



HOUSE OF REPRESENTATIVES

H. No. 9887

BY REPRESENTATIVES LEGARDA, YAP (E.), GO (M.) AND TAMBUNTING, PER COMMITTEE
REPORT NO. 1098

**AN ACT
ESTABLISHING THE ANTIQUE PROVINCIAL TECHNICAL EDUCATION AND
SKILLS DEVELOPMENT AUTHORITY TRAINING AND ASSESSMENT CENTER
TO BE LOCATED IN THE MUNICIPALITY OF HAMTIC, AND THE PANDAN,
ANTIQUE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT
AUTHORITY TRAINING AND ASSESSMENT CENTER, TO BE LOCATED IN
THE MUNICIPALITY OF PANDAN, AND APPROPRIATING FUNDS THEREFOR**

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

1 **SECTION 1. *Establishment.*** – There are hereby established training and assessment
2 centers, under the supervision of the Technical Education and Skills Development Authority
3 (TESDA), to be known individually, as follows: (a) Antique Provincial TESDA Training and
4 Assessment Center; and (b) Pandan, Antique Training and Assessment Center. They shall be
5 located in highly accessible areas in the municipalities of Hamtic and Pandan, Province of
6 Antique, respectively, pursuant to the purposes of this Act and the agreement between the
7 TESDA and the concerned local government units (LGUs).

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9 **SEC. 2. *General Mandate.*** – The Antique Provincial TESDA Training and
10 Assessment Center and the Pandan, Antique TESDA Training and Assessment Center,
11 hereinafter referred to as the Centers, shall primarily provide technical-vocational education
12 and training (TVET) programs to students and local residents from low-income families and
13 out-of-school youths, including persons with disabilities and indigenous peoples, to help
14 them become productive, self-reliant and globally competitive labor assets.

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16 The Centers shall provide effective employment interventions through training
17 programs on relevant skills trade competencies, craftsmanship, and entrepreneurship
18 activities that will help hasten the development of the host areas and the adjacent localities
19 into human resource and productivity hubs.

20
21 The Centers shall each serve as TESDA-accredited Assessment Centers for acquired
22 competencies in TVET programs. They shall also provide technical-vocational training for
23 teachers and curriculum design assistance to the secondary schools offering the technical-
24 vocational livelihood track under the K to 12 Program, in coordination with the Department
25 of Education and the TESDA.

26
27 **SEC. 3. *Training Programs*** – The Centers shall offer short-term certificate and
28 modular training courses in preferred technical-vocational skills and trades specialization. To

1 this end, the Department of Labor and Employment (DOLE), Department of Trade and
2 Industry (DTI), Department of Science and Technology (DOST), Department of Agriculture
3 (DA), Department of the Interior and Local Government (DILG), National Economic and
4 Development Authority (NEDA), business-industry partners, and other relevant agencies and
5 instrumentalities, both local and international, shall provide the necessary assistance to enable
6 the Centers to develop skilled manpower necessary for the achievement of a robust inclusive
7 economy.
8

9 The Centers may establish research and technology hubs, technology development
10 farms, satellite or extension training centers, and promote mobile training programs, and
11 strengthen linkages among the industry partners, the academe, and the Centers geared
12 towards the acquisition by residents of practical livelihood, employable skills, gainful
13 employment, and entrepreneurship capabilities.
14

15 The Centers shall offer the following TVET programs with competencies assessment
16 leading to National Certification Levels I-III:
17

