in Article XIV, Section 1 that *"the State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all."* For this reason, it is the responsibility of the state to create, support, and maintain a comprehensive, appropriate, and integrated system of education that is in line with the needs of the populace and society.

Pertinent to the current need for our educational authorities to place less focus on degree programs and more on the immediate upgrading of skills to meet the urgent demands of the business sector, the Constitution provides under Section 2 (5) of the same Article that *"the State shall encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs... and to provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills."*

Republic Act No. 7796, known as the Technical Education and Skills Development Act of 1994 or the TESDA Act of 1994, declares that it is the policy of the State to provide relevant, accessible, high quality, and efficient technical education and skills development in support of the development of high quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities. This Act is envisioned to promote and strengthen the quality of technical education and skills development programs to attain international competitiveness,

focus technical education and skills development on meeting the changing demands for quality middle-level manpower, encourage critical and creative thinking, recognize and encourage the complementary roles of learning institutions in technical education, skills development, and training systems, and inculcate desirably values through the development of moral character with emphasis on work ethic, self-discipline, self-reliance and nationalism.

Quezon City, being labelled as the most populous city in the country, serves as a home to 2, 936, 116 residents as reflected upon the data reported by the Environmental Management Bureau in 2022.¹ Based on the latest data from the United Nations World Urbanization Prospects or UNWUP, the population of Quezon City in 2023 is estimated to reach 3, 238, 343 with a recent annual growth rate of over 2%.² Given this growth rate and estimated population, the number of residents in Quezon City is expected to significantly increase, with projections reaching up to 4 million sometime between 2025 and 2030.

The Philippine Statistics Authority reported that as of December 2022, the unemployment and underemployment rates in the country eased to 4.3% and 12.6% respectively, amounting to 2, 007, 000 unemployed and 5, 599, 000 underemployed Filipinos.³ It is also reported that 9% or 3.53 million of the estimated 39.2 Filipinos aged 6 to 24 years old were considered to be part of the out-of-school children and youth sector. Of that number, 83.1% consist of individuals 16 to 24 years old, 11.2% were 12 to 15 years old, and 5.7% were 6 to 11 years old. In Quezon City alone, 6.6% of their population comprises the unemployed sector. Data from the Department of Labor and Employment showed that over 50, 000 workers in Quezon City actually lost their jobs in 2022 for the reason that most of them were furloughed because of the economic crises brought about by the pandemic.⁴

During the Second Congressional Commission on Education (EDCOM II) held last July 2022, Senator Sherwin Gatchalian as the Chairperson of the Senate Committee on Basic Education, Arts and Culture and co-chair of the Commission, said that the government needs to offer specific, focused, and time-bound recommendations to help educational institutions deliver accessible, inclusive, and high-quality instruction that meets international standards. Furthermore, radical, tangible, and focused reforms to raise the Philippines' competitiveness in the global labor and education markets are needed.⁵

¹ Environmental Management Bureau. (2022). Regional Profile. Accessed through [https://ncr.emb.gov.ph/regionalprofile/#:~:text=The%20most%20populous%20cities%20in,%20and%20Muntinlupa%20\(504%2C509\).](https://ncr.emb.gov.ph/regionalprofile/#:~:text=The%20most%20populous%20cities%20in,%20and%20Muntinlupa%20(504%2C509).)

² United Nations World Urbanization Prospects (2023). Quezon City Population 2023. <https://worldpopulationreview.com/world-cities/quezon-city-population>

³ Philippine Statistics Authority (PSA). National Quickstat for February 2023. Accessed through <https://psa.gov.ph/statistics/quickstat/national-quickstat/all/>.

⁴ Mateo, J. (2022). "Quezon City Provides Ayuda to Unemployed Residents." The Philippine Star. Accessed through <https://www.philstar.com/nation/2022/09/02/2206728/quezon-city-provides-ayuda-unemployed-residents#:~:text=Data%20from%20the%20Department%20of,according%20to%20the%20city%20government.>

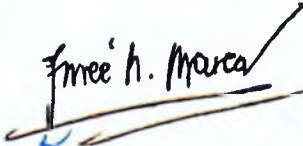
⁵ Villegas, B. (2022). "Addressing the Philippine Education Crisis: Integral Human Development: Human Side Of Economics." Business World. Accessed through <https://www.bworldonline.com/opinion/2022/10/11/479907/addressing-the-philippine-education-crisis-integral-human-development/>.

From the aforementioned provisions of the Philippine Constitution, it is essential to highlight, emphasize, and prioritize the importance of considering education as an instrument of growth, rather than being treated for its utilitarian factor, a tool that will equip and enable every Filipino to develop ample knowledge in communication, critical thinking, technical skills, and the like.

