

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

Eighteenth Congress
First Regular Session

HOUSE BILL NO. 3226



**Introduced by: Representatives Gil "Kabarangay Jr." A. Acosta, Cyrille
"Beng" F. Abueg-Zaldivar, and Franz E. Alvarez**

EXPLANATORY NOTE

This bill was filed in the Seventeenth Congress as House Bill No. 6325, and was later on substituted as House Bill No. 8852. House Bill No. 8852 was approved by the House on third and final reading on January 29, 2019, and was then transmitted to the Senate on January 13, 2019.

This bill seeks to establish Technical Education and Skills Development Authority (TESDA) Training Centers in the Province of Palawan.

Article II, Section 9 of the 1987 Philippine Constitution provides that "The State shall promote a just and dynamic social order that will ensure the prosperity and independence of the nation and free the people from poverty through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all."

Likewise, the Constitution declares that "Congress shall give highest priority to enactment of measures that protect and enhance the right of all people to human dignity, reduce social, economic and political inequalities (Article XIII, Section 1) and that "The promotion of social justice shall include the commitment to create economic opportunities based on freedom of initiative and self-reliance" (Article XIII, Section 2).

Republic Act No. 7796, otherwise known as the Technical Education and Skills Development Act of 1994 provides that "It is the declared 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.

The establishment of accessible, high quality, and efficient technical education and skills development centers in the Province of Palawan shall be beneficial not only to Grade 11 and 12 students, to the out of school youth, high school students and graduates, unemployed and underemployed adults, workers in the informal sector, persons with disabilities and ethnic indigenous people, and residents from low-income families. This bill which is aimed to equip the citizens with basic practical knowledge and technical expertise in their desired area of competency is geared towards a society that would be self-reliant, productive, and globally competitive.

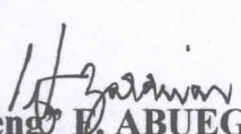
On the basis of the above premises, approval of this bill is earnestly sought.



GIL "Kabarangay Jr." A. ACOSTA
Representative
3rd District of Palawan



FRANZ E. ALVAREZ
Representative
1st District of Palawan



CYRILLE "Beng" E. ABUEG - ZALDIVAR
Representative
2nd District of Palawan

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1 AN ACT ESTABLISHING THE PALAWAN PROVINCIAL
2 TECHNICAL EDUCATION AND SKILLS DEVELOPMENT
3 AUTHORITY (TESDA) TRAINING AND ASSESSMENT CENTERS IN
4 THE CITY OF PUERTO PRINCESA AND IN THE MUNICIPALITIES
5 OF CORON, CUYO, ROXAS, SAN VICENTE, SOFRONIO ESPAÑOLA,
6 AND QUEZON, PROVINCE OF PALAWAN, AND APPROPRIATING
7 FUNDS THEREFOR

8 *Be it enacted by the Senate and House of Representatives in Congress*
9 *assembled:*

10 **SECTION 1. Short Title.** – This Act shall be known as the "Palawan
11 **Provincial TESDA Training and Assessment Centers Act."**

12 **SECTION 2. Establishment.** – There is hereby established Technical
13 Education and Skills Development Authority (TESDA) Provincial Training
14 Centers and Assessment Centers in the Province of Palawan, under the
15 supervision of the TESDA, to be known as the Palawan Provincial TESDA
16 Training and Assessment Centers. The seven (7) Centers shall be established in
17 strategic locations in the three (3) legislative districts of the Province of
18 Palawan in the City of Puerto Princesa, and in the Municipalities of Coron,
19 Cuyo, Roxas, San Vicente, Sofronio Española, and Quezon, pursuant to the

purposes of this Act and to the mutual agreement between the TESDA and the concerned local government units (LGUs).

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

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

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

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

SECTION 4. Training Programs. - The Centers, in consultation with the Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI), Department of Agriculture (DA), Department of the Interior and Local Government (DILG), Department of Science and Technology (DOST), National Economic and Development Authority (NEDA), locally and internationally-based business-industry partners, and such other relevant agencies, shall offer diverse short-term certificate courses and modular trainings in relevant technical-vocational skills and trade specialization to comply with employment standards in preferred and emerging market-driven labor opportunities. The Centers shall spearhead training programs in new skills to respond to market trend towards attaining a robust inclusive economy in the localities and communities within the operational radius of the Centers.

