



HOUSE OF REPRESENTATIVES

H. No. 8852

BY REPRESENTATIVES ACOSTA, ABUEG, ALVAREZ (F.), JAVIER, HOFER, ZAMORA (M.C.), NOGRALES (K.A.), SY-ALVARADO, NIETO, CASTRO (F.H.), ROA-PUNO, ORTEGA (V.N.), PALMA, NOEL, PIMENTEL, SAVELLANO, ROBES, FORTUN, BAGATSING, PADUANO, ABAYON, CAMPOS, SALON, LOPEZ (B.), MATUGAS, BELARO, ACOP, LIMKAICHONG, TEJADA, LACSON, DURANO, LEACHON, DATOL, MERCADO, TREÑAS, MANGAOANG AND CHAVEZ, PER COMMITTEE REPORT NO. 1068

AN ACT ESTABLISHING THE PALAWAN PROVINCIAL TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY (TESDA) TRAINING AND ASSESSMENT CENTERS IN THE CITY OF PUERTO PRINCESA AND IN THE MUNICIPALITIES OF CORON, CUYO, ROXAS, SAN VICENTE, SOFRONIO ESPAÑOLA, AND QUEZON, PROVINCE OF PALAWAN, 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 “Palawan Provincial TESDA Training and Assessment Centers
3 Act”.

4 SEC. 2. *Establishment.* – There is hereby established
5 Technical Education and Skills Development Authority (TESDA)

1 Provincial Training and Assessment Centers in the Province of
2 Palawan, under the supervision of the TESDA, to be known as the
3 Palawan Provincial TESDA Training and Assessment Centers. The
4 seven (7) Centers shall be established in strategic locations in the
5 three (3) legislative districts of the Province of Palawan in the City
6 of Puerto Princesa and in the municipalities of Coron, Cuyo, Roxas,
7 San Vicente, Sofronio Española, and Quezon, pursuant to the
8 purposes of this Act and to the mutual agreement between the
9 TESDA and the concerned local government units (LGUs).

10 SEC. 3. *General Mandate.* – The Palawan Provincial
11 TESDA Training and Assessment Centers, hereinafter referred
12 to as the Centers, shall primarily provide relevant, and quality
13 technical-vocational education and training (TVET), including
14 practical short-term specialty courses and one (1)-year to three
15 (3)-year TESDA-registered technical-vocational skills training
16 programs and certificate courses, to out-of-school youths, high
17 school students and graduates, unemployed and underemployed
18 adults, workers in the informal sector, persons with disabilities and
19 ethnic indigenous people, and residents from low-income families in
20 the host localities of the City of Puerto Princesa and in the
21 municipalities of Coron, Cuyo, Roxas, San Vicente, Sofronio
22 Española, and Quezon, and the rest of the predominantly island
23 municipalities of the Province of Palawan, to help them become
24 productive, self-reliant and globally competitive labor assets. The
25 Centers shall also aim to meet the maximum competency
26 requirements under Level V of the Philippine Qualifications
27 Framework (PQF), as institutionalized by Republic Act No. 10968
28 (PQF Act), which is the Diploma Level in technical-vocational
29 education.

1 The Centers shall help train and develop local residents in
2 the twenty-four (24) island localities in the Province of Palawan
3 within the operational radius of the Centers into globally
4 competitive middle to high-level skilled labor force to meet the
5 manpower placement demands of both local and international labor
6 markets, and hasten the socioeconomic development of these areas
7 and of the province. The Centers shall consider, in the design of
8 relevant TVET programs to be offered therein, the preferred
9 skills categories based on identified development targets to propel
10 the province to becoming a skilled human resource and economic
11 productivity hub.

12 The Centers shall also serve as TESDA-accredited
13 Assessment Centers for acquired competencies in technical-
14 vocational skills in the twenty-four (24) island and islet localities in
15 the Province of Palawan.

16 The Centers, in coordination with the Department of
17 Education (DepEd) and the TESDA, shall offer relevant teachers'
18 training and curriculum design assistance to the secondary schools
19 providing the technical-vocational livelihood (TVL) track under the
20 K to 12 Program of the DepEd in the Province of Palawan.

21 SEC. 4. *Training Programs.* - The Centers, in consultation
22 with the Department of Labor and Employment (DOLE),
23 Department of Trade and Industry (DTI), Department of
24 Agriculture (DA), Department of the Interior and Local Government
25 (DILG), Department of Science and Technology (DOST), National
26 Economic and Development Authority (NEDA), locally and
27 internationally-based business-industry partners, and such other
28 relevant agencies, shall offer diverse short-term certificate courses
29 and modular trainings in relevant technical-vocational skills and

1 trade specialization to comply with employment standards in
2 preferred and emerging market-driven labor opportunities. The
3 Centers shall spearhead training programs in new skills to respond
4 to market trends towards attaining a robust inclusive economy in
5 the localities and communities within the operational radius of the
6 Centers.