Hence, the purpose of this bill is to create a TESDA Training and Assessment Center in Quezon City to primarily cater to the needs of the constituents of the entire city. The establishment of this Center was geared towards the provision of technical and vocational skills training and development programs to low-income families, out of school children and youth, persons with disabilities, and all other members of various sectors.

The ultimate purpose of this bill is to give endless and outpouring opportunities to Filipino people, starting with the residents of Quezon City, a chance for a brighter future for themselves and their families, for this bill is targeted to the ones who were previously thought to be unfit and unable to contribute to society by transforming, equipping, and preparing them to be skilled, competent, and globally competitive. Through the creation of this center, students will have access to fresh, practical knowledge and technical skills that can lead to a subsistence, fostering independence and a thriving local and national economy.

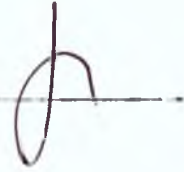
In view of aforementioned considerations, the passage of this bill is earnestly sought.


IMEE R. MARCOS

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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 "Quezon City
2 *Technical Education and Skills Development Authority (TESDA) Training and*
3 *Assessment Center Act*".
4

5 **SEC. 2. Establishment.** – There is hereby established a training and assessment
6 center, under the supervision of the Technical Education and Skills Development
7 Authority (TESDA), to be known as the Quezon City TESDA Training and Assessment
8 Center. It shall be located in a highly accessible area in Quezon City, pursuant to the
9 purposes of this Act and to the agreement between the TESDA and the concerned
10 local government units (LGUs).
11

12 **SEC. 3. General Mandate.** – The Quezon City TESDA Training and Assessment
13 Center, hereinafter referred to as the Center, shall primarily provide technical-
14 vocational education and training (TVET) programs to students, local residents from
15 low-income families, and out-of-school youths, including persons with disabilities and
16 indigenous peoples, in the neighboring barangays in Quezon City, and the adjacent
17 localities in the National Capital Region (NCR), to help them become productive, self-
18 reliant, and globally competitive labor assets.
19

20 The Center shall provide effective employment interventions through the
21 training programs on relevant skills trade competencies, craftsmanship, and
22 entrepreneurship activities that will help hasten the development of the neighboring

1 barangays in Quezon City and the adjacent localities in the NCR into human resource
2 and productivity hubs.

3
4 The Center shall serve as a TESDA-accredited Assessment Center for acquired
5 competencies in TVET programs in Quezon City and adjacent cities in the NCR. It shall
6 also provide teacher's training and curriculum design assistance to the secondary
7 schools offering the technical-vocational livelihood (TVL) track under the K to 12
8 Program, in coordination with the Department of Education and the TESDA.

9
10 **SEC. 4. Training Programs.** – The Center shall offer short-term certificate
11 courses and modular trainings in preferred technical-vocational skills and trades
12 specialization. To this end, the Department of Labor and Employment (DOLE),
13 Department of Trade and Industry (DTI), Department of Science and Technology
14 (DOST), Department of Agriculture (DA), Department of the Interior and Local
15 Government (DILG), National Economic and Development Authority (NEDA), business-
16 industry partners, and other relevant agencies and instrumentalities, both local and
17 international, shall provide the necessary assistance to enable the Center to develop
18 skilled human resources to achieve a robust and inclusive economy in the host area
19 and its adjacent localities.

20
21 The Center may establish research and technology hubs, technology
22 development farms, satellite, or extension training centers, promote mobile training
23 programs, and strengthen linkages among the industry partners, the academe, and
24 the Center geared towards the acquisition by residents of practical livelihood,
25 employable skills, gainful employment, and entrepreneurial capabilities in priority areas
26 in Quezon City and adjacent cities in the NCR.

27
28 The Center shall offer the following TVET programs with competencies
29 assessment leading to National Certification Levels I-III:

- 30
31 (a) Skills training in industrial technology and hard trades such as metal and
32 steelwork, machine fabrication and operation, heavy equipment
33 operation, automotive mechanic, refrigeration and air conditioning,
34 electronics, and operation of power tools and equipment for both
35 medium skills grade and industrial purposes;
36 (b) Agriculture and aquaculture-related trainings and skills development in
37 such areas as farming technology, fishing operations technology,
38 backyard farming and home-based aquaculture and propagation
39 innovations, mechanized farm, fishing tools and equipment operation,
40 agribusiness, agri-aqua trade technology and innovations, and relevant
41 farmers and fisherfolk's trainings for increased productivity and
42 entrepreneurship;