- 18 (a) Skills training in industrial technology and hard trades such as metal and steelwork,
19 machine fabrication and operation, heavy equipment operation, automotive
20 mechanical assembly, refrigeration and air conditioning, electronics, and operation of
21 power tools and equipment for both medium skills grade and industrial purposes;
22
- 23 (b) Tourism and hospitality-related courses relating to hotel, restaurant and tourism
24 development management;
25
- 26 (c) Agriculture and aquaculture-related trainings and skills development in such areas as
27 farming technology, fishing operations technology, backyard farming and home-based
28 aquaculture and propagation innovations, mechanized farming, fishing tools and
29 equipment operation, agribusiness, agri-aqua trade technology and innovations, and
30 relevant training seminars for farmers and fisherfolk to encourage entrepreneurship
31 and thus increase their productivity;
32
- 33 (d) Livelihood skills development courses for preferred skills employment and small-
34 scale entrepreneurship, including practical skills education in arts and crafts,
35 workmanship and design, high-speed sewing, dressmaking and tailoring, horticulture,
36 livestock raising and breeding, food processing technology, home technology,
37 culinary arts and commercial cooking, cosmetology, and health and wellness training;
- 38 (e) Basic business literacy training in financial management, marketing, practical
39 accountancy, bookkeeping, office procedures, business processes and application
40 procedures including registration, licensing, documentation, business patent and
41 intellectual property regulation, business financing and investment opportunities
42 sourcing, import-export accreditation, online home-based business operation, and
43 social media business marketing;
44
- 45 (f) Technical-vocational occupation and trades skills such as carpentry, masonry,
46 plumbing, welding, practical electricity and installation, automotive servicing,
47 electronics servicing, personal computer servicing, and such other relevant practical
48 skills courses;
49
- 50 (g) Computer literacy and information technology-related skills, basic computer
51 operation, web development, digital animation, game development, and computer-
52 aided design application;

- 1 (h) Social communication skills and language proficiency courses in English and other
2 languages for business process outsourcing employment and overseas job placement;
3
4 (i) Seminars on personality development, career counseling, job placement, and work
5 ethic and values; and
6
7 (j) Other preferred skills and trades training that may be needed by the people of the
8 Municipalities of Hamtic and Pandan, as well as the whole province, to enhance their
9 capacities for practical livelihood, gainful employment, and entrepreneurial activities.
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11 **SEC. 4. Compliance with TESDA Requirements.** – The provisions of this Act
12 notwithstanding, the Centers shall become operational only upon the issuance by the TESDA
13 of a formal recommendation and certificate of compliance attesting that each of the Centers
14 has satisfactorily complied with the minimum standards of quality it has prescribed governing
15 the following : (a) standard procedures and guidelines for the conversion and operation of a
16 Center; (b) operational sustainability of the Centers in terms of licensed faculty-trainers and
17 personnel, equipment, training and laboratory facilities, instructional materials, and other
18 standard requirements of a TESDA Center; (c) sustainable funding source and regular
19 allocation of budgetary requirement; (d) full alignment of the training programs offered with
20 the minimum standards of competency-based quality technical-vocational technology skills
21 and the needs of the host area and adjacent localities served within the context of the
22 Association of Southeast Asian Nations or ASEAN integration and the Philippine
23 Qualifications Framework for TVET; and (e) compliance with such other TESDA
24 conditionalities and standards, as may be necessary and applicable in establishing a Center.
25

26 **SEC. 5. Administration.** – The Centers shall each be headed by a Technical-
27 Vocational Administrator who shall render full-time service and be responsible for the
28 Centers' respective administration and operation, under the supervision of the TESDA.
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30 The Technical-Vocational Administrator shall be appointed by the TESDA Director
31 General in accordance with the rules and regulations of the Civil Service Commission and the
32 qualification requirements for such office.
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34 The Technical-Vocational Administrator may enter into agreements with locally-
35 based private and public counterpart agencies or instrumentalities or persons, and seek such
36 assistance as may be necessary to effectively implement the provisions of this Act, subject to
37 the approval of the TESDA Director General.
38

39 **SEC. 6. Appropriations.** – The Director General of the TESDA shall include in the
40 Authority's programs the operation of the Centers, the funding of which shall be included in
41 the annual General Appropriations Act.
42

43 The LGUs concerned, in consultation with the TESDA, shall set aside from any
44 available local revenue an amount deemed appropriate as annual counterpart fund to support
45 the operation of the Centers herein established.
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47 **SEC. 7. Implementing Rules and Regulations.** – Within ninety (90) days after the
48 approval of this Act, the TESDA shall, in coordination with the DOLE, DTI, DOST, DA,
49 Department of Budget and Management, DILG, NEDA, concerned LGUs, and such other
50 relevant agencies and industry-business partners of the host localities, prepare and issue the
51 rules and regulations for the effective implementation of this Act.

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

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5 **SEC. 9. Repealing Clause.** – All laws, executive orders, decrees, instructions, rules
6 and regulations contrary to or inconsistent with any provision of this Act are repealed or
7 amended accordingly.

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9 **SEC. 10. Effectivity.** – This Act shall take effect fifteen (15) days after its publication
10 in the *Official Gazette* or in a newspaper of general circulation.

Approved,