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

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

- (a) Skills training in industrial technology and hard trade such as metal and steel works, 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 and aquaculture-related trainings and skills development in such areas as farming-fishing operations technology, backyard farming and home-based aquaculture and propagation innovations, mechanized farm and fishing tools and equipment operation, agribusiness, agri-aqua trade and technology and innovations, and relevant farmers' and fisher folks' continuing for increased productivity and entrepreneurship;

- 91 (c) Social communication skills development, language proficiency
92 courses in English and other languages for business process
93 outsourcing (call center) employment and overseas job placement;
94 (d) Livelihood skills development courses for preferred skills employment
95 and small-scale entrepreneurship (including practical skills education
96 in crafts and arts), workmanship and designing (such as fabric,
97 woodworks, jewelry, and metal works), high-speed sewing,
98 dressmaking and tailoring, agriculture and farm technology, culinary
99 arts and commercial cooking (including baking), beauty culture (such
100 as cosmetology, and hair and nail styling), and health and wellness
101 trainings;
102 (e) Basic business literacy training in financial management and
103 marketing, practical accountancy, bookkeeping and office procedures,
104 business processes and application procedures including registration,
105 licensing, documentation, business patent and intellectual property
106 regulation, business financing and investment opportunities sourcing,
107 import-export accreditation, including online home-based business
108 operation and use of social media business marketing;
109 (f) Technical-vocational occupation and trade skills such as carpentry,
110 masonry, plumbing, welding, practical electricity and installation,
111 automotive servicing, electronics servicing, personal computer (PC)
112 servicing, and such other relevant practical skills courses;
113 (g) Computer literacy and information technology (IT)-related skills,
114 digital technology, web design, animation, photoshop/online
115 photography, computer design and advertising;
116 (h) Seminars in personality development, career counseling and job
117 placement, and work ethics and values; and
118 (i) Other preferred priority skills and trade training that are relevant to the
119 diverse needs of the people of the Province of Palawan to enhance
120 their capacities for practical livelihood, gainful employment, and
121 entrepreneurial activities.

122 **SECTION 5. Compliance with TESDA Requirements.** – The
123 provisions of this Act notwithstanding, each of the Centers established
124 herein shall become operationally effective only upon the
125 determination and declaration of the TESDA, through the issuance of
126 a formal recommendation and certificate of compliance, that each of
127 the Centers has satisfactorily complied with the minimum

requirements for quality standards prescribed by the TESDA governing the following: (a) standard procedures and guidelines (SPGs) for the establishment and operation of a TESDA-accredited provincial training and competency assessment center; (b) operational sustainability of each of the Centers established herein, such as licensed faculty-trainers and personnel, equipment, training and , funding source for the budgetary requirement of the Center herein established; (d) assurance that the training programs offered are fully aligned with the minimum standards of competency-based quality technical-vocational skills technology and the needs of the host area and the adjacent communities within the service of the Center; (e) program alignment and benchmarking in the context of the Association of Southeast Asian Nations (ASEAN) framework and the PQF for TVET; and (f) compliance with such other TESDA conditionalities and standards in establishing a TESDA-accredited training center, as may be necessary.

SECTION 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 of each of the Centers shall be appointed by the TESDA Director General in accordance with civil service rules and regulations and the qualification requirements for such office.

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

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

164 **SECTION 8. Implementing Rules and Regulations.** – Within ninety
165 (90) days after the approval of this Act, the TESDA, in coordination
166 with the DOLE, DTI, DA, Department of Budget and Management
167 (DBM), DILG, DOST, NEDA, the concerned LGUs, and other
168 relevant agencies and industry-business partners of the host localities
169 and the provincial government shall prepare and issue the necessary
170 rules and regulations for the effective implementation of this Act.

171 **SECTION 9. Separability Clause.** – If, for any reason, any section or
172 provision of this Act shall be deemed unconstitutional or invalid, the
173 other sections or provisions hereof shall not be affected and shall
174 remain in force and effect.

175 **SECTION 10. Repealing Clause.** – All laws, executive orders,
176 decrees, instructions, rules and regulations contrary to or inconsistent
177 with any provision of this Act are hereby repealed or amended
178 accordingly.

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

182 Approved,
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