- 1 (c) Livelihood skills development courses for preferred skills employment
2 and small-scale entrepreneurship, including practical skills education in
3 arts and crafts, workmanship and design, high-speed sewing,
4 dressmaking and tailoring, horticulture, livestock raising and breeding,
5 food processing technology, home technology, culinary arts and
6 commercial cooking, cosmetology, and health and wellness training;
7 (d) Basic business literacy training in financial management and marketing,
8 practical accountancy, bookkeeping and office procedures, business
9 processes and application procedures including registration, licensing,
10 documentation, business patent and intellectual property regulation,
11 business financing and investment opportunities sourcing, import-export
12 accreditation, online home-based business operation, social media
13 business marketing;
14 (e) Technical-vocational occupation and trades skills such as carpentry,
15 masonry, plumbing, welding, practical electricity and installation,
16 automotive servicing, electronics servicing, personal computer servicing,
17 and such other relevant practical skills courses;
18 (f) Computer literacy and information technology-related skills, digital
19 technology, web design, animation, photoshop/online photography,
20 computer design, and advertising;
21 (g) Social communication skills development and language proficiency
22 courses in English and other languages for business process outsourcing
23 (BPO) employment and overseas job placement;
24 (h) Seminars on personality development, career counselling, job placement,
25 and work ethic and values; and
26 (i) Other preferred skills and trades training that may be needed by the
27 people of Quezon City and the other cities in the NCR to enhance their
28 capacities for practical livelihood, gainful employment, and
29 entrepreneurial activities.

30
31 **SEC. 5. Compliance with TESDA Requirements.** – The provisions of this Act
32 notwithstanding, the Center shall become operational only upon the determination and
33 certification by the TESDA, through the issuance of a formal recommendation and
34 certificate of compliance, that the Center has satisfactorily complied with the minimum
35 standards of quality prescribed by the TESDA governing the following:

- 36 (a) Standard procedures and guidelines for the establishment and
37 operation of the Center;
38 (b) Operational sustainability of the Center, in terms of licensed faculty-
39 trainers and personnel, equipment, training and laboratory facilities,
40 instructional materials, and other standard requirements of a Center;

- 1 (c) Sustainable funding source and all allocation of the budgetary
2 requirement;
- 3 (d) Full alignment of the training programs offered with the minimum
4 standards of competency-based quality technical-vocational skills
5 technology and the needs of the host area and adjacent communities
6 served within the context of the Association of Southeast Asian Nations
7 (ASEAN) Integration and the Philippine Qualifications Framework for
8 TVET; and
- 9 (e) Compliance with such other TESDA conditionalities and standards, as
10 may be necessary and applicable in establishing a Center.

11
12 **SEC. 6. Administration.** – The Center shall be headed by a Technical-Vocational
13 Administrator under the supervision of the TESDA, who shall render full-time service,
14 and be responsible for its administration and operation.

15
16 The Technical-Vocational Administrator shall be appointed by the TESDA
17 Director General in accordance with the rules and regulations of the Civil Service
18 Commission and the qualification requirements for such office.

19
20 The Technical-Vocational Administrator shall enter into agreements with locally-
21 based private and public a counterpart agencies or instrumentalities and persons, and
22 seek such assistance as may be necessary to effectively implement this Act, subject to
23 the approval of the TESDA Director General.

24
25 **SEC. 7. Appropriations.** – The Director General of the TESDA shall include in
26 the Authority’s program the operation of the Center, the funding of which shall be
27 included in the annual General Appropriations Act.

28
29 The LGUs concerned, in consultation with the TESDA, shall set aside from any
30 available local revenue an amount deemed appropriate as annual counterpart fund to
31 support the operation of the Center herein established.

32
33 **SEC. 8. Implementing Rules and Regulations.** - The TESDA shall prepare and
34 issue the necessary rules and regulations for the effective implementation of this Act,
35 in coordination with the DOLE, DTI, DOST, DA, DBM, DILG, NEDA, the concerned
36 LGUs, and such other relevant agencies and industry-business partners of the host
37 locality, within ninety (90) days after the approval of this Act.

38
39 **SEC. 9. Separability Clause.** – If, for any reason, any section or provision of this
40 Act is declared unconstitutional or invalid, other sections or provisions which are not
41 affected thereby shall continue to be in full force and effect.

1 **Sec. 10. Repealing Clause.** – Any law, presidential decree or issuance, executive
2 order, letter of instruction, administrative order, proclamation, charter, rule or
3 regulation and/or parts thereof contrary to or inconsistent with the provisions of this
4 Act is hereby repealed, modified or amended accordingly.

5
6 **SEC. 11. Effectivity Clause.** - This Act shall take effect fifteen (15) days following
7 its publication in the Official Gazette or in two (2) newspapers of general circulation.

8
Approved,