7 The Centers may establish research and technology hubs,
8 technology development farms, mobile training programs, and
9 satellite or extension training centers in priority areas throughout
10 the City of Puerto Princesa and in the municipalities of Coron,
11 Cuyo, Roxas, San Vicente, Sofronio Española, and Quezon, and the
12 rest of the neighboring island localities in the Province of Palawan
13 to serve the manpower needs of these areas and strengthen the
14 linkages among the industry, the academe, and the Centers.

15 The Centers shall, as far as necessary and practicable, offer
16 the following TESDA-registered technical-vocational training
17 programs with competencies assessment leading to National
18 Certification Levels I-III to increase the livelihood assets and
19 competitive productivity of the host areas, and the rest of the
20 neighboring island localities in the Province of Palawan:

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

26 (b) Agriculture and aquaculture-related trainings and skills
27 development in such areas as farming-fishing operations
28 technology, backyard farming and home-based aquaculture and
29 propagation innovations, mechanized farm and fishing tools and

1 equipment operation, agribusiness, agri-aqua trade technology and
2 innovations, and relevant farmers' and fisherfolk's continuing
3 training for increased productivity and entrepreneurship;

4 (c) 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 (d) 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 (such as fabric, woodworks, jewelry and metal works), high-speed
12 sewing, dressmaking and tailoring, agriculture and farm
13 technology, horticulture, livestock raising and breeding, food
14 processing technology, home technology, culinary arts and
15 commercial cooking (including baking), beauty culture (such as
16 cosmetology, and hair and nail styling), and health and wellness
17 trainings;

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

26 (f) Technical-vocational occupation and trade skills such as
27 carpentry, masonry, plumbing, welding, practical electricity and
28 installation, automotive servicing, electronics servicing, personal

1 computer (PC) servicing, and such other relevant practical skills
2 courses;

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

6 (h) Seminars in personality development, career counseling
7 and job placement, and work ethics and values; and

8 (i) Other preferred priority skills and trade training that are
9 relevant to the diverse needs of the people of the Province of
10 Palawan to enhance their capacities for practical livelihood, gainful
11 employment, and entrepreneurial activities.

12 SEC. 5. *Compliance with TESDA Requirements.* – The
13 provisions of this Act notwithstanding, each of the Centers
14 established herein shall become operationally effective only upon
15 the determination and declaration of the TESDA, through the
16 issuance of a formal recommendation and certificate of compliance,
17 that each of the Centers has satisfactorily complied with the
18 minimum requirements for quality standards prescribed by the
19 TESDA governing the following: (a) standard procedures and
20 guidelines (SPGs) for the establishment and operation of a TESDA-
21 accredited provincial training and competency assessment 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, and instructional materials;
25 (c) sustainable funding source for the budgetary requirement of the
26 Center herein established; (d) assurance that the training programs
27 offered are fully aligned with the minimum standards of
28 competency-based quality technical-vocational skills technology and
29 the needs of the host area and the adjacent communities within

1 the service area of the Center; (e) program alignment and
2 benchmarking in the context of the Association of Southeast Asian
3 Nations (ASEAN) framework and the PQF for TVET; and
4 (f) compliance with such other TESDA conditionalities and
5 standards in establishing a TESDA-accredited training center, as
6 may be necessary.

7 SEC. 6. *Administration.* – The Centers shall each be headed
8 by a Technical-Vocational Administrator, under the supervision of
9 the TESDA, who shall render full-time services and be responsible
10 for the administration and operation of each of the Centers.

11 The Technical-Vocational Administrator of each of the Centers
12 shall be appointed by the TESDA Director General in accordance
13 with civil service rules and regulations and the qualification
14 requirements for such office.

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

20 SEC. 7. *Appropriations.* – The Director General of the
21 TESDA shall include in the Authority's program the
22 implementation of this Act, the funding of which shall be
23 included in the annual General Appropriations Act. The LGUs
24 concerned, in consultation with the TESDA, shall likewise set
25 aside from any available local revenue an amount deemed
26 appropriate as annual counterpart fund to support the operation
27 of the Centers established herein.

28 SEC. 8. *Implementing Rules and Regulations.* – Within
29 ninety (90) days after the approval of this Act, the TESDA, in

1 coordination with the DOLE, DTI, DA, Department of Budget and
2 Management (DBM), DILG, DOST, NEDA, the concerned LGUs,
3 and other relevant agencies and industry-business partners of the
4 host localities and the provincial government shall prepare and
5 issue the necessary rules and regulations for the effective
6 implementation of this Act.

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

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

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

Approved,

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